



Year 9 Geography Curriculum Overview

Geography is studied by all students in Year 9 over three lessons across the fortnight. The Year 9 Geography curriculum is based on two topics, which reflects the greater depth of study by the last year of students Key stage 3 experience. Contrasting locations and environments will be studied in this unit from more natural environments such as tropical rainforests and deserts as well as cities for human environments of the world. With all locations the current sustainability of the locations will be evaluated as well as a consideration of what can be done to make the locations more sustainable.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
			Approximately 30 minutes per 5 timetabled lessons of homework will be set.
Autumn term and spring 1 Can our global ecosystems survive?	Can our global ecosystems survive? This unit of work focuses on exploring ecosystems at different scales from a pond based ecosystem to major biomes of the world including deserts and tropical rainforests. Interrelationships between components of these ecosystems will be investigated and how fragile they are when impacted on by human intervention. GIS (Geographical Information Systems) will be utilised to explore deforestation in tropical rainforests. Students will develop evaluative and discussion skills through judging the value of these biomes and how best to manage them sustainably. Links to the schools International School status will be developed through students designing an eco-lodge suitable for the Amazon Rainforest. The importance of the role of a conservation officer will be explored linked to careers.	Assessment The topic will include four formal assessments:- 1) Adaptations in ecosystems - A 6 mark question question on adaptations of plants and animals in an ecosystem studied during the topic will be completed. This will be based on a picture provided as a resource. Students will therefore develop observation, interpretation and analytical skills. Students will have 15 minutes to complete the answer within. The answer will be marked out of 6 and a band A-D awarded. Students will receive written feedback from their teacher as well as action points to improve	A range of homework tasks will be set throughout this topic. This will include:- Completion of worksheets to consolidate lesson content. Preparation for designing an eco-lodge, e.g. collecting images, maps, resources for creating model. Revising spellings as per the key words on the students personal learning checklist. Revision for end of topic test. Optional homework tasks and Literacy resources Oak continuity have video based lessons called "The issues of urbanisation". https://continuityoak.org.uk/lessons Watch episodes of "The Green Planet" documentaries.

		their work further. Pupils will have allocated lesson time to respond to the teachers feedback. 2) Impacts of deforestation in tropical rainforests – a 12 mark question on deforestation in tropical rainforests will be completed. This will be based on a resource provided. Students will therefore develop observation, interpretation and analytical skills. Students will have 20 minutes to complete the answer within. The answer will be marked out of 12 and a band A-D awarded. Students will receive written feedback from their teacher as well as action points to improve their work further. Pupils will have allocated lesson time to respond to the teachers feedback. 3) Designing an eco-lodge Students will work in groups to plan and design an eco lodge suitable for tropical rainforests. They will develop their creativity skills as well as presentation skills through presenting their design to the class. They will have both lesson time and homework to complete the design. During the planning lessons teachers will share with students the success	Read any of the “Horrible Geography books”. Read the book “This is Planet Earth: Your ultimate guide to the world we call home (New Scientist Instant Expert) Research the meaning of the Geography word of the week
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		criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on how they have applied their geographical knowledge and understanding to the design as well as action points to improve their work further and for future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback. 4) End of topic test - this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge of places and processes studied during the topic as well as definitions of key vocabulary. In addition there will be a 4, 6 and 12 mark questions, the 12 mark question will have 3 out of the 12 marks allocated to how effective correct spellings, punctuation and grammar were used. The extended question will be awarded a band A-D. Students will receive feedback on the geographical knowledge and understanding they have achieved as well as action points to improve	
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		their work further and in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.	
Spring 2 and summer term. Is urban life sustainable?	Is urban life sustainable? In this unit students will study a key trend in the world - urbanisation. With 68% of the worlds population expected to live in urban areas by 2050 it is crucial that students understand this process including why it happens, what are the impacts and can this growth be sustainable. The urban areas will be studied at a range of scales within countries at different levels of development. For example students will investigate the city of Birmingham as an example of a city in a High Income Country, this could be familiar to many students. On a global scale the megacity of Mumbai will be explored as an example of a city in the Newly Emerging Economy of India. Through learning activities such as designing board games to show why the process of urbanisation in Mumbai students will use skills such as planning collaboratively and creative thinking. Careers linked to the topic will be made when the role of a town planner is investigated.	Assessment The topic will include three formal assessments:- 1) Redevelopment of Mumbai A 12 question evaluating a redevelopment plan for a slum will be completed, students will develop evaluative skills. Students will have 20 minutes to complete the answer within. The answer will be marked out of 12 and a band A-D awarded. Students will receive written feedback from their teacher as well as action points to improve their work further. Pupils will have allocated lesson time to respond to the teachers feedback. 2) The impacts of urban sprawl A 6 mark question discussing the impacts of urban sprawl will be completed. Students skills of interpreting an ordnance survey map will be included in the question as	A range of homework tasks will be set throughout this topic. This will include:- Completion of worksheets to consolidate lesson content. Preparation for designing a board game Revising spellings as per the key words on the students personal learning checklist. Revision for end of topic test. Optional homework tasks and Literacy resources Oak continuity have video based lessons called “The issues of urbanisation”. https://continuityoak.org.uk/lessons Research the meaning of the Geography word of the week Watch Kevin McCloud’s documentaries on the slums in Mumbai “Slumming it”

		well as application of knowledge and understanding. Students will have 15 minutes to complete the answer within. The answer will be marked out of 6 and a band A-D awarded. Students will receive written feedback from their teacher as well as action points to improve their work further. Pupils will have allocated lesson time to respond to the teachers feedback. 3) End of topic test - this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge of places and processes studied during the topic as well as definitions of key vocabulary. In addition there will be a 4, 6 and 12 mark questions, the 12 mark question will have 3 out of the 12 marks allocated to how effective correct spellings, punctuation and grammar were used. The extended question will be awarded a band A-D. Students will receive feedback on the geographical knowledge and understanding they have achieved as well as action points to improve their work further and in future pieces of work. Pupils will have	
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