

## Subject Curriculum Overview for Academic Year 2023/2024

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 9	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p><b>Has globalisation turned Ledbury into a clone town?</b></p> <p><b>Local fieldwork study</b></p>	<p><u>Curriculum goal: Students will conduct fieldwork to investigate whether globalisation has turned Ledbury into a clone town.</u></p> <ul style="list-style-type: none"> <li>Students will know the definition of globalisation and how this has changed over time.</li> <li>Students will know the definition of a clone town.</li> <li>Students will know how to conduct an investigation to decide if Ledbury is a clone town.</li> <li>Students will know how to interpret, analyse and critique data.</li> </ul>		<ul style="list-style-type: none"> <li>Globalisation</li> <li>Clone town</li> <li>Transport</li> <li>Primary data</li> <li>Secondary data</li> <li>Methods</li> <li>Analysis</li> <li>Conclusions</li> <li>Evaluation</li> </ul>	<p><b>Formal assessment:</b></p> <p>30 minute end of topic assessment including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>True/false quizzes</li> <li>Homework</li> <li>Review questions</li> <li>Literacy tasks</li> </ul>
<p><b>How Diverse is Asia?</b></p>	<p><u>Curriculum goal: Students will know the human and physical diversity of Asia through three place studies (China, Japan and North Korea).</u></p> <ul style="list-style-type: none"> <li>Students will know the reasons that China is becoming a superpower and the challenges China faces.</li> <li>Students know how Intergovernmental Organisations promote globalisation.</li> <li>Students will know Japan's location has allowed it to develop and the challenges it faces.</li> <li>Students will know why North Korea is switched off from globalisation.</li> </ul>		<ul style="list-style-type: none"> <li>Political</li> <li>Power</li> <li>Military</li> <li>Influence</li> <li>Culture</li> <li>Conflict</li> <li>Climate change</li> <li>Vulnerable</li> <li>Hazards</li> <li>Impacts</li> </ul>	

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Subject: Geography		Subject Leader: Abbie Wakefield	Year Group:9	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
How have past processes shaped the landscape?	<p><u>Curriculum goal: Students know the role of geology, glaciation and tectonic processes have shaped the landscape of the UK.</u></p> <ul style="list-style-type: none"> <li>Students will know how igneous, metamorphic and sedimentary rocks are formed and characteristics of these.</li> <li>Students will know how geology has shaped the landscape of the UK.</li> <li>Students will know how the last Ice Age has shaped the landscape of the UK.</li> <li>Students will know how past tectonic processes have shaped the landscape in the UK.</li> </ul>		<ul style="list-style-type: none"> <li>Geology</li> <li>Igneous</li> <li>Metamorphic</li> <li>Sedimentary</li> <li>Erosion</li> <li>Weathering</li> <li>Glacier</li> <li>Corrie</li> <li>Tectonics</li> </ul>	<p><b>Formal assessment:</b></p> <p>30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p>
How does a river change as it travels towards the sea?	<p><u>Curriculum goal: Students know how the characteristics of rivers change from the source to the mouth and the causes of river flooding.</u></p> <ul style="list-style-type: none"> <li>Students will know the key features of a drainage basin (source, mouth, tributary, confluence)</li> <li>Students will know how the width, depth, velocity and discharge of a river changes from source to mouth.</li> <li>Students will know the human and physical causes of river flooding.</li> <li>Students will know how rivers can be managed to reduce river flooding.</li> </ul>		<ul style="list-style-type: none"> <li>Mouth</li> <li>Source</li> <li>Tributary</li> <li>Confluence</li> <li>Flood</li> <li>Risk</li> <li>Erosion</li> <li>River profile</li> <li>Ox bow lake</li> <li>Management</li> </ul>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>True/false quizzes</li> <li>Homework</li> <li>Review questions</li> <li>Literacy tasks</li> </ul>

## Subject Curriculum Overview for Academic Year 2023/2024

Subject: Geography		Subject Leader: Abbie Wakefield	Year Group: 9	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Why is the UK's Human Landscape Changing?	<p><u>Curriculum goal: Students know that the UK's human landscape is changing as a result of changing employment, migration patterns and globalisation.</u></p> <ul style="list-style-type: none"> <li>Students will know the differences between the UK's urban and rural areas.</li> <li>Students will know how and why employment has varied over time in the UK.</li> <li>Students will know how migration has affected the UK's economy and society.</li> <li>Students will know how globalisation has impacted the UK.</li> </ul>		<ul style="list-style-type: none"> <li>Urban</li> <li>Rural</li> <li>Primary industry</li> <li>Secondary industry</li> <li>Tertiary industry</li> <li>Quaternary industry</li> <li>Globalisation</li> <li>Privatisation</li> </ul>	<p><b>Formal assessment:</b></p> <p>30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p>
Why is London changing?	<p><u>Curriculum goal: Students know that London has changed due to migration, improvements in transport and regeneration and the impacts of these on London and surrounding areas.</u></p> <ul style="list-style-type: none"> <li>Students will know how London is structured and why it has grown over time.</li> <li>Students will know the causes and impacts of decline in London.</li> <li>Students will know the positive and negative impacts of the regeneration of London's Olympic Park.</li> <li>Students know examples of sustainability in London.</li> <li>Students know why places such as Terling, Cornwall and Devon are dependent on London and the challenges this can cause.</li> </ul>		<ul style="list-style-type: none"> <li>Urbanisation</li> <li>Suburbanisation</li> <li>Counter urbanisation</li> <li>Rural</li> <li>Migration</li> <li>Demographic</li> <li>Deprivation</li> <li>Regeneration</li> <li>Gentrification</li> <li>Decentralisation</li> </ul>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>True/false quizzes</li> <li>Homework</li> <li>Review questions</li> <li>Literacy tasks</li> </ul>

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### How parents/carers can support learning in the subject this academic year

There are a variety of way parents can support the learning of the Geography curriculum. One of the most effective ways to embed learning is through wider reading and repetition. We would encourage you to watch the news or read an article with your child to enhance the understanding of the world around us. Keeping up to date with current affairs will allow students to apply theoretical knowledge gained in class to the real world.

Alternatively, we provide KS4 revision guides and work books to all students to allow them to use the key knowledge to practice exam style questions. The consistent use of these across the 2 years will work to help students remember more.

There are is also multiple apps available to Geography students on the Key Stage 3 or Edexcel B curriculum; Seneca learning, GCSE pod or BBC bite size website.

### Recommended Reading

KS3 recommended reading:

- Greta's Story
- Journey to the River Sea
- Street Child
- Warrior boy
- Earth Heroes
- When the mountain Roared
- Factfulness

KS4/5 recommended reading:

- Prisoners of Geography
- Factfulness
- No. More. Plastic.
- Under the Weather
- There is no Planet B
- Adventure: Anthropocene

### Points to note