

KS3/4 Curriculum Overview: Year 9 Geography: Summer Terms 3.1 & 3.2

Learner Rationale: 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.		Learner – Aims & Objectives: 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.			
Term 1:		Term 2:		Term 3:	
1:1: Superpowers & The BRICS (GCSE/A Level Introduction)	1:2: Topic 1: Hazardous Earth (Paper One)	2:1: Topics 8: Forests Under Threat (Paper Three)	2:2: Topic 2: Development Dynamics: India (Paper One)	3:1: Topic 3: Introducing The Urbanising World (Paper One)	3:2: Topics 3: Urbanising World: Megacity Mumbai (Paper One)
Term 3	3:1: Challenges Of An Urbanising World - Mumbai (Paper One)		3:2: Challenges Of An Urbanising World - Mumbai & P1 Review (Paper One)		Autumn Assessment
Topic Coverage	Enquiry Question: How has Mumbai’s rapid urban growth affected the population, economy and environment? Knowledge (AO1 & AO2): Challenges Of An Urbanising World (Topic 3) – Section One - Urbanisation: <ul style="list-style-type: none"> Urbanisation – Effects upon developing, emerging and developing locations. Megacities & Primate Cities – Features, distribution, push and pull factors associated with named examples in a developing, emerging and developed country. Migration – Causes and effects of national and international migration, with focus on the growth/decline of different cities. Urban Economies – Cross-comparison across different countries in reference to formal/informal employment and economic sectors (Clark-Fisher Model). Urbanisation Sequencing – Urbanisation, Suburbanisation, Deindustrialisation, Counter-Urbanisation, Regeneration – Changing Urban Land Use & Effects Upon The City. Challenges Of An Urbanising World (Topic 3) – Section Two - Mumbai: <ul style="list-style-type: none"> <u>Mumbai – Site & Situation:</u> Country/continent, oceans, locational features (physical/human), industrial history, opportunities and challenges. <u>Mumbai’s Urban Structure – Burgess Land Use Model:</u> Central Business District (CBD), Inner City, Suburbs & Rural-Urban Fringe – Push/Pull Factors Associated With Demographic Change. 		Enquiry Question: How has Mumbai’s rapid urban growth affected the population, economy and environment? Knowledge (AO1 & AO2): Challenges Of An Urbanising World (Topic 3) – Section Two – Mumbai (CONTINUED): <ul style="list-style-type: none"> <u>Mumbai – Quality Of Life:</u> Causes and consequences of poverty and deprivation, internal city differences and the political/economic challenges of overcoming quality of life differences. <u>Mumbai – Top-Down Approaches:</u> Features of top-down approaches (costs/benefits – Term 1.1 links), Gorai Garbage Site Closure Project vs. Mumbai Monorail (Extra – Vision Mumbai). <u>Mumbai – Bottom-Up Approaches:</u> Features of bottom-up approaches (costs/benefits – Term 1.1 links), SPARC Community Toilets, Hamara Foundation & Agora Microfinance (Extra – LSS). Paper One Revision – Key Terms & Exam Technique: Case Study Focus <ul style="list-style-type: none"> Hazardous Earth: 1) Climate Change vs. Global Warming. 2) Tropical Storms – Katrina vs. Haiyan. 3) Tectonic Plate Movements & Consequences. 4) Haiti & Japan Earthquakes. Development Dynamics: 1) Indicators & Inequality. 2) India’s Changing Urban Landscape. 3) India – Opportunities & Challenges. Challenges of an Urbanising World: 1) The Urban World. 2) Mumbai’s Changing Urban Landscape. 3) Mumbai – Opportunities Or Challenges (Top-Down/Bottom-Up Review). 		Knowledge Coverage: <ul style="list-style-type: none"> ➤ 1.2: Topic 1: Hazardous Earth – Climatic & Tectonic Hazards. ➤ 2.2: Development Dynamics. ➤ Summer Assessment is constructed as a GCSE examination but differentiation accordingly with GCSE command words, question style and support. ➤ Note: Term 3.1 & 3.2 assessed via pitstop/end of topic assessment. Skills Tested: <ul style="list-style-type: none"> ➤ OS/Choropleth Maps/Charts. ➤ Maths-Related Questions – Mean, Range, Percentages etc. ➤ Reviewing & Comparing Data – Socio-Economic Trends ➤ Distribution Maps – Biomes, Population Density etc. Assessment Style Questions & Command Words – Edexcel B Links: <ul style="list-style-type: none"> • Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) • Baseline Comprehension – State, Identify, List, Suggest, Compare,

<ul style="list-style-type: none"> • <u>Opportunities vs. Challenges</u>: Tertiary sector, Dharavi industries, infrastructural development vs. rapid overpopulation, traffic congestion, housing (chawls/slums/squatter settlements) and working conditions. <p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> • Choropleth distribution mapping Mumbai's biomes, population density, pollution levels and GDP per capita. • Interpretations of climate graphs, line graphs and sea levels projections affecting coastal/low-lying regions in Mumbai along the western coastline. • Religious/cultural composition maps, associated with the IMD Scale – Index of Multiple Deprivation to find correlations between religious/ethnic groups and wealth. • Bar charts, line graphs and scatter graph analysis of economic changes in regards to GDP, GNI, FDI and economic sectors. • Interquartile range analysis of changing demographics/jobs. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • 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. • 1-2 Pit Stops: 1) Introducing Urbanising World. 2) Mumbai – Economic & Demographic Change. • 1 End Of Unit Assessment: N/A (Modified Paper One GCSE Exam for Term 2.1/2.2). • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. • 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. • DIRT – Carried out after (scores recorded in exercise books): <ol style="list-style-type: none"> 1) Pitstops 2) End Of Unit Assessments 3) Educake Quizzes. • 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. 	<p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> • Choropleth distribution mapping Mumbai's biomes, population density, pollution levels and GDP per capita. • Interpretations of climate graphs, line graphs and sea levels projections affecting coastal/low-lying regions in Mumbai along the western coastline. • Religious/cultural composition maps, associated with the IMD Scale – Index of Multiple Deprivation to find correlations between religious/ethnic groups and wealth. • Bar charts, line graphs and scatter graph analysis of economic changes in regards to GDP, GNI, FDI and economic sectors. • Interquartile range analysis of changing demographics/jobs. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • 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. • 1 Pit Stop: 1) Mumbai – Opportunities & Challenges. • 1 End Of Unit Assessment: N/A (Modified Paper One GCSE Exam for Term 2.1/2.2). • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> 1) AO1 – Key Term Comprehension. 2) AO2 – Knowledge & Understanding. 3) AO3/AO4 – Skills Test. • 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. • DIRT – Carried out after (scores recorded in exercise books): <ol style="list-style-type: none"> 1) Pitstops 2) End Of Unit Assessments 3) Educake Quizzes. • 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. 	<p>Describe, Explain (AO2 –Comprehension & Understanding).</p> <ul style="list-style-type: none"> • Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills).
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	<p><u>Reading/Literacy/Oracy:</u></p> <p>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 respectful learning environment to support the formation in creating well-rounded citizens and exemplary students.</p>	<p><u>Reading/Literacy/Oracy:</u></p> <p>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 respectful learning environment to support the formation in creating well-rounded citizens and exemplary students.</p>	
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	<p><u>Home Learning:</u></p> <p>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.</p> <p>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.</p>	<p><u>Home Learning:</u></p> <p>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.</p> <p>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.</p>	