

Year 9 Curriculum Sequencing Grid			
Subject: Geography	Term One	Term Two	Term Three
Unit	The Geography of Conflict Global Superpowers	Global Governance Global Ecosystems (Bridging Unit)	Global Ecosystems (Bridging Unit) Global Hazards (Bridging Unit)
Key disciplinary knowledge	<p>Understanding topical issues and events and locating these confidently on a map. To discuss the different stakeholders involved.</p> <p>Evaluating the power of nations and the effects this can have.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>	<p>To understanding the location of different biomes.</p> <p>To explain the water cycle and nutrient cycle.</p> <p>To make inferences from figures.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>	<p>To map seismic and volcanic activity.</p> <p>To focus on case studies and make comparisons.</p> <p>To make inferences from figures.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>

THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.

INVEST TO ACHIEVE

Care about the now; create the very best for your future.

EVERYONE IS VALUED

We are unique individuals working together to be the best.

NO EXCUSES

Create solutions, not excuses.

NEVER GIVE UP

Resilience is essential; self-belief drives improvement.

CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

Key substantive knowledge	<p>Geography of Conflict: To learn about a range of issues that create conflict in the world ranging from drug production, piracy, blood diamonds and agricultural demands on land.</p> <p>Global Superpowers: To understand the characteristics of Russia and China and how certain events are shaping their futures (migration, air pollution, water pollution, war)</p>	<p>Global Governance: Understand what NGO's are and their effect on the world. What the EU and NATO is and how this affects our everyday life is. Explore the conflict associated with the exploitation of Antarctica.</p> <p>Global Ecosystems: How the biomes vary and have their own characteristics, Focus on the correlation between climate and biome location. Compare TRF to deserts.</p>	<p>Global Hazards: The creation of earthquake and volcanoes, focusing on the a range of plate boundaries. How the effects and responses to tectonic events vary depending on level of wealth. Also focus on weather hazards such as hurricanes and wildfires.</p>
Key Tier Three Vocabulary	<p>Geography of Conflict: Conflict, geopolitics, resource conflict, refugee, asylum seeker, inequality, conflict zone, migration</p> <p>Global Superpowers: Geopolitics, physical geography, human geography, globalisation, economic power, biomes, dependents, economically active, smog, urbanisation.</p>	<p>Global Governance: Global governance, interdependence, United Nations, World Health Organisation, World Trade Organisation, European Union, Non-Governmental Organisation, Sustainable Development Goals, inequality, trade bloc, development.</p> <p>Global Ecosystems: Biome, ecosystem, biodiversity, biotic, abiotic, adaptation, habitat, climate, latitude, equator, precipitation, interdependence, deforestation, desertification, overgrazing, sustainability.</p>	<p>Global Hazards: Cumulonimbus clouds, Coriolis effect, low and high pressure, wildfire, hurricane, tsunami, composite cone, pyroclastic flow, seismic waves, subduction, ocean, continental</p>

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Opportunities for reading	<p>Use of extended texts planned into lessons. Use of prep style homework so aid lesson content.</p> <p>Geography of Conflict: The Power of Geography – Tim Marshall "Prisoners of Geography" – Tim Marshall "Teaching Controversial Issues in the Classroom" – Hilary Claire The World Atlas of Conflict – Dan Smith (Updated Editions)</p> <p>Global Superpowers: Tim Marshall – Prisoners of Geography (Chapters on Russia and China) Kaplan, Robert D. – The Revenge of Geography</p>	<p>Use of extended texts planned into lessons. Use of prep style homework so aid lesson content.</p> <p>Global Governance: "Prisoners of Geography" – Tim Marshall Factfulness" – Hans Rosling</p> <p>Global Ecosystems: "The Power of Geography" by Tim Marshall "Wildlife of the World" by DK "Prisoners of Geography" by Tim Marshall Why Forests? Why Now?" – Frances Seymour & Jonah Busch "This Book Will Blow Your Mind: The Facts About Our Planet" – Mike Goldsmith</p>	<p>Use of extended texts planned into lessons. Use of prep style homework so aid lesson content.</p> <p>Global Hazards: Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes" – Edward Bryant</p>
Authentic Connections – Cross Curricular Links	<p>Geography of Conflict: English: Extended writing and evaluating events. Science: Climate and conflict – how environmental stress (e.g. drought, resource scarcity) can trigger or worsen conflict.</p> <p>Global Superpowers: Life: Global governance and responsibility – Should</p>	<p>Global Governance: Science: Sustainable development and global policy.</p> <p>Global Ecosystems: Science: Water cycle and climatic patterns.</p>	<p>Science: Seismic activity and lithospheric processes.</p>

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	superpowers do more to help poorer nations?. Ethics of power – Human rights abuses, economic exploitation, cultural dominance		
Key Assessments	<p>End of unit assessments in the form of izones – to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>	<p>End of unit assessments in the form of izones – to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>	<p>End of unit assessments in the form of izones – to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>

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