

Geography. Year 9 Curriculum Map



| YEAR 9 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|---|--|
| Curriculum Content | <p><u>What does the future hold?</u></p> <p>Composite – Will it ever be safe to live near plate boundaries?</p> <p>Component 1 – Know the difference between a hazard and a disaster.</p> <p>Component 2 – Know the different types of hazards that can impact people.</p> <p>Component 3 – Know the structure of the earth.</p> <p>Component 4 – Know how tectonic plates move and plate tectonic theory.</p> <p>Component 5 – Know what hazards are found at different plate boundaries.</p> <p>Component 6 – Know why people may choose to live near a plate boundary.</p> <p>Component 7 – Know the causes, impacts and responses to the Haiti, New Zealand and Japan earthquakes.</p> <p>Component 8 – Know the formation and characteristics of volcanoes.</p> | <p><u>What does the future hold?</u></p> <p>Composite – Will it ever be safe to live near plate boundaries?</p> <p>Component 9 – Know the causes, impacts and responses to Monserrat and Icelandic volcanic eruption.</p> <p>Component 10 – Know how the 3P's may reduce tectonic hazard risk.</p> <p>Component 11 – Know how Super volcanoes could impact future existence.</p> | <p><u>What does the future hold?</u></p> <p>Composite – Will population growth ever slow down?</p> <p>Component 1 – Know population distribution around the world and how and why it is changing.</p> <p>Component 2 – Know how to construct and analyse population pyramids.</p> <p>Component 3 – Know that Demographic Transition Model shows causes of population change over time.</p> <p>Component 4 – Know how different strategies are used to manage population growth including the Pro Natalist and One Child policy.</p> <p>Component 5 – Know the impact of the current population situation in the UK, an ageing population.</p> <p>Component 6 – Know why people migrate.</p> | <p><u>What does the future hold?</u></p> <p>Composite – Will population growth ever slow down?</p> <p>Component 7 – Know the common misconceptions around migration.</p> <p>Component 8 – Know the impact of migration in Liverpool.</p> <p>Component 9 – Know the impact of migration in other cities around the world.</p> | <p><u>What does the future hold?</u></p> <p>Composite – Will there be enough resources for everybody?</p> <p>Component 1 – Know that resources are distributed unevenly and the impact this has on people.</p> <p>Component 2 – Know the components of the UK energy mix and how it is changing.</p> <p>Component 3 – Know that the UK is moving towards alternative energy sources. Fracking.</p> <p>Component 4 – Know what renewable sources of energy would be most suitable in Russia.</p> <p>Component 5 – Know the impact of food distribution around the world.</p> <p>Component 6 – Know how the UK is increasing food security – Thanet Earth.</p> <p>Component 7 – Know methods of improving food security in LICs.</p> <p>Component 8 – Know the issues around UK water supply.</p> | <p><u>What does the future hold?</u></p> <p>Composite – Will there be enough resources for everybody?</p> <p>Component 9 – Know the impacts of improving UK water supply. Oxford reservoir.</p> <p>Component 10 – Know the impacts of improving water security in India – Indus Basin.</p> |
| | Prior knowledge and skills (from previous year / key stage) | <p>Knowledge of primary and secondary effects and short term and long-term responses.</p> <p>Know the impact of economic development on society.</p> <p>Students should be aware of volcanoes and earthquakes from KS2.</p> | | <p>Knowledge of development indicators and characteristics of HICs, LICs and NEEs.</p> <p>Knowledge of Liverpool history and development.</p> | | <p>Knowledge of climate change and impact of renewable sources.</p> <p>Knowledge of HIC, LIC and NEE characteristics.</p> <p>Knowledge of sustainable development.</p> |
| Core Knowledge Organiser content | <p>Unit overview.</p> <p>Key words and definitions.</p> <p>Answering question techniques.</p> <p>Information about independent learning.</p> | | <p>Unit overview.</p> <p>Key words and definitions.</p> <p>Answering question techniques.</p> <p>Information about independent learning.</p> | | <p>Unit overview.</p> <p>Key words and definitions.</p> <p>Answering question techniques.</p> <p>Information about independent learning.</p> | |

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| Vocabulary / Key Subject Terminology | Constructive, Destructive Friction, Geothermal Hot spots, Tectonics, Subduction, Earthquake, Volcano, Tsunami, Aftershock, Magma, Convection Currents. | | Birth rate, death rate, natural increase, push factors, pull factors, gentrification, urbanisation, LIC, HIC, NEE, migrant, immigrant, emigrant, megacities, world cities. | | Supply, demand, distribution, security, renewable, reservoir, famine, malnutrition, sustainable. | |
| Assessment 1 | | | | | | |
| Assessment 2 | | | | | | |
| Cross Curricular Links with other Faculties | Science – structure of the earth. | | RE – Migration. | | Science – alternative energy. DT – Nutritional value of food. | |
| Extra-Curricular Offer | KS3: Geography at the movies lunchtime club. | | | | | |
| Time Allocation | 3 lessons over 2 weeks. | | | | | |