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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. |
| **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 Sport   1. 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 |
| **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 |
| **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 Tectonics   1. Natural hazards 2. Plate tectonics 3. Plate boundaries 4. Earthquake case study- Haiti 5. Volcanic hazards 6. Volcano case study- Montserrat |
| **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. |
| Hungry   1. 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? |
| **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:  Fieldwork   1. Introduction to the process of fieldwork in Geography 2. Local area fieldwork testing the question **‘What microclimates exist at Beth’s? ’** |