



Geography

Intent

To develop students' knowledge and understanding of the world's physical processes responsible for atmospheric hazards, and how they interact with the human world.
 To promote a sense of stewardship and appreciation of our world, encouraging students to live responsibly for the benefit of the local, national and global communities.
 To develop students' knowledge and understanding of the UK coastline. Students will explain the shape of coastal landscapes and decide on sustainable management approaches for the future.
 To develop an individual's understanding of contrasting cultures and lifestyles at different levels of economic development.

Year 9	Unit 1 A Hazardous World September to November	Unit 2 Contemporary Environmental Issues November to January	Unit 3 Coastal Landscapes January to April	Unit 4 Challenges of Development April to July
Knowledge (facts, information, concepts and key terminology)	Key words: tropical storm, wildfires, extreme weather, primary and secondary effects, immediate and long term responses, prediction, protection, planning, causes, effects responses.	Key words: Greenhouse effect, global warming, climate change, fossil fuels, carbon footprint, sustainability, management, resource exploitation, pollution, fossil fuel, recycling.	Key words: constructive and destructive wave, sources of energy, weathering, erosion, transport, deposition, landforms, hard engineering, soft engineering.	Keywords: Demographic Transition Model, HIC, LIC, NEE, HDI, urbanisation, BRICS, development gap, natural increase, sanitation, squatter settlement.
Understanding (ability to connect and synthesise knowledge within a context)	To understand the processes involved in the development of tropical storm formation and wildfire development. To identify and explain impacts of these hazards on people and place. To understand how humans can mitigate effects through management. To understand how humans can mismanage hazards/exaggerate them. To consider how development can affect the impacts to people and place.	To understand difference between natural and enhanced GHE. To identify the causes, effects and responses to climate change, and investigate solutions. To understand the nature of our reliance on fossil fuels and the impact and dangers they pose. Investigate the link between human behaviour and environmental disaster through oil, fashion and plastic consumption. Evaluate our personal responsibility towards the global environment.	To identify links between wind, wave types and erosion. To explain how weathering and erosional processes create erosional landforms. To understand the link between transport, deposition and landform development. To understand management strategies and evaluate effectiveness. To use real examples of management methods in a UK case study context.	To understand the concept of global development, use indicators to identify different levels along the development continuum. To understand that wealth is distributed unevenly. Development and location of megacities – linked to population change. Identifying the impacts of urban growth and finding solutions to an increasing population. Inequality on a variety of scales- global and within country (India) Understanding of geopolitics- sustainable development goals with a focus on gender equality
Skills (successful application of knowledge and understanding to a specific task)	Map reading and labelling distributions Graph reading including on assessments. Video interpretation and response.	Map work. Manipulation and reading of climate graphs,	Map reading skills – 6 fig GR, direction, contours, distance -Swanage Bay task Photograph and video interpretation of transport and erosional processes	Drawing and interpretation of complex graphs (DTM), population pyramids etc. Proportional circles. Population and wealth distribution using maps
Formal Assessments	2x in class assessments 3x Geog your Memory knowledge recall quizzes			
<p>By the end of the year students on course for at least a grade 5 will be able to...</p> <ul style="list-style-type: none"> Interpret and communicate information. Make simple deductions and draw conclusions. Construct chains of reasoning. Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues. Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena. Construct coherent arguments to draw conclusions supported by evidence. Use a range of geographical skills and techniques accurately, showing understanding of their purpose 				