

# Geography

**Subject Leader:** Mr A Kennedy

**Email:** [akennedy@taptonschoool.co.uk](mailto:akennedy@taptonschoool.co.uk)

**Curriculum Intent: Geographers are the heroes of tomorrow;** they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Frozen Planet.</b></p> <p>Students will explore the frozen parts of our planet. This will include:</p> <ul style="list-style-type: none"> <li>• The global location of alpine glaciers and polar ice sheets and reasons why they are found in these regions.</li> <li>• The geomorphic processes that created a landscape shaped by glaciers.</li> <li>• How to recognise glacial landforms in the UK on an OS map.</li> <li>• A case study investigation into what makes Antarctica such a distinctive continent.</li> <li>• The threats and opportunities presented by the Antarctic continent.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of maps at a range of scales from regional to global to identify and analyse patterns.</li> <li>• Apply their knowledge of altitude and altitude to explain geographical patterns.</li> <li>• Work with geographical data, such as climate data, to perform basic calculations.</li> <li>• Read a variety of geographical texts to extract and categorise ideas.</li> <li>• Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>• Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Autumn Term 2	<p><b>Topic: Global Development</b></p> <p>Students will investigate the challenges posed by differences in global development. This will include:</p> <ul style="list-style-type: none"> <li>• Understanding what geographers mean when assessing levels of development.</li> <li>• Learning how development is measured using both traditional measures, such as income, and other methods, such as happiness.</li> <li>• Analysing patterns of global development as well as zooming in to look at how development varies across the case studies of the USA (national scale) and within London (a single city).</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of maps at a range of scales from regional to global to identify and analyse patterns in levels of development.</li> <li>• Work with geographical development data to perform basic calculations.</li> <li>• Read a variety of geographical texts to extract and categorise ideas.</li> <li>• Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>• Write extended prose to describe, explain and evaluate their learning.</li> </ul>

Spring Term 1	<p><b>Topic: Global Development (Cont.)</b></p> <p>Students will progress from the initial study of development to build an understanding of the role played by Sustainable Development Goals (SDGs). This will include:</p> <ul style="list-style-type: none"> <li>Knowing what the 17 SDGs are and their purpose.</li> <li>Applying their knowledge of the SDGs to specific case study examples to evaluate their success.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Work with geographical development data to perform basic calculations.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Spring Term 2	<p><b>Topic: Sustainable Transport</b></p> <p>We all need to get around, but this unit will introduce students to the impact our methods of transport can have. This will include:</p> <ul style="list-style-type: none"> <li>Which modes of transport emit the greatest amount of greenhouse gas emissions?</li> <li>The impact of air travel and how it could become more sustainable in the future.</li> <li>The impact of emissions from cars and how we could make personal transport more sustainable in the future.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns.</li> <li>Work with geographical data to perform basic calculations.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Summer Term 1	<p><b>Topic: The Middle East</b></p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> <li>The urban and physical geography of the Middle East region.</li> <li>The climate of the Middle East region.</li> <li>The demography of the Middle East region.</li> <li>The issue of water security in the Middle East region.</li> <li>How conflict affects the Middle East.</li> <li>A case study exploring how Saudi Arabia is trying to diversify its future economy away from oil.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on the Middle East.</li> <li>Work with geographical data to perform basic calculations.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Summer term 2	<p><b>Topic: Changing Climate</b></p> <p>The final lessons of Y9 will focus on the challenge presented by climate change. We will be teaching the first topic of the GCSE course and students who have selected GCSE Geography will begin working in their Key Stage Four books. This will help their transition to Y10 in September. The course will include:</p> <ul style="list-style-type: none"> <li>How is our climate changing</li> <li>What is the evidence for climate change</li> <li>Natural causes of climate change</li> <li>Human causes of climate change</li> <li>Global impacts of climate change</li> <li>UK impacts of climate change</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns.</li> <li>Work with geographical data to perform basic calculations and assess the impact of climate change on our planet.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>
<b>Homework:</b>		

Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

**Assessment:**

In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.

Formal assessments will include:

- **Autumn:** Frozen planet, Plate Tectonics, Geographical Skills (including graphs, data, and maps)
- **Spring:** Global development, Environmental sustainability (such as: transport, plastic, fashion), Geographical Skills (including graphs, data, and maps)

**Links to Personal Development:**

The topics studied in Year 9 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include glaciologists, development aid workers, foreign diplomats and sustainable transport planners. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

**How is my knowledge further developed at GCSE?**

As students move on to study GCSE Geography, they will find the topics covered during Key Stage Three provide them with a good hinterland knowledge on which to build an even deeper understanding. Year 10 topics such as Sustaining Ecosystems and Distinctive Landscapes will build directly on the work of Key Stage Three which topics such as Urban Futures and Resource Reliance will provide newer learning. Similarly, the graphical, cartographic and maths skills practiced during Key Stage Three will be use at GCSE and students should be confident applying these skills to their GCSE learning.