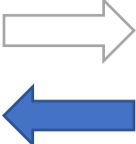


BILTON SCHOOL CURRICULUM 2023 – 2024

GEOGRAPHY YR 9

<p>INTENT</p> <ul style="list-style-type: none"> To inspire in pupils a curiosity and fascination about the world To equip pupils with knowledge about diverse places, people, resources, and natural and human environments, and understanding of the Earth's key physical and human processes and how they are in constant change. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. 		<p>END POINTS</p> <ul style="list-style-type: none"> To contextual knowledge of the location of globally significant places – understand the processes that give rise to key physical and human geographical features of the world. Are competent in the geographical skills needed to: collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS). Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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IMPLEMENTATION	KS3 – YR9							
		TERM 1 World Regions	TERM 2 Earning a living (economy)	TERM 3 Rivers/Hydrological cycle	TERM 4 Attenborough ECOSYSTEM	TERM 5 Energy	TERM 6 Globalisation	
	Week 1	L1 Mega and million cities L2 Mapping Physical Features	L1 How do we earn a living in the UK? L2 Case study: regeneration in Doncaster	L1 Location of world rivers and features L2 Hydrological cycle	L1 How and why does a food chain work? L2 Can I investigate a Local Ecosystem?	L1 Test on ecosystems L2 What are reasons for and against using renewable or Energy	L1 Willow project? L2 Willow project 2 What is Climate	
	Week 2	L3 Africa Physical and Human Features L4 How are our lives connected with Africa	L3 Why do employment patterns change? L4 Globalisation and the UK	L3 Types of rain L4 Fluvial Processes	L3 Can I explain the ways that an ecosystem changes? L4 L4 Can I describe the different types of Biomes?	L3 Fossil Fuels how are they formed? non-renewable energy? L4 What are the benefits and problems of fossil fuel use?	L3 What is globalisation? L4 Globalisation - data	
	Week 3	L5 History of Kenya L6 Positives negatives of colonialism	L5 How Covid changed unemployment FAR L6 What is the value of tourism to Europe?	L5 Erosional features L6 depositional features	L5 Can I describe the characteristics of a TRF biome? L6 How have species adapted to the Rainforest?	L5 LQ: what are the solutions to China's air pollution? L6 Renewable versus non-renewable energy Which is better?	L5 Global shift L6 Impacts of globalisation	
	Week 4	L7 investigating the middle East L8 Middle East DUBAI	L7 Case study: Majorca L8 Case study: Kenya	L7 Causes of floods. L8 Flood management FAR	L7 What are the causes of Deforestation? L8 What are the Impacts of deforestation? L8	L7 the advantages and disadvantages of energy sources? L8 assess how far resource exploitation of an unconventional energy source has had a positive effect on MEDC?	L5 Global shift L6 Impacts of globalisation	
	Week 5	L9 Russia physical features L10 What about Russia People	L9 Can tourism be Sustainable? L10 Is tourism more good than bad?	L9 flooding in Bangladesh developing L10 flooding in uk Boscastle developed	L9 How are Tropical Rainforests managed sustainably? FAR L10 Can I describe the environment of the Taiga & how species	L9 Should we allow "Fracking" at Roseacre Wood? L10 Test Test	L7 Cas study L8 Case study- impacts of globalisation in the UK	
	Week 6	L11 REVISION L12 Test	L11 What kind of work will you do? L12 Revision	L11 Rivers L12 Assessment	L1 What are the threats to the Taiga? Can I examine; L2 Conservation Vs Exploitation in the Taiga?		L9 Revision L10 Revision	
	Week 7	Feedback on test	L13 Assessment L14 DIRT				L11 DIRT L12 Fair trade	
	Week 8						L13 Fair trade L14 Assessment feedback	
	Progress & assessment	COLONIALISM FAR END OF UNIT ASSESSMENT	Majorca Far End of unit assessment	Flood management FAR END OF UNIT ASSESSMENT	How are Tropical Rainforests managed sustainably? FAR End of unit test	Renewable vs non-renewable which is better FAR End of unit test		
	Homework	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	Homework set every two weeks – forms quiz to recall/recap/retain learning from previous lessons	
	Key Vocabulary/literacy opportunities	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	Tier 2 tier 3 words on PPT GUIDED READING ACTIVITES IN LESSONS	
	Connected Knowledge	Link to HISTORY COLONIALISM Links to urbanisation and settlement	link maths statistics on tourism Interpreting line graphs skills Introducing ASSESS command word for GCSE SEEP categorising Links to development tourism in LEDCS	Science - Hydrological cycle also links to GCSE and A LEVEL Geography Fluvial processes KS 4 Rivers / Erosion, transportation and deposition, flooding hydrographs, long profile hard and soft engineering introduction of case studies	Links to sustainability SCIENCE CURRICULUM BIOMES FOOD CHAINS WEBS Ecosystems ks 4 taiga and tropical rainforest paper 3	Unconventional sources of energy fracking tar sands GCSE paper 3 LINKS TO Energy Science Current affairs	Links to GCSE / A1.	
IMPACT	Students will be able to measure progress using tracking sheets in exercise books and folders. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.							