



Subject: Geography

Lead Teacher: Mr J Pimm

Year: 9

## Curriculum organisation

Students are taught in mixed groups of approx. 20-30 for two hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> <li>The challenge of natural hazards</li> </ul>	<ul style="list-style-type: none"> <li>What are hazards?</li> <li>Why do earthquakes and volcanoes occur?</li> <li>What are the impacts and responses to earthquakes?</li> <li>How can earthquakes and volcanoes be managed?</li> <li>What is atmospheric circulation?</li> </ul>	<ul style="list-style-type: none"> <li>Plate tectonic theory</li> <li>Comparison of earthquakes in contrasting parts of the world.</li> <li>3Ps – prediction, protection, planning</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation skills, presenting a balanced argument.</li> <li>Analytical skills comparing countries</li> <li>Using case studies to support our understanding</li> <li>Map/graph skills including choropleth maps</li> <li>Statistical analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Pair work</li> <li>Practical activities</li> <li>Problem-solving tasks</li> <li>Watching short video clips</li> <li>Research tasks</li> <li>Debate</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>The challenge of natural hazards</li> <li>Urban environments</li> </ul>	<ul style="list-style-type: none"> <li>What are the causes, impacts and responses to tropical storms?</li> <li>Is UK becoming more extreme?</li> <li>What can be done about climate change?</li> <li>What is urbanisation?</li> <li>Where and why is it taking place?</li> </ul>	<ul style="list-style-type: none"> <li>Case study of a tropical storm</li> <li>Case study of a UK extreme weather event</li> <li>Adaptation and mitigation to climate change.</li> <li>Causes of urbanisation</li> <li>Urban challenges</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and providing both sides of an argument</li> <li>Debating skills</li> <li>Focused and targeted research skills</li> <li>Assessment of the relative importance of several factors</li> <li>Graphical and statistical skills</li> </ul>	
Summer Term	<ul style="list-style-type: none"> <li>Urban environments</li> <li>Geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>What are the opportunities and challenges presented by urbanisation in an LIC/NEE?</li> <li>What skills do geographers need to use?</li> </ul>	<ul style="list-style-type: none"> <li>Squatter settlements, transport, waste and water management</li> <li>Urban opportunities, employment, education etc.</li> <li>Map skills, graphical and statistical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining processes in a logical order</li> <li>Analysing geographical landscapes</li> <li>Creating balanced arguments</li> <li>Focused research skills</li> </ul>	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Ring binder/lever arch file</li> <li>• Dividers</li> <li>• Calculator</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self-assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• SustainNGHS consider how we can make our activities in school and further afield more sustainable so that we all work together to look after our planet</li> <li>• Websites which can be used to extend knowledge and reading <ul style="list-style-type: none"> <li>○ <a href="https://www.nationalgeographic.com/">https://www.nationalgeographic.com/</a></li> <li>○ <a href="https://www.rgs.org/">https://www.rgs.org/</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Watch news reports of current Geographical issues e.g., a volcanic eruption with your child</li> <li>• Discuss world news events, especially those regarding the environment and climate change.</li> <li>• Visit a British city to consider how it has changed over the years.</li> <li>• Go for a walk! This is an opportunity to practice map skills and also look out for the ecology and habitats of the UK.</li> </ul>

Inclusion	Inclusion within year 9 geography
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work.</li> <li>• The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance.</li> <li>• Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustainNGHS) are available for all students, with all being encouraged to attend and take a leading role.</li> </ul>

**If you have any questions about this Learning Overview, please contact the named Teacher above.**