

**KS3/4 Curriculum Overview: Year 9 Geography: Spring Terms 2.1 & 2.2**

<b>Learner Rationale:</b> A learner will develop interleaving knowledge and comprehension upon different GCSE Geography Edexcel B topics across all three exam papers. Year 9 heavily encompasses and develops a sense of independence and responsibility, from learning in-depth on case studies to having the exploration opportunity to conduct independent research, in preparation for Year 10 focused on creating fieldwork projects in cities and coastlines.		<b>Learner – Aims &amp; Objectives:</b> Learners will develop and extend their knowledge of locations, places, environments and processes, upon a variety of scales and contents. Through this, understanding of people and the environment will expand by ‘thinking like a geographer’, which encompasses a range of skills through fieldwork, evaluating vast amounts of evidence, as well as developing the competency of applying their geographical knowledge and understanding to real life contexts.			
<b>Term 1:</b>		<b>Term 2:</b>		<b>Term 3:</b>	
1:1: <b>Superpowers &amp; The BRICS</b> (GCSE/A Level Introduction)	1:2: <b>Topic 1: Hazardous Earth</b> (Paper One)	2:1: <b>Topics 8: Forests Under Threat</b> (Paper Three)	2:2: <b>Topic 2: Development Dynamics: India</b> (Paper One)	3:1: <b>Topic 3: Introducing The Urbanising World</b> (Paper One)	3:2: <b>Topics 3: Urbanising World: Megacity Mumbai</b> (Paper One)
<b>Term 2</b>	<b>2:1: Forests Under Threat (Topic 8 – Paper 3)</b>		<b>2.2: Development Dynamics - India (Paper One)</b>		<b>Spring Assessment</b>
<b>Topic Coverage</b>	<b>Enquiry Question:</b> What are the threats to forest biomes and how can they be reduced? <u>Knowledge (AO1 &amp; AO2):</u> <b>Forests Under Threat (Topic Eight – Paper 3) – Main Components:</b> <ul style="list-style-type: none"> <li><u>Tropical Rainforest:</u> Climate, distribution, nutrient cycle, fauna and flora adaptations, direct and indirect threats, conservation strategies and stakeholders fighting over the biome.</li> <li><u>Taiga (Boreal Forest):</u> Climate, distribution, nutrient cycle, fauna and flora adaptations, direct and indirect threats, conservation strategies and stakeholders fighting over the biome.</li> </ul> <u>Skills (AO3 &amp; AO4):</u> <ul style="list-style-type: none"> <li>Choropleth distribution map of the tropical rainforest and taiga biomes, with opportunity to analyse reasons for their distribution and compare with other biomes.</li> <li>Satellite imagery depicting deforestation changes overtime.</li> <li>OS maps determining physical/human features uses of biomes.</li> <li>Decision-making exercises associated with stakeholders through creating a cost-benefit analysis of their actions.</li> </ul> <u>Assessment:</u> <ul style="list-style-type: none"> <li>Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions.</li> <li>1 Pit Stop: 1) Introducing Biomes – Tropical Rainforest vs. Taiga</li> </ul>		<b>Enquiry Question:</b> How has India developed in recent decades to advance from a developing to emerging country? <u>Knowledge (AO1 &amp; AO2):</u> <b>Development Dynamics (Topic Two – Paper One) – Main Components:</b> <b>Development Dynamics – Key Concepts</b> <ul style="list-style-type: none"> <li>Development Differences – Global Comparison.</li> <li>Developing Indicators: <ol style="list-style-type: none"> <li>Social – Literacy rate, life expectancy, crime rate.</li> <li>Economic – GDP, GNI, FDI, PPP, HDI (Socio-Economic).</li> <li>Demographic – Birth Rate, Death Rate, Fertility Rate, Infant Mortality Rate, Maternal Mortality Rate.</li> <li>Political – Gini Coefficient &amp; Corruption Perception Index.</li> </ol> </li> <li>Population Pyramids – Comparing demographics.</li> <li>Causes &amp; Consequences Of Poverty: Colonialism, physical environments, open/closed economics, investment.</li> <li>Development Theories – Rostow’s Modernisation (Capitalist) &amp; Frank’s Dependency (Socialist) theories.</li> <li>Top-Down vs. Bottom-Up Strategies – TNC’s &amp; NGO’s.</li> <li>Factors Affecting Development: Trade, Investment, Fair Trade, Aid, Remittances, Debt Relief Strategies.</li> </ul> <b>Case Study – India Focuses:</b> <ul style="list-style-type: none"> <li><u>Geographical Position:</u> Continent, bordering countries, latitude and longitude, surrounding oceans and neighbouring countries.</li> <li><u>History:</u> British colonialization, decolonisation, partition.</li> </ul>		<b>Knowledge Coverage:</b> <ul style="list-style-type: none"> <li>➤ 1.1: Superpowers &amp; The BRICS.</li> <li>➤ 1.2: Topic 1: Hazardous Earth – Climatic &amp; Tectonic Hazards.</li> <li>➤ 2.1: Forests Under Threat.</li> <li>➤ 2.2: Development Dynamics.</li> <li>➤ <b>Spring Assessment: Sets 1 and 2 sit 60% worth of a Paper One GCSE examination. Sets 3-4-5 sit a scaffolded version. All students have same number of questions, comparable use of GCSE command terms but style questions modified for accessibility.</b></li> </ul> <b>Skills Tested:</b> <ul style="list-style-type: none"> <li>➤ OS/Choropleth Maps/Charts.</li> <li>➤ Maths-Related Questions – Mean, Range, Percentages etc.</li> <li>➤ Reviewing &amp; Comparing Data – Socio-Economic Trends</li> <li>➤ Distribution Maps – Biomes, Population Density etc.</li> </ul> <b>Assessment Style Questions &amp; Command Words – Edexcel B Links:</b> <ul style="list-style-type: none"> <li>• Key Term Comprehension – Define &amp; Multiple-Choice Questions (AO1-Knowledge)</li> </ul>

<ul style="list-style-type: none"> <li>1 End Of Unit Assessment: Spring Assessment (Interleaved with Term 1.1: Superpowers &amp; The BRICS &amp; Term 1.2: Hazardous Earth)</li> <li>Pit Stops interleaved with other GCSE topics, as well as being divided into three sections:             <ol style="list-style-type: none"> <li>1) AO1 – Key Term Comprehension.</li> <li>2) AO2 – Knowledge &amp; Understanding.</li> <li>3) AO3/AO4 – Skills Test.</li> </ol> </li> <li>End Of Unit Assessments: Combining all AO's, diverse range of command words and use of explicit GCSE exam questions between 2016-2022. Mark schemes followed in moderation.</li> <li>DIRT – Carried out after (scores recorded in exercise books):             <ol style="list-style-type: none"> <li>1) Pitstops</li> <li>2) End Of Unit Assessments</li> <li>3) Educake Quizzes.</li> </ol> </li> <li>Weekly to fortnightly Educake quizzes to supplement and consolidate classroom knowledge. Testing short- and long-term knowledge, variety of question types e.g. Multiple choice, definitions, gap fillers, maths and figure referencing.</li> </ul>	<ul style="list-style-type: none"> <li><u>Environment &amp; Culture</u>: Equatorial climate, natural hazards, biome composition, religious dispersion, caste system, colonial legacy and British influence, India's expanding diaspora.</li> <li><u>Economic Trends</u>: GDP/GNI changes and causes, trade links, imports and exports, foreign direct investment fluctuations.</li> <li><u>Government &amp; Globalisation</u>: Governmental policies, the role of globalisation, the expanding tertiary sector with TNC outsourcing associations, transport and communication expansions.</li> <li><u>Demographic Impacts Of Economic Growth</u>: Demographic changes (changes to fertility, infant and maternal mortality rates), urbanisation, changing age/gender roles, regional contrasts (Maharashtra vs. Bihar).</li> <li><u>Environmental Consequences</u>: Air Pollution, Water Pollution, Deforestation, Desertification, Greenhouse Gas Emissions, Climate Change, Environmental Degradation/Landscape Scarring.</li> <li><u>India's International Role &amp; Geopolitics</u>: The BRICS, G-20, USA/EU Trade Links, Political Ambitions, Climate Targets, Development Challenges: Poverty, Urbanisation, Overpopulation, Energy.</li> </ul> <p><u>Skills (AO3 &amp; AO4):</u></p> <ul style="list-style-type: none"> <li>Choropleth distribution mapping Indian's biomes, population density, pollution levels and GDP per capita.</li> <li>Interpretations of climate graphs, line graphs and sea levels projections affecting coastal/low-lying regions in India.</li> <li>Religious/cultural composition maps, associated with the IMD Scale – Index of Multiple Deprivation to find correlations between religious/ethnic groups and wealth.</li> <li>Bar charts, line graphs and scatter graph analysis of economic changes in regards to GDP, GNI, FDI and economic sectors.</li> <li>Interquartile range analysis of changing demographics/jobs.</li> </ul> <p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>Rapid recalls every lesson: Variety of questions from last lesson, previous weeks or previous topics. GCSE command words integrated, including define, state, identify, list and suggest, with the occasion maths-related and explanation questions.</li> <li>1 Pit Stop: 1) Introducing Development Dynamics – Indicators &amp; Causes/Consequences For Poverty.</li> <li>1 End Of Unit Assessment: Development Dynamics – India (Links to Term 3.1).</li> <li>Pit Stops interleaved with other GCSE topics, as well as being divided into three sections:</li> <li>AO1 – Key Term Comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 –Comprehension &amp; Understanding).</li> <li>Skills Test – Assess/Evaluate (AO3 – Judgement &amp; AO4 – Geographical Skills).</li> </ul>
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	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	<u>Reading/Literacy/Oracy:</u> Students will have various opportunities for oracy-related learning through creating speeches, reading responses aloud and using a variety of activities circulated nationwide through Voice-21. Oracy-related learning pushes for students to raise their self-esteem and enthusiasm for the subject, as well as creating a collaborative and respect learning environment to support the formation in creating well-round citizens and exemplary students.	

	<u>Home Learning:</u>  Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.  Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	<u>Home Learning:</u>  Seneca & Educake set weekly/fortnight (dependent on forthcoming pitstops/assessments). Homework marked, assessed by class teachers where collective areas of development are reviewed internally, and taught within DIRT sessions to improve upon misconceptions.  Students through GCSE will be given a GCSE Edexcel B revision guide, with a diverse range of supporting resources including specification knowledge questions, practice papers, assessment objective criteria, student specification, case study overviews and more.	