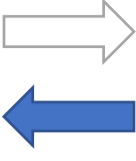


BILTON SCHOOL CURRICULUM

GEOGRAPHY YR 9

<p><b>INTENT</b></p> <ul style="list-style-type: none"> <li>To inspire in pupils a curiosity and fascination about the world</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		<p><b>END POINTS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS).</li> <li>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul>
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<b>IMPLEMENTATION</b>	<b>KS3 – YR9</b>							
		<b>TERM 1</b> World Regions	<b>TERM 2</b> Earning a living (economy)	<b>TERM 3</b> Rivers/Hydrological cycle	<b>TERM 4</b> Attenborough ECOSYSTEM	<b>TERM 5</b> Energy	<b>TERM 6</b> Globalisation	
	Week 1	L1 Asia Location and region L2 Asia Diversity	L1 How do we earn a living in the UK? L2 Case study: regeneration in Doncaster	L1 Water cycle L2 Key features of a river	L1 Ecosystem L2 Investigating 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 Asia Physical features L 4 Asia Population	L3 Why do employment patterns change? L4 Globalisation and the UK	L3 Landform features Part 1 L4 Landform features Part 2 and FAR	L3 Ecosystem balance. L4 Biomes intro	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 Asia Biomes L6 China Why so important	L5 How Covid changed unemployment FAR L6 What is the value of tourism to Europe?	L5 How do we use rivers. L6 Estuaries	L5 Tropical rainforest intro L6 Tropical rainforest adaptations	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 China Population FAR L8 History of China m FAR FEEDBACK	L7Case study: Majorca L8 Case study: Kenya	L7 Flooding L8 Flood management	L7 Deforestation L8 Tropical rainforest sustainable management FAR.	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	L1 Africa What and Where L2 Africa History	L9 Can tourism be Sustainable? L10 Is tourism more good than bad?	L9 Revision L10 End of topic assessment	L9 Taiga Characteristics L10 Taiga threats.	L9 Should we allow "Fracking" at Roseacre Wood? L10 Test	L7 Cas study L8 Case study- impacts of globalisation in the UK	
	Week 6	L 3 Africa Today L 4 Africa Population	L11 What kind of work will you do? L12 Revision	L11 FAR L12	L11 Revision L12 Assessment		L9 Revision L10 Test	
	Week 7	L5 Africa Biomes L6 Revision	L13 Assessment L14 DIRT		L13 FAR		L11 DIRT L12 Fair trade	
	Week 8	L7 End of unit far L8 feedback on FAR						
	<b>Progress &amp; assessment</b>	FAR CHINA ONE CHILD POLICY 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	Far globalisation Test end of Year	
	<b>Homework</b>	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	
	<b>Key Vocabulary/literacy opportunities</b>	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	Tier 2 tier 3 words on PPT  GUIDED READING ACTIVITES IN LESSONS
	<b>Connected Knowledge</b>	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.	
<b>IMPACT</b>	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.							

<b>British Values</b>	All key aspects of British values are taught through this Year 9 curriculum –  Respect and tolerance collaborative group work in lessons decision making activities / map work responsibility- learners recognise how others their actions can affect others in a global context – sustainability Respect and tolerance – recognising different groups that come together to make up the UK - migration Urbanisation urban population growth equality understanding of how inequality impact on society and level of development
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<p><b>Key Vocabulary/literacy opportunities</b></p>	<p>Glossary &amp; Keyword to emphasise key geographic terminology. Tier 3 vocabulary in lesson ppts tier 2 vocabulary in lesson ppts          Guided reading used in lessons for comprehension as well as paired reading, reading individually and as a class          Examples include story boards, news articles, textbooks reading geographical sources these are used in all topics in each term</p>
<p><b>Cultural Capital</b></p>	<p>Understanding their national and geographical context and the physical environment through the study of maps and case studies          An understanding of problems facing the planet such as fair trade energy and pollutions          An appreciation of the country we live in and how human and physical geography contributes to the heritage of a place ecosystems Rivers          To understand how physical processes creates landforms e.g. biomes and rivers</p>
<p><b>Spiritual moral and spiritual and cultural development</b></p>	<p>Learners recognise their role as global citizens          Show a interest in investigating and offering reasoned views about ethical issues and the ability to understand and appreciate the viewpoints of others          Working with others – develop social skills working with other pupils in a range of contexts</p>