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| **Term**  | **INTENT** | **IMPLEMENTATION** | **IMPACT**  |
| **Substantive Knowledge**This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**What assessments will be used to measure student progress?Evidence of how well students have learned the intended content. |
| **Autumn Term****1A****Year 9** | **Intent** Why is this taught now? To attain knowledge and skills that link to the GCSE topic The Changing Economic World. To learn case study examples. | * Understanding of development, the different development indicators & global patterns of development.
* Understanding of the development gap, spatial patterns of HDI, GNI & the Lorenz Curve.
* Understanding of the historical, physical & economic factors that have caused the development gap.
* Understanding a range of strategies to reduce the development gap and their effectiveness.
* Understanding the historical, economic, social, and physical characteristics of Ghana, an LIC.
 | Development project- comparing a HIC with an LIC (locational & historical context, research of development indicators)End of unit test after the final lesson using a mixture of short and longer GCSE style questions. Including figure led questions (maps, graphs, pie charts)Knowledge and skills will both be assessed  |
| Why is the World so unequal?1. What is development? GNI, HDI, range of development indicators.
2. What is the development Gap?
3. Causes of uneven development (historical, physical & economic)
4. Strategies to reduce the development gap.
5. Ghana- an LIC case study
6. The trade game.
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| **Autumn Term****1B****Year 9** | **Intent** Why is this taught now?To engage students in Geography and focus on numerical skills (10% of the GCSE Course) | * Understand the globalisation of sport. Use of statistics- central tendency & Interquartile range.
* Case study of Sialkot in Pakistan, economic, social & environmental impacts of manufacturing footballs.
* Understanding the factors that make a country good at sport. Use of statistics, drawing a scatter graph.
* Understanding the positives & negatives of hosting the Olympics (London 2012 & Rio 2016)
* Decision making activity on where to build a new velodrome. Bipolar analysis & interpreting OS maps.
* Understanding the impacts of the Men’s Football World Cup in Qatar. Oracy, 1 minute speech.
 | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts)Knowledge and skills will both be assessed. |
| Statistics in Sport1. The geography of sport
2. What is the cost of a football?
3. The geography of the Olympics
4. The impacts of hosting the Olympics
5. Building a new velodrome
6. Qatar World Cup
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| **Spring Term****2A****Year 9**  | **Intent** Why is this taught now?To attain knowledge and skills that link to the GCSE topic Urban Challenges & Issues. To learn case study examples. | * Understanding urbanisation and global patterns. Interpreting Choropleth maps and line graphs.
* Understanding factors that have led to the growth of Megacities. The problems caused by rapid urbanisation.
* Understanding the challenges and opportunities in an NEE city. Focus on Dharavi, a slum settlement.
* What makes London an important global city. Understanding the challenges in a HIC city. Focus on urban sprawl.
* Understanding of sustainability and how cities can become more sustainable. Case study on Copenhagen (Carbon Neutral by 2025)
* Group activity on redeveloping the local high street to attract more footfall.
 | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts)Knowledge and skills will both be assessed. |
|  Why do cities change?1. Urbanisation
2. The emergence of megacities
3. NEE case study Mumbai
4. HIC case study London.
5. Urban sustainability
6. UK- Death of the high street
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| **Spring Term****2B****Year 9** | **Intent** Why is this taught now?To attain knowledge and skills that link to the GCSE topic Natural Hazards. To learn case study examples. | * Understanding of natural hazards
* Understanding the structure of the Earth. The theory of plate tectonics and evidence of continental drift.
* Understanding the different types of plate boundaries (constructive, destructive & conservative) Completing annotated diagrams.
* Earthquake case study (Haiti) Causes, effects & responses
* Understanding the structure & characterises of a volcano. Composite Cone & Shield volcanoes.
* Volcanic eruption case study (Montserrat) Causes, effects & responses.
 | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts)Knowledge and skills will both be assessed. |
| Plate Tectonics1. Natural hazards
2. Plate tectonics
3. Plate boundaries
4. Earthquake case study- Haiti
5. Volcanic hazards
6. Volcano case study- Montserrat

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| **Summer Term****3A****Year 9** | **Intent** Why is this taught now?To attain knowledge and skills that link to the GCSE topic Resource Management. To engage students in a topical global issue.  | * Introducing key terminology. Understanding spatial patterns of food security. Reasons for increased demand for food.
* Understanding the reasons for food insecurity. Evaluating the significance of these factors. Weigh up the different threats facing reefs today.
* Understanding the environmental impacts of food production. Skills task calculating food miles.
* Understanding the different strategies to reduce the environmental impacts of food production.
* Understanding the strategies to ensure food security. Debate on the most effective strategy.
 | End of unit test after the final lesson using a mixture of short and longer answer question styles. Including figure led questions (maps, graphs, pie charts)Knowledge and skills will both be assessed. |
| Hungry1. Introduction to food
2. Food insecurity
3. Environmental impacts of food production
4. Strategies to reduce the environmental impacts of food production.
5. How can we ensure food security?
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| **Summer Term****3B****Year 9** | **Intent** Why is this taught now?To introduce fieldwork as a key geographical skill. | * To understand the importance of collecting data to test a hypothesis.
* The sequence of Geographical investigation- Key enquiry question, Geographical theory, primary data collection, data presentation and analysis, evaluation.
* Possible local area fieldwork to gather own primary data.
 | Completion of a fieldwork booklet. Students receive a score and feedback on the different aspect of the investigation.  |
| Due to variable term length some topics may take longer than a half term and spill over into the next one. This final term is used to complete any Hungry lessons and assessment and then we move on to skills:Fieldwork1. Introduction to the process of fieldwork in Geography
2. Local area fieldwork testing the question **‘What microclimates exist at Beth’s? ’**
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