

Year 9 Geography Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
3.2 Challenges in the Human Environment 3.2.2 Section B: The Changing Economic World	<ul style="list-style-type: none"> There are global variations in economic development and quality of life Various strategies exist for reducing the global development gap 	Cartographic skills Atlas maps <ul style="list-style-type: none"> recognise and describe distributions and patterns of both human and physical features maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them OS Maps	<ul style="list-style-type: none"> All economies vary around the world, knowledge of LIC/NEE/HIC are a judgement Perception of the bigger connection of economic areas through globalisation Global economy can be affected by different impacts which affects all income levels 	<ul style="list-style-type: none"> Connection of knowledge to other countries outside of the case study – deepen thinking Ability to apply knowledge to different context including current affairs 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Business in growth of economies Links to Philosophy in the ethics of the poverty gap Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.
3.1 Living with the Physical Environment 3.1.1 Section A: The Challenge of Natural Hazards 3.1.1.1 Natural Hazards 3.1.1.2 Tectonic Hazards	<ul style="list-style-type: none"> Natural hazards pose major risks to people and property Earthquakes and volcanic eruptions are the result of physical processes The effects of, and responses to, a tectonic hazard vary between area of contrasting levels of wealth Management can reduce the effects of a tectonic hazard 	<ul style="list-style-type: none"> use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic use and understand coordinates – four and six-figure grid references use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales use and understand gradient, contour and spot height 	<ul style="list-style-type: none"> There are many other types of hazards. 	<ul style="list-style-type: none"> Connection of ideas to wider geography and current geographical impacts 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3GH1a 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to History in the past impact of natural hazards Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.
3.2 Challenges in the Human Environment 3.2.1 Section A: Urban Issues and Challenges LIC/NEE – Rio de Janeiro	<ul style="list-style-type: none"> A growing percentage of the world's population lives in urban areas Urban growth creates opportunities and challenges for cities in LICs and NEEs 	<ul style="list-style-type: none"> identify basic landscape features and describe their characteristics from map evidence describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs label and annotate diagrams, maps, graphs, sketches and photographs. Maps in association with photographs <ul style="list-style-type: none"> be able to compare maps sketch maps: draw, label, understand and interpret photographs: use and interpret ground, aerial and satellite photographs describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs draw sketches from photographs 	<ul style="list-style-type: none"> All urban areas vary around the world, knowledge of LIC/NEE/HIC cities restricted to cities studied Perception of the bigger connection of urban areas through globalisation 	<ul style="list-style-type: none"> Connection of ideas to wider geography Social understanding of the impact of poverty (empathy) 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions. Links to Philosophy on the social ethics of exploiting the world for profit/development

		<ul style="list-style-type: none"> label and annotate diagrams, maps, graphs, sketches and photographs. <p>Graphical skills</p> <ul style="list-style-type: none"> select and construct appropriate graphs and charts to present data, using appropriate scales suggest an appropriate form of graphical representation for the data provided plot information on graphs when axes and scales are provided interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. <p>Formulate enquiry and argument identify questions and sequences of enquiry</p> <ul style="list-style-type: none"> write descriptively, analytically and critically communicate their ideas effectively develop an extended written argument draw well-evidenced and informed conclusions about geographical questions and issues. 						
<p>3.1 Living with the Physical Environment</p> <p>3.1.2 Section B: The Living World</p> <p>3.1.2.3 Hot Deserts</p>		<ul style="list-style-type: none"> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components Hot desert ecosystems have a range of distinctive characteristics Development of hot desert environments creates opportunities and challenges Areas on the fringe of hot deserts are at risk of desertification 		<ul style="list-style-type: none"> The value and importance of different biomes around the world, knowledge restricted to biomes studied The impact the varying exploitation of ecosystems has around the world 	<ul style="list-style-type: none"> Connection of ideas to wider geography The link between the analysis of large scale biomes and local area 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3GH1a 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Science in understanding components and interactions of ecosystems Links to Science in knowledge of adaptations of both flora and fauna within different ecosystems Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.

	<p>3.2 Challenges in the Human Environment</p> <p>3.2.2 Section B: The Changing Economic World</p> <p>LIC/NEE – Nigeria</p>	<ul style="list-style-type: none"> Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change 		<ul style="list-style-type: none"> All economies vary around the world, knowledge of LIC/NEE/HIC are a judgement Perception of the bigger connection of economic areas through globalisation Global economy can be affected by different impacts which affects all income levels 	<ul style="list-style-type: none"> Connection of knowledge to other countries outside of the case study – deepen thinking Ability to apply knowledge to different context including current affairs 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3AG3c 3GL1 3GL2 3GH1b 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Business in growth of economies Links to Philosophy in the ethics of the poverty gap Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 9 mark questions.
<p>3.1 Living with the Physical Environment</p> <p>3.1.3 Section C: Physical Landscapes of the UK</p> <p>3.1.3.2 Coastal Landscapes in the UK</p>	<ul style="list-style-type: none"> The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes 		<ul style="list-style-type: none"> Understanding of the difference between the local area and a coastal landscape The importance of understanding the physical Geography for all of the UK and not isolated areas. 	<ul style="list-style-type: none"> Interpretation and analysis of data Connection that the processes in the UK are similar/varied in other countries (UK focus) 	<ul style="list-style-type: none"> 3GA1 3GA2 3GA3b 3GH1a 3GH2 3GG1-3 	<ul style="list-style-type: none"> Formal end of unit/topic assessment created using AQA sample assessment material and/or past papers Skills based questions and practice developing cartographic and graphic knowledge Formative exam questions within lessons, focusing on 4, 6 and 9 mark questions and utilising AQA command words. Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> Links to Science in relation to geology Links to Maths in utilising different graphical skills and interpretation of data. Links to English in structuring answers to 6 mark questions. 	