

KS3/4 Curriculum Overview: Year 9 Geography: Autumn Terms 1.1 & 1.2

<p>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.</p>		<p>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.</p>			
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 1	1:1: Superpowers & The BRICS (GCSE/A Level Introduction)	1:2: Hazardous Earth – Climatic & Tectonic (Paper One)		Autumn Assessment	
Topic Coverage	<p>Enquiry Question: Why is USA’s superpower hegemony being contested by the emerging BRICS? <u>Knowledge (AO1 & AO2):</u></p> <ul style="list-style-type: none"> Introducing superpowers, features, their history and influence. USA – Hegemony, consolidating global influence and matching contest with the BRICS. BRICS – Brazil: Analysing physical and human features, reviewing the threats and challenges facing the Amazon Rainforest and the way of life within Rocinha’s favelas of Rio de Janeiro. BRICS – Russia: Analysing physical and human features, acknowledging the collapse of the former Soviet Union and the challenges from the Chernobyl Disaster, with comparison drawn to the current crisis between Ukraine and Russia of 2022. BRICS – India: Analysing India’s historical heritage with colonial links to the British Empire, with focus on the opportunities and challenges of major megacities of Mumbai and New Delhi, with a conclusive focus on British tourists venturing to these cities. BRICS – China: Analysing the rapid economic growth of China and the consequences of this upon their people and environment, focusing on the activities of one of the fastest growing TNCs – Foxconn. BRICS – South Africa: Analysing the underdog of the BRICS, following the movement and progress made from the historical apartheid system, to know being the underdog for economic development in the BRICS. 	<p>Enquiry Question: How do extreme weather events and tectonic hazards vary upon impact in different locations? <u>Knowledge (AO1 & AO2):</u></p> <p>Hazardous Earth (Topic One) – Main Components: Climatic Hazards (Topic 1A)</p> <ul style="list-style-type: none"> Atmospheric circulation cells, pressure systems, causes/evidence/consequences of global climate change. Tropical storm characteristics, trigger conditions, formations, distribution, dissipation, vulnerability, hazards, impacts and effectiveness through contrasting development-based countries of preparation and response (USA vs. The Philippines). <p>Tectonic Hazards (Topic 1B)</p> <ul style="list-style-type: none"> Earth’s layers, tectonic plate movement and distribution, tectonic hazard distribution, impacts and effectiveness through contrasting development-based countries of preparation and response (Japan vs. Haiti – Earthquakes). <p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> Interpretations of climate graphs, line graphs and sea levels projections. GIS tracking movements, storm surge and tropical storm strength analysis through the Saffir-Simpson magnitude, as well as depicting social media sources, satellite imagery and socio-economic data points to cross-compare impact analysis. Interpretation of cross-sections of Earth, depicting distribution of plate boundaries and plates, Richter Scale magnitude comparisons 		<p>Knowledge Coverage:</p> <ul style="list-style-type: none"> Superpowers & The BRICS. Topic 1: Hazardous Earth – Climatic & Tectonic Hazards. <p>Skills Tested:</p> <ul style="list-style-type: none"> OS/Choropleth Maps/Charts. Maths-Related Questions – Mean, Range, Percentages etc. Reviewing & Comparing Data – Socio-Economic Trends <p>Assessment Style Questions & Command Words – Edexcel B Links:</p> <ul style="list-style-type: none"> Key Term Comprehension – Define & Multiple-Choice Questions (AO1 - Knowledge) Baseline Comprehension – State, Identify, List, Suggest, Compare, Describe, Explain (AO2 –Comprehension & Understanding). Skills Test – Assess/Evaluate (AO3 – Judgement & AO4 – Geographical Skills). 	

<p><u>Skills (AO3 & AO4):</u></p> <ul style="list-style-type: none"> • Choropleth distribution map of Superpower/BRICS wealth, military, cultural influence, TNC's and demographic data. • OS maps determining physical/human features of the BRICS • Creating tourist related speeches and presentations about life within the BRICS, with a focus on India for Spring 2.2. <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) Introducing Superpowers & The BRICS • 1 End Of Unit Assessment: USA vs. The BRICS – Who's Stronger? • 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>and use of social media sources and socio-economic data comparing impacts.</p> <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) Climatic Hazards – Tropical Storms. 2) Tectonic Hazards – Earthquakes vs. Volcanic Eruptions. • 1 End Of Unit Assessment: Hazardous Earth • Pit Stops interleaved with other GCSE topics, as well as being divided into three sections: <ol style="list-style-type: none"> • AO1 – Key Term Comprehension. • AO2 – Knowledge & Understanding. • 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>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 ad 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.</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 ad 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.</p>	

Home Learning:

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.

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