



Curriculum Map for Geography Year 9

YEAR 9	Autumn 1	Autumn 2
Topics	The Earths Lungs	Climate Change
Substantive Knowledge – The Content Students Will Learn	<ul style="list-style-type: none"> • What is Deforestation and the Differences Between Clear Felling and Selective Logging • The Causes, Impacts and Management of Deforestation • Location of Tropical Rainforests • Animal and Plant Adaptations in the Rainforest 	<ul style="list-style-type: none"> • The Causes of the Enhanced Greenhouse Effect • The Impacts of Climate Change on Different Countries • Mitigation and Adaptation to Climate Change • To Know What the Human and Natural Changes to the Carbon Cycle Are
Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers	<ul style="list-style-type: none"> • Sustainable Approaches to Managing the Rainforest • The Effects of Deforestation on People Who Live in the Rainforest 	<ul style="list-style-type: none"> • Sustainability and Its Role in Reducing Climate Change • The Impacts of Climate Change Are Different Depending on the Country Affected
Skills	<ul style="list-style-type: none"> • Map Skills to locate rainforests • GCSE Style Questions with Scaffolding 	<ul style="list-style-type: none"> • GCSE Style Exam Questions with Scaffolding • Photo Analysis
Links To Prior Learning	<ul style="list-style-type: none"> • Biomes and ecosystems from Africa in Year 8 • Sustainability as a key theme that runs through the curriculum 	<ul style="list-style-type: none"> • Link to the rainforest topic (previous one) with the link between deforestation and climate change • Sustainability
Literacy/ Numeracy	<ul style="list-style-type: none"> • Description and explanation of key processes • Extended answers 	<ul style="list-style-type: none"> • Explanation and evaluation • Extended answers
Cross Curricular	<ul style="list-style-type: none"> • Science - rainforests 	<ul style="list-style-type: none"> • Science - understanding what, as individuals, we can do to be more eco-friendly
Assessment	<ul style="list-style-type: none"> • Using your own understanding, to what extent has development in tropical rainforests created social advantages 	<ul style="list-style-type: none"> • Recall style questions (test)

YEAR 9	Spring 1	Spring 2
Topics	Oceans Under Threat	Economic Development
Substantive Knowledge – The Content Students Will Learn	<ul style="list-style-type: none"> The Layers of the Ocean The Adaptations of Different Species to Survive To Know What Overfishing Is To Know What Sustainable Fishing Is 	<ul style="list-style-type: none"> To Know What a Development Indicator Is To Know How to Compare the Development of Different Countries
Disciplinary Knowledge – When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers	<ul style="list-style-type: none"> Human Impact on the Oceans The Tragedy of the Commons Knowledge and Understanding of Place/Scale 	<ul style="list-style-type: none"> That the Process of Development Is Not Linear and Is Different for Different Countries Knowledge and Understanding of Place/Scale
Skills	<ul style="list-style-type: none"> Summarising and analysis of text 	<ul style="list-style-type: none"> Data presentation and analysis
Links To Prior Learning	<ul style="list-style-type: none"> Ecosystems Climate Change earlier in Year 9 Human Responsibility for the Environment 	<ul style="list-style-type: none"> Fairtrade in Year 7 introduces development ideas Africa and Globalisation in Year 8 is built Use terms LIC and HIC
Literacy/ Numeracy	<ul style="list-style-type: none"> Extended Writing Answers using GCSE Command Words 	<ul style="list-style-type: none"> Data Analysis Graph Construction Choropleth Map Presentation and Analysis
Cross Curricular	<ul style="list-style-type: none"> The concept of stewardship and human responsibility for the environment 	<ul style="list-style-type: none"> Inequality and the problems it poses in the world with regards to development and LICs
Assessment	<ul style="list-style-type: none"> Recall style test 	<ul style="list-style-type: none"> Aid is an effective way to help LICs develop. To what extent do you agree with this statement?

YEAR 9	Summer 1 & 2
Topics	GCSE Resources
Substantive Knowledge – The Content Students Will Learn	<ul style="list-style-type: none"> To Know What a Resource Is To Know the Distribution of Water, Energy and Food To Know What Scarcity Is and What Makes a Resource Scarce
Disciplinary Knowledge –	<ul style="list-style-type: none"> To Understand How to Manage Resources To Know That Resource Shortages Affect People and Countries Differently

When Students Consider Where Geographical Knowledge Originates From and How They Learn the Practices of Geographers	
Skills	<ul style="list-style-type: none"> • Map Analysis - to determine patterns and trends • Graph Analysis - on energy sources
Links To Prior Learning	<ul style="list-style-type: none"> • The concept of sustainability that runs through the Years 7 to 9 curriculum is developed
Literacy/ Numeracy	<ul style="list-style-type: none"> • Numeracy in the form of graph analysis and use of data (% especially)
Cross Curricular	<ul style="list-style-type: none"> • Science – energy • PSHCE – the responsibility to save energy and resources
Assessment	<ul style="list-style-type: none"> • 1 section of a GCSE Paper