Implementation: Curriculum Narrative

Subject: Geography	*Year: 9*	*Author: N Bower*

Key Knowledge
Pupils will know

Key Threshold Concepts:

Uniqueness and Awe
Parts of the World are special and unique, and their processes, features, cultures and ways of life should be protected.

Small Changes have Big Impacts
Small actions on the part of human can have large repercussions. These changes can be detrimental, but small changes can also make the world a better place.

Inequality Exists
People's quality of life matters and is influenced by a range of factors. Quality of life is not even across the World, but inequality can be challenged and tackled.

Spatial Awareness
Reality can be represented in 2D, and therefore It needs interpretation to be analysed and understood in 3 dimensions.

Cultural Associations
People and places have cultural associations that are not always correct. Ideas, stereotypes and should be investigated and challenged.

Interconnectedness of place
Places change because of their interconnections with other places. These relationships may not be equally beneficial, or permeant.

Interest Groups
Geographical issues often have a range of viewpoints, and these can cause conflict and need careful management to resolve them.

Identifiable Patterns
Human and physical processes often follow patterns. We can identify and classify these patterns.

Making Judgements
Places are not the same, and we can made judgements about places using a range of sources. When need to weigh up decisions carefully about place.

The World can achieve balance
Natural and human cycles exist, and these can sometimes achieve balance which can be symbiotic. These balances are delicate and can be destroyed

Key Skills
Pupils will be able to

Subject Skills:

Rivers and floods – recall the hydrological cycle, explain processes that occur within a river system and explain the resulting features in each course. Understand the natural and human causes of river flooding and how to record how the river responds to excess water. Know the costs and benefits of the methods of managing the river.

Climate change – learn that the Earth's climate has always changed. Know the natural and human causes of climate change. Evaluate the evidence for climate change and understand the consequences of it. Learn how to adapt to climate change. Focus on specific consequences in different parts of the world.

Atmospheric hazards - recall global atmospheric circulation from Year 7. Explain the formation of a tropical storm and their characteristics. Know how climate change may affect the frequency and severity of storms. Apply knowledge to a case study.

Asia – learn the location and countries within. Know the advantages and disadvantages of extreme weather in the region. Link to other previous natural hazards in the region. Know why and how animals adapt in the montane biome. Push and pull factors and why squatter settlements grow here. Globalisation and interdependency.

Resources – learn about the UK's changing energy mix and the different sources of energy. Understand the issues surrounding the exploitation of different sources. Realise ways individuals and cities can be sustainable.

Natural Hazards – tectonic hazards- describe the structure of the Earth, explain why the plates move, know the processes at the boundaries and resulting features. Explain what causes earthquakes and volcanoes and why these hazards are dangerous, link this to case studies. Appreciate why people continue to live in areas at risk and how they can be prepared.

Subject Specific Knowledge and Sequencing:

Unit title: Rivers and floods
The hydrological cycle
River processes
River landscapes – upper course features
Middle course features
The lower course
Why do floods occur?
Hydrographs
Flood management
York
Kerala

Unit title: Climate change
How has climate changed during the quaternary period?
Natural causes of climate change
Human causes of accelerated climate change
Evidence for climate change
Consequences of climate change
Adapting to climate change
How can supervolcanoes affect climate change?
Tornadoes in the UK
Antarctica a frozen continent

Unit title: Atmospheric Hazards
- Global atmospheric circulation
- Formation of tropical storms
- Characteristics of tropical storms
- Climate change and future risks
- Case study: Typhoon Haiyan

Unit title: Asia
Overview of Asia – locations and countries
How does India rely on the monsoon climate?
How do floods threaten lives in Asia?
Tourism in Asia
Japan tsunami, 2011
How does life adapt to the mountain biome?
Case study: Karnataka
Is China helping to make an interdependent world?
Why is the population of Asia so diverse?

Unit title: Resources (energy)
The UK's energy consumption
Who produces and consumes energy?
Sources of energy overview
Nuclear power
Fracking
Focus on water and wind
Sustainable cities

Prerequisites and Spiral Teaching:

Reoccurring Concepts
Uniqueness and Awe (all years)
Small Changes have Big Impacts (all years)
Inequality Exists (all years)
Spatial Awareness (all years)
Cultural Associations (all years)
Interconnectedness of Place (all years)
Human Management (all years)
Identifiable Patterns (all years)
Making Judgements (all years)
The World can achieve balance (all years)

Reoccurring Skills
Data Presentation (all years)
Decision Making (all years)
Graphing/analysing graphs (all years)
Developing Ideas (all years)
Opportunities and challenges (all years)
Empathy for Others (all years)
Calculations (Year 10 and 11)
Using specific case study details (all years)

Reoccurring Specific Content
Tropical storms (Year 11)
Climate change (all years)
Hot deserts (Year 7, 8, 9, 11)
Resources (Year 7, Year 10)
River features (Year 11)
Global atmospheric circulation (Year 7)
Japan tsunami (Year 8)
NEE's/classification (all years)
Why animals need to adapt (Year 8, Year 11)
Globalisation (Year 7, 10 and 11)

Unit title: Hazards What is a natural hazard? Processes at plate boundaries Case study: Amatrice, Italy Case study: Gorkha, Nepal Why do people live in areas at risk of tectonic hazard? Reducing a risk from a tectonic hazard How does air move? Global atmospheric circulation model	

Cross-Curricular Knowledge Links:

*Science: Global Warming, Energy sources/**Energy Electricity Year 7/Energy conservation Year 10/Sustainability Year 10***
Maths: analysing graphs
*Technology: **sustainability Yr 7/Finite resources Year 8/ sustainability and the environment year 10***

Reading Lists / Sources / Reading around the subject recommendations:

USGS earthquake maps : Latest Earthquakes (usgs.gov)

Nepal Earthquake 2015 - Internet Geography

Amatrice Earthquake Case Study - Internet Geography

www.globalgoals.org **climate change action**

Homework

- Students will be given weekly knowledge tests to revise for to ensure the continual recapping of knowledge
- Students will be reminded of the ability to access GCSEPod, allowing them to access small clips which will cover content at a higher level than KS3.