



Curriculum Intent

Year 9

	What?	Why?	National Curriculum Links
Term 1-1	<p><u>Key Concepts: Resource Management</u></p> <ul style="list-style-type: none"> • Importance of resources for social well-being • Impact of inequalities • UK demands of food, water and energy • Global supply and demand of energy • Strategies to increase energy supply • Sustainable energy 	<ul style="list-style-type: none"> • To understand the link between human well-being and development and how resources influence both • To recognise inequalities and challenges through looking at global and UK resource demands, helping to explain issues such as poverty, conflict, and environmental pressures • To explore solutions for the future, such as energy strategies and sustainability and evaluate how countries can meet growing needs while protecting the planet for future generations 	<ul style="list-style-type: none"> • Location knowledge • People and environment <ul style="list-style-type: none"> ○ Resource management and biodiversity • Human geography <ul style="list-style-type: none"> ○ Global economic development issues • Maps • Use of data • Geographical argument
Term 1-2	<p><u>Key Concepts: Cold Environments</u></p> <ul style="list-style-type: none"> • Characteristics of cold environments • Plant and animal adaptations • Development opportunities in Svalbard • Challenges for development in Svalbard • Threats to cold environments 	<ul style="list-style-type: none"> • To understand extreme environments, learning about characteristics and adaptations helps us to see how plants, animals, and people survive in extreme conditions. • To explore how development and conservation can be balanced by studying the opportunities and challenges for 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • Physical geography <ul style="list-style-type: none"> ○ Changing weather and climate • People and environment



	<ul style="list-style-type: none"> Managing cold environments <p><u>Key Concepts: Weather Hazards</u></p> <ul style="list-style-type: none"> Global atmospheric circulation Tropical storm characteristics The impact of climate change on tropical storms The effects and management of tropical storms Case study: Typhoon Haiyan 	<p>development in Svalbard, showing how economic growth must be weighed against environmental limits.</p> <ul style="list-style-type: none"> To understand how cold environments are vulnerable to climate change and human activity and how they can be safeguarded for the future To understand how natural processes such as global atmospheric circulation, in combination with storm characteristics explains how tropical storms form To explore how weather hazards affect people, economies, and environments with the use of a case study To understand how we can mitigate and recover from future storms 	<ul style="list-style-type: none"> Global ecosystems Human geography <ul style="list-style-type: none"> Global economic development issues
Term 2-1	<p><u>Key Concepts: Climate Change and UK Weather</u></p> <ul style="list-style-type: none"> Evidence for climate change Natural and human causes of climate change Impacts of climate change Climate change adaptation and mitigation Extreme weather in the UK Beast from the East and UK Heatwave 2018 Changing UK weather 	<ul style="list-style-type: none"> To explain why climate change is happening, learning about natural and human drivers, and the scientific evidence. To recognise impacts and risks through studying global and UK extreme weather events to show how people, economies and environments are affected To explore solutions to highlight how we can respond to climate change and prepare for future weather extremes 	<ul style="list-style-type: none"> Location knowledge Place knowledge Physical geography <ul style="list-style-type: none"> Changing weather and climate Maps Use of data



<p>Term 2-2</p>	<p><u>Key Concepts: The Urban World</u></p> <ul style="list-style-type: none"> • Global patterns of urban change • Factors affecting the rate of urbanisation • The emergence of megacities • Land use in Rio De Janeiro • Social, economic, and environmental challenges and opportunities in Rio De Janeiro <p><u>Key Concepts: Ecosystems and Tropical Rainforests</u></p> <ul style="list-style-type: none"> • Global ecosystems • Food chains and webs • Small-scale ecosystem: Epping Forest • Climate and ecosystems • Characteristics of Tropical Rainforests • Plant and animal adaptations • Causes and impacts of deforestation • Exploitation in Malaysia • The importance of Tropical Rainforests • Sustainable management of Tropical Rainforests 	<ul style="list-style-type: none"> • To understand global change by studying patterns of urban growth, urbanisation factors, and megacities, to explain how and why cities are developing worldwide • To analyse opportunities and challenges in Rio De Janeiro by exploring Rio’s land use and urban issues to show both the advantages and disadvantages that rapid urban growth creates for people and the environment • To understand how global ecosystems work, including how plants, animals, and climate are interconnected • To recognise environmental importance and threats • To understand the impact of exploitation and evaluate sustainable management methods to explore solutions for the future 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • Physical geography <ul style="list-style-type: none"> ○ Changing weather and climate • People and environment <ul style="list-style-type: none"> ○ Resource management and biodiversity • Human geography <ul style="list-style-type: none"> ○ Cities and urban society in the 21st century ○ Global economic development issues • Maps • Use of data • Geographical argument
<p>Term 3-1</p>	<p><u>Key Concepts: Coasts</u></p> <ul style="list-style-type: none"> • Wave formation 	<ul style="list-style-type: none"> • To understand how coastal processes shape coastlines over time 	<ul style="list-style-type: none"> • Location knowledge • Place knowledge • Physical geography



	<ul style="list-style-type: none"> • Weathering, erosion, and mass movement • Erosional and depositional landforms • Coastal landforms case study: Old Harry Rocks, Swanage Bay, Chesil Beach • Coastal management: Hard and soft engineering • Coastal management case study: Lyme Regis 	<ul style="list-style-type: none"> • To recognise coastal landforms and understand their formation, with the use of examples such as Old Harry Rocks • To learn how to manage risks and protect communities by exploring hard and soft engineering methods 	<ul style="list-style-type: none"> ○ Geomorphological processes and landscapes • Geographical argument
Term 3-2	<p><u>Key Concepts: Physical Fieldwork</u></p> <ul style="list-style-type: none"> • Fieldwork aims and methodology • Data presentation and analysis • Fieldwork conclusion and evaluation 	<ul style="list-style-type: none"> • To develop geographical skills to carry out effective investigations with valid aims, methods and data collection • To understand how to interpret and present evidence, including being able to spot patterns and trends within a data set, explain processes and reach conclusions • To learn how to reflect and improve, evaluating fieldwork strengths and limitations, helping to improve future investigations and critical thinking skills 	<ul style="list-style-type: none"> • Place knowledge • Physical geography <ul style="list-style-type: none"> ○ Geomorphic processes and landscapes • Fieldwork • Use of data • Geographical argument