

## Ridgeway Academy Geography Curriculum Map Year 9

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Content</b>	<b>What is Development?</b> <ul style="list-style-type: none"> <li>●Defining development</li> <li>●Classifying levels of development</li> <li>●Exploring how development changes over time.</li> <li>●Understand why people live in poverty</li> <li>●Consider push and pull factors leading to rural-urban migration and Shanty Towns</li> <li>●Evaluate the SDGs</li> </ul>	<b>Russia: a prisoner of Geography?</b> <ul style="list-style-type: none"> <li>●Another regional unit, this explores what Russia is like;</li> <li>●The physical landscape and climate of Russia;</li> <li>●How the physical geography influences the development;</li> <li>●How important Russia is to the world;</li> <li>●The lessons learned from Chernobyl.</li> </ul>	<b>Raging Rivers</b> <ul style="list-style-type: none"> <li>●What rivers are and how water flows into them</li> <li>●How weathering, erosion and transport create river landforms.</li> <li>●Why rivers are important to people</li> <li>●Understand drainage basins</li> <li>●Flood case study (Boscastle), inc. management.</li> </ul>	<b>Amazing Africa</b> <ul style="list-style-type: none"> <li>●The physical and human geography of Africa</li> <li>●Some of the challenges facing the continent</li> <li>●Some of the opportunities to develop and change.</li> <li>●Plastic pollution in Kenya</li> <li>●Sahel and desertification</li> <li>●Does China want to help develop Africa?</li> </ul>	<b>A global dinner plate</b> <ul style="list-style-type: none"> <li>●Food miles</li> <li>●Farm. Primary industry and types of farming</li> <li>●Other sectors of economy and global flows</li> <li>●Free/Fair trade</li> <li>●Hunger and malnutrition</li> <li>●Is out use of fish as a natural resource sustainable?</li> <li>●Can food be produced sustainably?</li> </ul>	<b>Travel and Tourism</b> <ul style="list-style-type: none"> <li>●Global growth of tourism over time</li> <li>●Tourism in the UK</li> <li>●Tourist Resort Life Cycle</li> <li>●National Parks and problems of mass tourism</li> <li>●Barbados DME</li> <li>●Sustainable Tourism</li> <li>●Events that can affect rates of tourism</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>●Ranking and categorising information</li> <li>●Use GEMA to describe patterns and trends</li> <li>●Development Compass Rose</li> </ul>	<ul style="list-style-type: none"> <li>●Interpret climate graphs and isotherm maps</li> <li>●Use atlas maps to investigate Russia</li> <li>●Use Google Earth as a source of GIS</li> <li>●Interpret opinions</li> </ul>	<ul style="list-style-type: none"> <li>●Identify river features on OS maps and images,</li> <li>●Use an OS map to draw a cross-section of a river valley</li> </ul>	<ul style="list-style-type: none"> <li>●Understanding the Global Atmospheric Cycle Diagrams, linking to the ITCZ,</li> <li>●Interpret climate maps and graphs</li> <li>●Use latitude and longitude to locate places.</li> </ul>	<ul style="list-style-type: none"> <li>●Flow line maps</li> <li>●Calculating food miles</li> <li>●Using flow-charts</li> <li>●Producing choropleth maps</li> <li>●Enquiry</li> <li>●Interpret stacked area graph</li> <li>●Exam question technique</li> </ul>	<ul style="list-style-type: none"> <li>●Duel-coding</li> <li>●Explaining the significance</li> <li>●Locating national parks</li> <li>●Flipped Learning</li> <li>●DME</li> <li>●Completing Pie Charts</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>●What are the different definitions of development?</li> <li>●What are the reasons for poverty?</li> <li>●How to rates of development vary spatially and temporally?</li> <li>●Why do populations choose to migrate from Rural to Urban areas?</li> <li>●What are the most important SDGs?</li> </ul>	<ul style="list-style-type: none"> <li>●What's the difference between densely and sparsely?</li> <li>●How do cold temperatures affect peoples' lives?</li> <li>●Suggest how the size and physical Geography of Russia affects economic growth.</li> <li>●What lessons can the UK Nuclear sector learn from Chernobyl?</li> </ul>	<ul style="list-style-type: none"> <li>●Why are rivers important?</li> <li>●Identify, describe and explain river landforms using IDEAL paragraphs.</li> <li>●What happened to Mrs McCormack's TeaRoom?</li> </ul>	<ul style="list-style-type: none"> <li>●What is meant by the 'single story?'</li> <li>●Does China want to help develop Africa?</li> </ul>	<ul style="list-style-type: none"> <li>●Use one or more examples to explain how food production can be made more sustainable.</li> <li>●Where does our food come from?</li> <li>●How does a chocolate bar connect different sectors of the economy?</li> </ul>	<ul style="list-style-type: none"> <li>●Why is footpath erosion an issue?</li> <li>●What's the difference between mass and sustainable tourism?</li> <li>●How has tourism developed over time?</li> </ul>

Assessment	<ul style="list-style-type: none"> <li>Describe a global issue and explain the link to the SDGs</li> <li>Faizad Migration DME</li> <li>Why did Amita want to Migrate?</li> </ul>	<ul style="list-style-type: none"> <li>Why did Russia plant their flag on the seabed of the North Pole?</li> <li>Is Russia a prisoner of Geography review assessment (exam style).</li> </ul>	<ul style="list-style-type: none"> <li>IDEAL paragraphs</li> <li>Annotated tinfoil models of a meander</li> <li>Sketches on the table of a waterfall</li> </ul>	<ul style="list-style-type: none"> <li>Plastic Case Study Post Card.</li> <li>Does China want to help develop Africa summary.</li> <li>Exam-style practice question.</li> </ul>	<ul style="list-style-type: none"> <li>Exam practice question</li> <li>Using resources to answer enquiry questions (x2)</li> <li>KS3 Examinations</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Examinations</li> <li>Quality of flipped learning submissions</li> <li>Chains of consequence and writing for significance</li> </ul>
Literacy/Numeracy/ SMSC/Character	<ul style="list-style-type: none"> <li>Develop an appreciation for what's important using different perspectives to address global issues.</li> <li>Keywords: Rostow's Model of Development, Brandt Line, Development, HIC/LIC/NEE, relative and absolute poverty, urbanisation and inequality, Sustainable Development Goals, BRICS</li> </ul>	<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: interception, store, flow, infiltrate, run-off, watershed, hydrologist, abrasion, attrition, hydraulic action, solution, transported, deposition, cross-profile, long-profile, v-shaped valley, waterfall, plunge pool, gorge, meander, oxbow lake, river cliff and beach, lateral erosion, vertical erosion, bradshaw model.</p>	<ul style="list-style-type: none"> <li>Conscious of avoiding the 'single story' – addressing misconceptions</li> <li>Keywords: colonialism, desertification, imperialist, Berlin Conference</li> </ul>	<ul style="list-style-type: none"> <li>Define the concept of sustainability and consider how this relates to their daily lives.</li> <li>Keywords: malnutrition, famine, food miles, free and fair trade, industry, agriculture, arable, dairy, permaculture, allotments, urban farming</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Calculating growth in world tourism.</li> <li>Students to be aware of advantages and disadvantages of tourism</li> </ul>
Curricular links	<p><b>Prior Learning:</b> What is a Geographer, How do we use our planet as a resource? Economic development of Japan</p> <p><b>Future learning:</b> Is Russia a prisoner of Geography? Africa and the Single Story. Global links through food.</p> <p><b>Cross-Curricular:</b> In Year 8 History, students consider the slave triangle and colonial development.</p>	<p><b>Prior Learning:</b> NC KS1&amp;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><b>Future learning:</b> Explore global atmospheric cycle in Africa unit.</p>	<p><b>Prior Learning:</b> What is a Geographer? OS Map Skills. Natural resources, and how rivers are used for industry, weather and climate.</p> <p><b>Future learning:</b> GCSE Geography, physical landscapes of the UK</p> <p><b>Science:</b> Water cycle.</p>	<p><b>Prior learning:</b> Yr 7 map skills; longitude and latitude, TRFs. Year 9 unit one SDGs and use of Development Compass Rose. Year 8 plastic pollution &amp; Tectonics &amp; natural resources</p> <p><b>History Year 8,</b> colonialism and the slave trade.</p> <p><b>Future learning:</b> Yr 9 Tourism – linking to Kenya; Food</p>	<p><b>Prior learning:</b> Building on Brandt Line for Hunger and Malnutrition; revisiting natural resources from year 8.</p> <p><b>Future learning:</b> GCSE AQA resource unit.</p> <p><b>Cross:</b> Food tech and D&amp;T, PDE</p>	<p><b>Prior learning:</b> 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>

DIP/SIP	<ul style="list-style-type: none"> <li>● Use Geography Myth Busters to address common misconceptions.</li> <li>● Utilise homework for flipped learning and geography in the news. This helps to develop independent learning, cultural capital and reading beyond the textbook.</li> <li>● Develop opportunities to consider development of WGC</li> </ul>	<ul style="list-style-type: none"> <li>● Develop understanding of demographics</li> <li>● Engaging in wider reading (inspiration from 'Prisoners of Geography')</li> <li>● Maintain interest post-options (Chernobyl).</li> </ul>	<ul style="list-style-type: none"> <li>● Develop foundation for GCSE.</li> <li>● Recall learning from Year 8 Coasts.</li> <li>● Introduce careers in hydrology.</li> <li>● Engaging: Enquiry and modelling.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that misconceptions about Africa are addressed and that the unit celebrates diversity. Use flipped learning to teach imperialism and the Berlin Conference.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to communicate their learning journey.</li> <li>● Students to find personal relevance in unit.</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain engagement in Geography for those opting not to study at GCSE.</li> <li>● Develop spatial and temporal connections.</li> </ul>
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