Curriculum Plans: Year 9 Geography

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Term 1a	African Issues	**Key question:** *What is Africa like and how is Nigeria, an emerging country changing?* Examine stereotyped, misconceptions and misjudgements of Africa Examine 'MINT' and Emerging power Nigeria's Geography (rapid rise, future Superpower and its sustainability). Location of Africana countries and regions within Africa Legacy of colonialism Physical reasons why Malawi has been held back in development Human reasons why Malawi has been held back in development Reasons for Nigeria's rapid development Impacts and sustainability of Nigeria's rapid development African issues and neo-colonialism of China, USA, European countries and the EU	Atlas skills – using maps and locating places Compass direction, mapping - location Mapping Analysing photographs/ and images Analysis of range of data and resources • Ability to work in pairs/groups • Enquiry based learning • Presentation skills • Debating skills	Landlocked Isolated Changing climate Terms of trade Colonisation Cash crops Raw materials Global trade Exploit FDI	8m Ass. Levelled Ques Topic Microsoft Knowledge Test
Term 1b	1b Energy Issues	**Key question:** *How can the growing demand for energy be met without*	Classification	Fossil fuel Renewable	8m Ass. Levelled Ques

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		serious environmental consequences? Energy resources can be classified in different ways Extraction of energy resources has environmental consequences. Access to energy resources is not evenly distributed Impacts for people and different stakeholders/ players Global demand for oil is increasing, but supplies are unevenly available Different scenarios for the future of energy use and sources	Analysis of range of data and resources Compass direction, mapping - location Mapping Understanding diagrams and processes • Ability to work in pairs/groups • Team work • Enquiry based learning	Non-renewable Tidal power Unconventional fossil fuel TNC Raw materials Exploit Turning point Business as usual	Topic Microsoft Knowledge Test End-Topic Assessment Sec A: Microsoft Test Sec B: Summative Test incl. 8m Assess Ques
Term 2a	Tricky Tectonics	**Key question:** Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? The Earth's layered structure and properties Characteristics of hazards at different plate boundaries Risks of tectonic activity Risk of earthquake and associated hazards at contrasting locations at Haiti and Japan Risk of volcanoes and associated hazards at contrasting locations at Mt. Sakurajima, Japan and Mt. Nyiragongo, DRC	Classification Analysis of range of data and resources Compass direction, mapping - location Mapping Understanding seismograph data and scales • Ability to work in pairs/groups • Team work – building earthquake resistant buildings • Enquiry based learning	Magnitude Volcanic Explosivity Index (VEI) Subduction Zone Collision Zone Short-term Aid Long-term Aid Primary Impacts Secondary Impacts Long-term Planning Tsunami	8m Ass. Levelled Ques Topic Microsoft Knowledge Test End-Topic Assessment Sec A: Microsoft Test Sec B: Summative Test incl. 8m Assess Ques

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		Impacts of tectonic hazards Management of tectonic hazards (predicted, planned and prepared for) at contrasting locations			
Term 2b	Glamorous Geology	**Key question:** Why does the physical landscape of the UK vary from place to place? The rock cycle The three rock types: sedimentary, metamorphic and igneous rocks, their characteristics and formation Tees-Exe line and geological patterns/ distributions in the UK Weathering processes: biological, chemical and physical weathering Geology of upland and lowland landscapes in the UK Formation of V-shaped and U-shaped valleys and locations in the UK Formation of tors and limestone pavements	Classification Analysis of range of data and resources Compass direction, mapping - location Mapping Understanding seismograph data and scales • Ability to work in pairs/groups • Team work – building earthquake resistant buildings • Enquiry based learning	Geological era Igneous Rock Metamorphic Rock Sedimentary Rock Exe-Tees Line Biological weathering Chemical weathering Physical weathering Scree Human Activity	8m Ass. Levelled Ques Topic Microsoft Knowledge Test
Term 3a	Raging Rivers	**Key question:** Why is there a variety of river landscapes in the UK and what are the processes that shape them? What are the challenges for river landscapes, people and property and how can they be managed?	Classification Analysis of range of data and resources Compass direction, mapping - location Mapping Understanding application of data to diagrams and theory	Drainage Basin Channel Tributary Confluence Mouth Source Watershed Meander	8m. Levelled Ques Topic Microsoft Knowledge Test

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		River systems and drainage basins Processes of erosion, transportation and deposition The hydrological cycle: inputs, processes and outputs Storm hydrographs and application Factors affecting lag time	• Ability to work in pairs/groups • Team work – building earthquake resistant buildings • Enquiry based learning	Oxbow Lakes Flood Plains	
Term 3b	Project Geography	To allow students to explore the geography of a region, country, a geographical issue, or fieldwork investigation using skills developed in KS3. Simple Enquiry Key questions: *What? Where? When? Who?* Complex Enquiry Key questions: *How? Why?*	Topic dependent – students choose their own topic to research following enquiry-led learning • Ability to work in pairs/groups • Enquiry based learning Presentation skills	Topic dependent	Level assessed presentations/ research on chosen topic area Student made quizzes