

Curriculum Map

Subject: GEOGRAPHY

Year Group: 9

Time Period	Autumn Term	Spring Term	Summer Term
Content	<p>Glaciation: Pupils will study the way that ice changes the shape of a landscape, including:</p> <ul style="list-style-type: none"> • UK and the Himalayas • Glaciers • Tourism <p>By the end of the topics pupils will be comfortable in explaining what a glacier is and how it forms, the physical process by which cold environments are shaped and the positives and negatives of tourism in glaciated and post glacial areas.</p> <p>Natural Hazards: Pupils will study how natural hazards impact people and the environment, with a focus on tectonic hazards including:</p> <ul style="list-style-type: none"> • Natural events vs Natural Hazards • Earthquakes, Tsunamis and Volcanoes • The effect of hazards on 	<p>Coasts: Pupils will study the ways that different coastal processes influence the coastline, including:</p> <ul style="list-style-type: none"> • Wave characteristics and influences • Coastal landforms and their formation • Protecting the coastline <p>By the end of the topic pupils will be able to identify the different types of wave and their influence on the coastline, identify different coastal landforms and sequence their formation and identify the social environmental and economic costs of protecting the coastline.</p> <p>War, conflict and the Middle East: Pupils will study the middle east as a region, identifying what has shaped the middle east from a human and physical point of view, including:</p> <ul style="list-style-type: none"> • Where and what is the Middle East 	<p>EcoSystems: Pupils will study the different EcoSystems of the world including:</p> <ul style="list-style-type: none"> • The influences on ecosystems • Food chains and webs • Tropical and cold ecosystems and their services <p>By the end of the topic, pupils will be able to identify different biomes and explain how human and physical factors can influence them, explain how humans can interfere with EcoSystems and evaluate the social, economic and environmental benefits and challenges of exploiting ecosystems.</p>

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	<p>people</p> <p>By the end of the topic, pupils will be able to identify the different types of tectonic hazards, explain how natural processes cause hazards and compare and contrast the impact of natural hazards on the different levels of wealth.</p>	<ul style="list-style-type: none"> • People of the Middle East • Importance of the Middle East <p>By the end of the topic pupils will be able to describe the location and characteristics of the Middle East, explain how the Middle East has been influenced and continues to be influenced by people and evaluate the importance of the Middle East.</p>	
Skills	<ul style="list-style-type: none"> • Sequencing • Explaining • Evaluating • Decision making 	<ul style="list-style-type: none"> • Describing • Sequencing • Explaining • Evaluating 	<ul style="list-style-type: none"> • Describing • Explaining • Interpreting and analysing • Evaluating
Key Questions	<ul style="list-style-type: none"> • What are glaciers and how are they made? • How do glaciers shape the land? • What are the challenges and opportunities of glaciated and post glacial areas? • What is the difference between a natural event and a hazard? • How can we group hazards? • Why do people live in hazardous environments? • How does the impact of hazards differ in areas of contrasting wealth? 	<ul style="list-style-type: none"> • What influences the types of waves and what are their characteristics? • What are the different landforms on the coast and how does the energy of the environment shape them? • How do we choose what coastal environments to protect? • Where the Middle East and what is it like? • What shapes the Middle East? • Who lives in the middle east and how do they live? 	<ul style="list-style-type: none"> • What makes an ecosystem • What is the difference between a food chain and a food web? • How do humans and the natural environment shape ecosystems? • What is an ecosystem service and why are they valuable? • What are the threats to EcoSystems around the world.
Assessment week and content	Formal assessment: Take place within the 2 weeks in the build up to October half term and within 2 weeks of the end of term.	Formal assessment: Take place within the 2 weeks in the build up to February half term and within 2 weeks of the end of Easter term.	Formal assessment: To take place within 2 weeks of the end of term.

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Lemsford Lane, Welwyn Garden City, Hertfordshire AL8 6YR

Tel: 01707 321755 • admin@stanborough.herts.sch.uk • www.stanborough.herts.sch.uk • Company No: 07900439

	<p>Content:</p> <ul style="list-style-type: none"> • Glaciation test • Hazards test <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Coasts test • Middle east research assignment <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Ecosystems and cold climates test • Rainforest essay <p>Informal assessment: Exam style questions and recall tests will take place throughout the term in line with marking policy expectations.</p>
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