

Beths Grammar School KS3 Geography Curriculum Map – Year 9

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A Year 9</p>	<p>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.</p> <hr/> <p><u>Why is the World so unequal?</u></p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • 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. 	<p>Development project- comparing a HIC with an LIC (locational & historical context, research of development indicators)</p> <p>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)</p> <p>Knowledge and skills will both be assessed</p>
<p>Autumn Term 1B Year 9</p>	<p>Intent Why is this taught now? To engage students in Geography and focus on numerical skills (10% of the GCSE Course)</p>		

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	<p><u>Statistics in Sport</u></p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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. 	<p>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)</p> <p>Knowledge and skills will both be assessed.</p>
<p>Spring Term 2A Year 9</p>	<p><u>Intent</u> Why is this taught now? To attain knowledge and skills that link to the GCSE topic Urban Challenges & Issues. To learn case study examples.</p> <hr/> <p><u>Why do cities change?</u></p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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. 	<p>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)</p> <p>Knowledge and skills will both be assessed.</p>
<p>Spring Term 2B</p>	<p><u>Intent</u> Why is this taught now?</p>		

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<p>Year 9</p>	<p>To attain knowledge and skills that link to the GCSE topic Natural Hazards. To learn case study examples.</p>	<ul style="list-style-type: none"> • 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. • 	<p>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)</p> <p>Knowledge and skills will both be assessed.</p>
	<p><u>Plate Tectonics</u></p> <ol style="list-style-type: none"> 1. Natural hazards 2. Plate tectonics 3. Plate boundaries 4. Earthquake case study- Haiti 5. Volcanic hazards 6. Volcano case study- Montserrat 		
<p>Summer Term 3A Year 9</p>	<p><u>Intent</u> 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.</p>	<ul style="list-style-type: none"> • 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. 	<p>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)</p> <p>Knowledge and skills will both be assessed.</p>
	<p><u>Hungry</u></p> <ol style="list-style-type: none"> 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? 		

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<p>Summer Term 3B Year 9</p>	<p><u>Intent</u> Why is this taught now? To introduce fieldwork as a key geographical skill.</p>	<ul style="list-style-type: none"> • 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. 	<p>Completion of a fieldwork booklet. Students receive a score and feedback on the different aspect of the investigation.</p>
	<p>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:</p> <p><u>Fieldwork</u></p> <ol style="list-style-type: none"> 1. Introduction to the process of fieldwork in Geography 2. Local area fieldwork testing the question 'What microclimates exist at Beth's?' 		