

Ridgeway Academy Geography Curriculum Map Year 9

	Autumn 1	Autumn 2	Summer 2	Spring 1	Summer 1	Summer 2
Content	<p>What's happening beneath our feet? Alfred Wegener's theory of continental drift;</p> <p>Plate tectonics;</p> <p>Interior of the Earth;</p> <p>Earthquake hazard, including Nepal Case Study;</p> <p>Preparation, Planning and Prediction for Earthquakes.</p>	<p>Can we ever know enough about volcanoes to safely live by them? What are volcanoes and the different types?</p> <p>Montserrat;</p> <p>Benefits of living by Volcanoes;</p> <p>Planning, Prediction and Preparation;</p> <p>Hollywood: Fact or Fiction</p>	<p>What is Development? Defining development</p> <p>Classifying levels of development</p> <p>Exploring how development changes over time.</p> <p>Understand why people live in poverty</p> <p>Consider push and pull factors leading to rural-urban migration and Shanty Towns</p> <p>Evaluate the SDGs</p>	<p>Russia: a prisoner of Geography? Another regional unit, this explores what Russia is like;</p> <p>The physical landscape and climate of Russia;</p> <p>How the physical geography influences the development;</p> <p>How important Russia is to the world;</p> <p>The lessons learned from Chernobyl.</p>	<p>Travel and Tourism</p> <p>Global growth of tourism over time</p> <p>Tourism in the UK</p> <p>Tourist Resort Life Cycle</p> <p>National Parks and problems of mass tourism</p> <p>Barbados DME</p> <p>Sustainable Tourism</p> <p>Events that can affect rates of tourism</p>	<p>A global dinner plate</p> <p>Food miles</p> <p>Primary industry and types of farming</p> <p>Other sectors of economy and global flows</p> <p>Free/Fair trade</p> <p>Hunger and malnutrition</p> <p>Is out use of fish as a natural resource sustainable?</p> <p>Can food be produced sustainably?</p>
Skills	<p>Interpret atlas maps, public information material and photographs</p>	<p>Interpret atlas maps, public information material</p> <p>Infer using photographs</p> <p>DME and team work</p> <p>Engaging poster design.</p>	<p>Ranking and categorising information</p> <p>Use GEMA to describe patterns and trends</p> <p>Development Compass Rose</p>	<p>Interpret climate graphs and isotherm maps</p> <p>Use atlas maps to investigate Russia</p> <p>Use Google Earth as a source of GIS</p> <p>Interpret opinions</p>	<p>Duel-coding</p> <p>Explaining the significance Locating national parks</p> <p>Flipped Learning</p> <p>DME</p> <p>Completing Pie Charts</p>	<p>Flow line maps</p> <p>Calculating food miles</p> <p>Using flow-charts</p> <p>Producing choropleth maps</p> <p>Enquiry</p> <p>Interpret stacked area graph</p> <p>Exam question technique</p>

Key Questions	<p>What happened to the Dharahara Tower?</p>	<p>Can we ever know enough about volcanoes to safely live near them?</p>	<p>What are the different definitions of development?</p> <p>What are the reasons for poverty?</p> <p>How to rates of development vary spatially and temporally?</p> <p>Why do populations choose to migrate from Rural to Urban areas?</p> <p>What are the most important SDGs?</p>	<p>What's the difference between densely and sparsely?</p> <p>How do cold temperatures affect peoples' lives?</p> <p>Suggest how the size and physical Geography of Russia affects economic growth.</p> <p>What lessons can the UK Nuclear sector learn from Chernobyl?</p>	<p>Why is footpath erosion an issue?</p> <p>What's the difference between mass and sustainable tourism?</p> <p>How has tourism developed over time?</p>	<p>Use one or more examples to explain how food production can be made more sustainable.</p> <p>Where does our food come from?</p> <p>How does a chocolate bar connect different sectors of the economy?</p>
Assessment	<p>Can people manage risk living in earthquake zones? Address questions requiring evaluation.</p>	<p>Hollywood fact or fiction essay homework</p> <p>Can we ever know enough about volcanoes to safely live near them? Exam-style assessment</p>	<p>Describe a global issue and explain the link to the SDGs</p> <p>Faizad Migration DME</p> <p>Why did Amita want to Migrate?</p>	<p>Why did Russia plant their flag on the seabed of the North Pole?</p> <p>Is Russia a prisoner of Geography review assessment (exam style).</p>	<p>KS3 Examinations</p> <p>Quality of flipped learning submissions</p> <p>Chains of consequence and writing for significance</p>	<p>Exam practice question</p> <p>Using resources to answer enquiry questions (x2)</p> <p>KS3 Examinations</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy/Numeracy/ SMSC/Character</p>	<p>Keywords: distribution, plate tectonics, earthquake, seismic, constructive, destructive, conservative, lithosphere, mantle, crust, oceanic, continental, natural hazard, prediction, planning, preparation, slab pull, ridge push, convection</p>	<p>Keywords: magma, silica, volcano, shield, composite, lava, pyroclastic, tephra, mid-ocean ridge, viscosity,</p>	<p>Develop an appreciation for what's important using different perspectives to address global issues.</p> <p>Keywords: Rostow's Model of Development, Brandt Line, Development, HIC/LIC/NEE, relative and absolute poverty, urbanisation and inequality, Sustainable Development Goals, BRICS</p>	<p>Keywords: Arctic, Arctic Circle, Choropleth, Continental Climate, Demographics, Population Policy, Densely and sparsely populated, Greenpeace, Indigenous, permafrost, peninsular, plain, sea ice, nuclear, radiation,</p>	<p>Keywords: Butler Model / Tourist Resort Life Cycle Model; Sustainable and Mass Tourism; National Park; Honey Pot Site; Adventure/Extreme Tourism; Tourist; Grey Pound; all inclusive; package holidays Calculating growth in world tourism.</p> <p>Students to be aware of advantages and disadvantages of tourism</p>	<p>Define the concept of sustainability and consider how this relates to their daily lives.</p> <p>Keywords: malnutrition, famine, food miles, free and fair trade, industry, agriculture, arable, dairy, permaculture, allotments, urban farming</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Curricular links</p>	<p>Prior Learning: KS2 NC – some aspects of earthquakes may be covered in physical and human geography.</p> <p>Future learning: Why the Middle East has so much oil, hazard risk index for Japan, Volcanoes in Russia, tectonic legacy in Africa</p> <p>Cross-Curricular: Science explores geological families and the rock cycle: igneous, metamorphic and sedimentary,</p>	<p>Prior Learning: KS2 NC – some aspects of volcanoes may be covered in physical and human geography, perhaps through project work (i.e., Pompeii)</p> <p>Future learning: Why the Middle East has so much oil, hazard risk index for Japan, Volcanoes in Russia, tectonic legacy in Africa</p>	<p>Prior Learning: What is a Geographer, How do we use our planet as a resource? Economic development of Japan</p> <p>Future learning: Is Russia a prisoner of Geography? Africa and the Single Story. Global links though food.</p> <p>Cross-Curricular: In Year 8 History, students consider the slave triangle and colonial development.</p>	<p>Prior Learning: NC KS1&2 locate the world's countries, focusing on Europe. Yr 8 explored weather and climate and natural resources, reflecting on issues of building on permafrost.</p> <p>Future learning: Explore global atmospheric cycle in Africa unit.</p>	<p>Prior learning: tourism in Kenya and plastic problems; sustainable tourism in India; Adventure Tourism to Antarctica links to unit in Year 7 and concepts raised in Russia Unit. Students could also choose to focus on exclusion-zone tourism, linking to Japan (Fukushima) and Chernobyl (Russia).</p>	<p>Prior learning: Building on Brandt Line for Hunger and Malnutrition; revisiting natural resources from year 8.</p> <p>Future learning: GCSE AQA resource unit.</p> <p>Cross: Food tech and D&T, PDE</p>

<p style="text-align: center;">DIP/SIP</p>	<p>Bring more geology into Geography curriculum: use resources from Geological Society CPD.</p>	<p>To produce an engaging curriculum: Montserrat DME Provide opportunities for real world enquiry: Dharahara tower</p>		<p>Develop understanding of demographics Engaging in wider reading (inspiration from 'Prisoners of Geography') Maintain interest post-options (Chernobyl).</p>	<p>Maintain engagement in Geography for those opting not to study at GCSE. Develop spatial and temporal connections.</p>	<p>Students are able to communicate their learning journey. Students to find personal relevance in unit.</p>
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