



# Year 9 Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Development	Tectonic Hazards	Urbanisation	Ecosystems	Coasts	Nigeria
Content – Know what	<ul style="list-style-type: none"> <li>• Measuring development.</li> <li>• Factors influencing unequal development.</li> <li>• Factors influencing development in the UK.</li> <li>• Factors influencing development in Ghana.</li> <li>• Strategies to reduce the development gap.</li> <li>• Development in Nigeria.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing hazard risk and vulnerability.</li> <li>• The structure of the Earth.</li> <li>• Plate margins.</li> <li>• Tectonic hazard distribution.</li> <li>• Natural hazards and natural disasters.</li> <li>• The impacts and responses to tectonic hazards in contrasting locations.</li> </ul>	<ul style="list-style-type: none"> <li>• Global patterns of urban change.</li> <li>• Factors influencing urban change.</li> <li>• The impacts of rapid urban growth.</li> <li>• Transition cities/slums.</li> <li>• Urban change in ACs.</li> <li>• Evaluating the Olympic Park regeneration project.</li> <li>• Sustainable urban design.</li> <li>• Contemporary urban opportunities and challenges – cultural diversity, urban heat islands and SUDS.</li> </ul>	<ul style="list-style-type: none"> <li>• The characteristics of global ecosystems.</li> <li>• Factors influencing the distribution of global ecosystems.</li> <li>• Succession.</li> <li>• Structure and adaptation in a tropical rainforest.</li> <li>• Interdependence in a tropical rainforest.</li> <li>• Causes of deforestation in tropical rainforest.</li> <li>• The threat to indigenous communities.</li> <li>• Biospheres and sustainability.</li> <li>• The role of local and global governance in managing pristine environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Processes influencing the characteristics of our coastlines.</li> <li>• Landforms as a result of erosion.</li> <li>• Landforms as a result of transportation and deposition.</li> <li>• Hard and soft engineering.</li> <li>• Managing coastlines – The Holderness.</li> <li>• The impact of climate change on our coastlines.</li> </ul>	<ul style="list-style-type: none"> <li>• The human and physical characteristics of Nigeria.</li> <li>• Colonialism and Nigeria’s development.</li> <li>• Contemporary economic change.</li> <li>• The impacts of industrialisation.</li> <li>• Challenges and opportunities of rapid urbanisation.</li> <li>• Coastal management in a rapidly urbanising city: The Great Wall of Lagos</li> <li>• The opportunities and challenges of climate change in Nigeria.</li> </ul>

Skills learnt – Know how	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, assess.</li> <li>• Numeracy - Measure of central tendency, range and % change.</li> <li>• Describing distribution. P.E.E.R.S'D</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, evaluate.</li> <li>• Numeracy - Measure of central tendency, range and % change.</li> <li>• Describing distribution. P.E.E.R.S'D</li> <li>• Analysing graph data – G.C.S.E'D</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, assess, evaluate.</li> <li>• Numeracy -Measure of central tendency, range and % change.</li> <li>• Analysing graph data – G.C.S.E'D.</li> <li>• Describing distribution. P.E.E.R.S'D</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, assess, evaluate.</li> <li>• Numeracy -Measure of central tendency, range and % change.</li> <li>• Describing distribution. P.E.E.R.S'D</li> <li>• Analysing graph data – G.C.S.E'D.</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, assess, evaluate.</li> <li>• Numeracy -Measure of central tendency, range and % change.</li> <li>• Describing distribution. P.E.E.R.S'D</li> <li>• Analysing graph data – G.C.S.E'D.</li> <li>• Statistical Testing – Chi-Squared &amp; Spearman's Rank</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Literacy – contrast, explain, compare, suggest, assess, evaluate.</li> <li>• Numeracy -Measure of central tendency, range and % change.</li> <li>• Describing distribution. P.E.E.R.S'D</li> <li>• Analysing graph data – G.C.S.E'D.</li> <li>• Statistical Testing – Chi-Squared &amp; Spearman's Rank</li> </ul>
Key Questions Asked (Geography)	<ul style="list-style-type: none"> <li>• What does a country's level of development mean?</li> <li>• Why have some countries developed more than others?</li> <li>• What role has colonialism had on development?</li> <li>• How can the development gap be closed?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between a natural hazard and a natural disaster?</li> <li>• Why do the impacts and responses to natural hazards differ?</li> <li>• Why do tectonic plates move?</li> <li>• What do the impacts and responses to a range of specific tectonic hazards look like?</li> </ul>	<ul style="list-style-type: none"> <li>• What is urbanisation?</li> <li>• Why do rates of urban change differ?</li> <li>• What are the impacts of urban change?</li> <li>• Who are the winners and losers when it comes to regeneration?</li> <li>• What are the contemporary issues affecting urban areas in the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the components of an ecosystem?</li> <li>• Why are ecosystems located where they are?</li> <li>• How does life adapt to living in specific conditions?</li> <li>• What are the main causes of tropical rainforest deforestation?</li> <li>• How are indigenous communities impacted by deforestation?</li> <li>• How can pristine environments be sustainably managed?</li> </ul>	<ul style="list-style-type: none"> <li>• Why does the shape and look of a coastline vary?</li> <li>• What impact does weathering, erosion, transportation and deposition have on our coastline?</li> <li>• How can natural processes be managed to mitigate risks to human activity along our coastline?</li> <li>• What impact has/will climate change had/have on our coastline?</li> </ul>	<ul style="list-style-type: none"> <li>• How do the human and physical characteristics of Nigeria change?</li> <li>• How have historical events shaped the current situation in Nigeria?</li> <li>• What are the challenges and opportunities of rapid urbanisation?</li> <li>• How is coastal management being used to support urban change?</li> <li>• What impact has/will climate change had/have on Nigeria's coastline?</li> </ul>
Assessment opportunities	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing Test – including use of skills learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing – including use of skills learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing Test – fieldwork write-up</li> </ul>	<ul style="list-style-type: none"> <li>• Quick starts</li> <li>• Knowledge Test</li> <li>• Extended Writing</li> </ul>

Literacy/ Numeracy/ SMSC/ Character	<ul style="list-style-type: none"> <li>•Development data comparisons</li> <li>•Empathy - Understanding the reasons for why there is inequality in the quality of life around the world.</li> <li>•Social Justice</li> <li>•Citizenship</li> <li>•Perseverance</li> <li>•Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the impacts of tectonic hazards and how these effect people differently according to wealth, beliefs, and a country's level of development.</li> <li>•Empathy</li> <li>•Citizenship</li> <li>•Social Justice</li> <li>•Development data</li> <li>•Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing urbanisation data</li> <li>•Comparing quality of life data</li> <li>•Reading firsthand accounts</li> <li>•Empathy - Understanding how rapid urban change can result in people living in slum conditions, and that these places are often mis-judged by their appearance.</li> <li>•Social Justice</li> <li>•Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>•Stewardship - Understanding the impacts of human activity on the natural world and indigenous communities.</li> <li>•Climate graphs</li> <li>•Empathy</li> <li>•Social Justice</li> <li>•Climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy - Understanding the conflict of coastal management and the effects it has on individual's lives.</li> <li>•Citizenship</li> <li>•Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice - Understanding the impacts of economic change on the quality of life of Nigerians.</li> <li>•Empathy</li> <li>•Climate graphs</li> </ul>
STEM	<ul style="list-style-type: none"> <li>•Appropriate technology – Afridev Handpump</li> </ul>	<ul style="list-style-type: none"> <li>• Technology – monitoring of tectonic activity</li> <li>•Engineering – design of earthquake proof buildings</li> </ul>	<ul style="list-style-type: none"> <li>•Engineering – urban design, quality of life, flood alleviation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Science – biological conservation, species diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering – coastal management options</li> <li>•Maths – calculation of coastal defence choices</li> </ul>	<ul style="list-style-type: none"> <li>•Maths – economic change</li> <li>•Maths – coastal management costs</li> </ul>
Extra-curricular opportunities	<ul style="list-style-type: none"> <li>➢ Comic Relief / Sport Relief</li> <li>➢ Save the Children Fund</li> <li>➢ Oxfam</li> <li>➢ Sharing of stories by students if they are new arrivals, 2<sup>nd</sup> or 3<sup>rd</sup> generation migrants – visiting relatives</li> </ul>	<ul style="list-style-type: none"> <li>➢ Disaster Relief Committee</li> <li>➢ UNICEF</li> <li>➢ British Red Cross</li> </ul>	<ul style="list-style-type: none"> <li>➢ London Olympic Park field trip in summer term</li> </ul>	<ul style="list-style-type: none"> <li>➢ Box Moor Conservation Trust</li> </ul>	<ul style="list-style-type: none"> <li>➢ Sharing of own experiences of the coast</li> </ul>	<ul style="list-style-type: none"> <li>➢ Sharing of stories by students if they are new arrivals, 2<sup>nd</sup> or 3<sup>rd</sup> generation migrants – visiting relatives</li> </ul>
Links to other subjects	History - colonialism	Science – earth's structure	Art – representations of urban spaces	Science – biology	Maths – calculation of coastal defence choices	RE – religious and ethnic diversity in Nigeria

