

Curriculum Map: Key Stage 3 Year 9

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	How have rivers shaped the land?	Fieldwork	Why is our world so unequal?	What are the impacts of urbanisation?	Is climate change the biggest problem we are facing globally?	DME
Intent	All students should know that: Rivers flow from source to mouth Erosion, transportation and deposition create key features Rivers flood due to human and physical factors River flooding needs to be managed to reduce the impacts on people and the economy	All students should know that fieldwork starts with a question and includes a risk assessment, data collection, data presentation, and enables us to draw conclusions	All students should know: Countries are categorised into HICs, LICs and NEEs based on economic indicators Development impacts hazard risk, impact and response Our world is connected socially, environmentally, and economically Development affects people, the environment, and the economy	All students should know: Urbanisation is increasing Cities grow as a result of migration and natural increase A megacity is a city with more than 10 million people living in it Urban change creates problems and opportunities in HICs, LICs and NEEs	All students should know: Climate has always changed over geological time Past CC has been caused by natural events Current rates of CC have been enhanced by human activity Climate change has social, environmental and economic impacts Climate change requires global and local responses The use of plastic has social and environmental impacts Population growth places stress on resources	Synoptic unit chosen to bring together strands taught at KS3
Start point	Build on physical geography knowledge from Year 7 and 8	Revisits geographical skills and fieldwork from Year 7 and 8	Builds on locational and place knowledge from Year 7 and 8	Builds on locational and place knowledge from Year 7 and 8 and half term 3	Builds on human and physical knowledge from Year 7 and 8	Builds on place, location, human and physical geography and skills from across KS3
Key Knowledge	Course of a river Processes of erosion and transportation Features of erosion and deposition Causes of flooding	<ul style="list-style-type: none"> • Hypothesis • Data collection methods • Data collection presentation • Data analysis • GIS 	Globalisation – causes and impacts Trade Fair trade Sweatshops (Nike in Indonesia) MDGs	Location of megacities Urbanisation – causes and impacts Push and pull factors Rural urban migration Megacities Urban change in Bradford	Impact of climate change on Coral Reefs Responding to CC India, Bangladesh, Maldives The Paris Climate Agreement 2015	

			Tourism Location and characteristics of HICs, LICs and NEEs Measuring development Development and hazard risk Resources (food, water, energy)		The Great Pacific Garbage Patch – cause and effect Population growth and the impact on the human and physical environment	
Key Skills	Annotated diagrams Sequencing formation Graphicacy – identifying features from OS map/images Explain cause of flooding Evaluate flood management	<ul style="list-style-type: none"> Collecting data Choosing a suitable method to present data Analysing patterns to draw conclusions about a hypothesis 	Describe distribution and location Graphicacy – images, choropleth maps, flow charts Explain the difference between trade and fair trade Evaluate the impacts of TNCs on people, the economy and the environment Oracy – debate on sweatshops	Spatial thinking Graphicacy – flow lines, maps, choropleth maps, images Describe trends of growth in different parts of the world Explain why people in LICs/NEEs move to cities Discuss how urban change has affected Bradford	Spatial thinking Graphicacy – interpret climate graphs, satellite images Explain – difference between greenhouse and enhanced greenhouse effect Evaluate most appropriate way to manage CC Assess the impacts of plastic pollution Discuss population growth and resource use	<ul style="list-style-type: none"> Collecting data Choosing a suitable method to present data Analysing patterns to draw conclusions about a hypothesis
Key Vocabulary	River Erosion Deposition Transportation Hydrograph Soft engineering Hard engineering	Primary data Data collection method Data collection Mean/median/mode Environmental survey	Development Quality of life Globalisation Trade Sweatshop	Urbanisation Migration Natural increase Urban Rural Megacity Urban decline	Greenhouse effect Carbon dioxide Quaternary Climate Weather Adaptation Mitigation	
Misconceptions	<ul style="list-style-type: none"> Rivers and canals are the same thing Processes – confusion 		<ul style="list-style-type: none"> People in LICs are unhappy All people in LICs are poor 	<ul style="list-style-type: none"> Urbanisation v rural urban migration Bradford has never been a thriving city 	<ul style="list-style-type: none"> Climate change is new Volcanic eruptions make the Earth warm up because lava is hot 	

Key Reading	https://www.nationalgeographic.co.uk/environment/2019/06/the-huge-toll-fast-fashion-the-planet-and-why-the-answer-could-be-circular	https://www.nationalgeographic.com/environment/article/plastic-pollution	https://education.nationalgeographic.org/resource/development-agriculture/	https://education.nationalgeographic.org/resource/age-megacities/	https://www.nationalgeographic.com/science/article/nations-miss-paris-targets-climate-driven-weather-events-cost-billions	
End Point	Understanding of development which supports geographical thinking across the whole GCSE	Understanding of physical fieldwork setting foundations for Paper 3: Section B	Understanding of links between human and physical environments which links to Paper 1: Sections A, B and C	Understanding why and how cities change which links to Paper 2: Section A and B	Understanding of CC which links to Paper 1: Sections A and B and Paper 2: Sections A and B	Understanding of interconnections between human, physical and environmental geography, setting foundations for Paper 3: Section B
Form of Assessment	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Extended writing on Trade 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Summative assessment 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Extended writing on Hurricane Katrina 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment 	<ul style="list-style-type: none"> • Do now activities • Low stakes quizzing • MWBs • Self assessment • Summative assessment - DME
Enrichment	Fieldwork visit to Goit Stock waterfall					

Leadership P	Organising and leading off site visit
-----------------	---------------------------------------



AMBITION



RESILIENCE



COURTESY



KINDNESS