KS3 Curriculum Overview: Geography Year 9						
Term / Length of Unit	**Outline**	**Assessment**	**Home Learning**	**Communication skills**	**Numeracy**	**End Points**
Autumn 1 and 2 Africa – the challenges and opportunities	**LESSONS** 1. Africa's physical features 2. Climate and biomes of Africa – option of Uganda case study 3. Africa's past and how it shaped the present 4. How developed are Africa's countries – Ghana case study option 5. Diamonds and African countries 6. Is there a future for the Sahel? 7. Challenges and opportunities for population change 8. The impacts of HIV and AIDS in African counties part 1 9. The impacts of HIV and AIDS in African counties part 2 10. The challenges and opportunities of development	End of topic assessment :Dragons' Den • To describe what the development gap is • To understand and describe the ways in which the development gap can be reduced. • To Assess the ways in which the development gap can be reduced. Prepare and create a Presentation and present to the class	Set by class teacher for individual classes with homework booklets	Wider Reading and Models • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • Use of articles from National Geographical Association magazine on recent earthquakes and strategies • Key term list for topic	• Graphical skills • Map skills – interpretation of range of maps • Research • Numerical data interpretation • Diagram annotation	**Main intended outcomes:** to give pupils the opportunity **<u>to know</u>** • How the Africa continue varies in climate temperature and development **<u>to understand</u>** • How inequality can occur from both past and present reasons **<u>to reflect on</u>** • New threats to the African countries and suggest ways to improve

	11. Does China want to help develop Africa 12. Dragons Den Assessment part 1 13. Dragons Den Assessment part 2					
Autumn 2 and Spring 1 Climate change	Lessons 1. What is the difference between weather and climate? 2. How does climate vary across the world? 3. What is climate change? 4. What evidence do we have for climate change? 5. What are the consequences of climate change on the world? 6. What re the consequences of climate	End of topic test • What is your opinion on climate change? • What the views of different groups of people	Set by class teacher for individual classes with homework booklets	Wider Reading • Guided Reading using Geofiles, academic magazines and books to support wider knowledge • "When the river runs dry" as extra source material for water management as a case study • Key term list for topic	• Map skills – choropleths, dot maps • Graphical skills – line graphs, bar charts, pie charts – producing an analysing • OS Map skills • Decision making skills	**Main intended outcomes:** to give pupils the opportunity **<u>to know</u>** • The causes of climate change **<u>to understand</u>** • The causes of climate change and how it affects different people **<u>to reflect on</u>** • ways to manage the impacts of climate change on different groups of people and place

	change on the UK? 7. Case study Antarctica 8. Solutions of climate change 9. Assessment					
Spring 1 and spring 2 Geopolitics		End of topic test Year 10 end of year test	Set by class teacher for individual classes with homework booklets	Wider Reading • Guided Reading using Geofiles, academic magazines and books to support wider knowledge. • Key term list for topic	• Geospatial data and mapping • Interpretation of statistical data • Photograph interpretation • Interpretation and analysis of various types of maps and graphs	
Spring 2 Coasts	**PLAN OF LESSONS** 1. What happens when the land meets the sea? 2. What shapes our coastal landscape? 3. Processes of erosion 4. Contrasting coastline 5. Landforms of erosion	End of topic test	Set by class teacher for individual classes with homework booklets	Wider Reading • Guided Reading using Geofiles, academic magazines and books to support wider knowledge. • Key term list for topic	• Geospatial data and mapping • Interpretation of statistical data • Photograph interpretation • Interpretation and analysis of various types of maps and graphs	What will they learn? : • How coasts are used • How geology impacts the coast • Erosion processes • Formations of deposition and Erosion • Coastal management • Mapping and Mathematics in Geography **Main intended outcomes:** Students will be able to describe, explain and apply knowledge of coastal systems to their own lives and to the GCSE

	6. How does transportation change the coast? 7. Landforms of deposition 8. How can coasts be managed 9. Using maps and maths at the coast? 10. Assessment review					
Summer 1 Power of money		End of topic test	Set by class teacher for individual classes with homework booklets	Wider Reading • Guided Reading using Geofiles, academic magazines and books to support wider knowledge. • Key term list for topic	• Geospatial data and mapping • Interpretation of statistical data • Photograph interpretation • Interpretation and analysis of various types of maps and graphs	

Summer 2 Rivers and river fieldwork	**PLAN OF LESSONS** 1. What is the water cycle? 2. How does the river change from source to mouth? 3. Why does the river get wider and deeper? 4. How does the river carry sediment? 5. What is a meander? 6. What happens when the river meets the sea? 7. How do humans use a river? 8. What impact do humans have on a river? 9. Why are rivers dangerous? 10. Why and how are rivers managed? 11. Assessment **PLAN OF LESSONS** 1. How can we do fieldwork on a river? 2. How do you collect data on a river? 3. Trial run collection at St Nicholas Park 4. What did you find out and	End of unit test and Fieldwork section of Paper 3 in GCSE	Set by class teacher for individual classes with homework booklets	Wider Reading and Models • Bradshaw Model • Geofiles • Key term list	• Fieldwork skills • Data collection skills • OS map skills	What will they learn? : • How a river changes from source to mouth • The key features of a river and the key processes that form them • Why rivers are important for humans • Why they pose danger • How they can be managed **Main intended outcomes:** Students will be able to describe, explain and apply knowledge of river systems to their own lives and to the GCSE What will they learn? : • How to carry out a fieldwork investigation on a river system • How to trial out the methods so they are as accurate as possible • How to write a scientific report **Main intended outcomes:** Students will be able to apply the techniques learnt in the classroom to real fieldwork and apply their findings to their written work.

	how will this change your fieldwork at Matlock? Starting a methodology 5. How do you use secondary data? 6. How do you write an introduction? 7. How do you use statistics? 8. How do you present data? 9. How do you analyse and conclude an investigation? **10.** How do you write an evaluation?					