



Year 9 Geography Curriculum Plan

	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Topic 1: Population Dynamics	<p>How do we measure population? Why are populations different around the world? What factors grow and slow population growth?</p>	<p>Students begin an introduction to GCSE human geography, specifically focusing on subject knowledge of population change and control around the world.</p> <p>Students will develop a range of skills including reading and creating their own population graphs, population pyramids, and the Demographic Transition Model to map changes overtime.</p> <p>Honours thinking: Students begin to think geographically, analysing the social, economic, environmental and political impacts of population change.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Test will be in examination conditions, completed within a one-hour lesson.</p>	<p>Literacy</p> <p>Numeracy</p> <p>Sociology</p> <p>Citizenship</p> <p>Economics</p> <p>Business Studies</p> <p>History</p> <p>Product Design</p> <p>Science</p> <p>Geology</p>	<p>BBC bitesize</p> <p>BBC news</p> <p>Guardian news</p> <p>GoLearnGeography</p> <p>CoolGeography</p> <p>AceGeography</p>



<p>Topic 2: Tectonic Hazards</p>	<p>Why do volcanoes erupt? How do earthquakes occur? What causes tectonic plates to move? What are the impacts of global tectonic hazards?</p>	<p>Students will discover the fundamentals of tectonic activity and formation, before beginning to evaluate and compare the causes and consequences of tectonic events around the world.</p> <p>Honours thinking: Students will begin to evaluate the short and long term impacts.</p> <p>Students should also begin to think geographically, analysing the social, economic, environmental and political impacts of tectonic hazard impacts.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Test will be in examination conditions, completed within a one-hour lesson.</p>	<p>Literacy Numeracy Sociology Citizenship Economics Business Studies History Product Design Science Geology</p>	<p>BBC bitesize BBC news Guardian news GoLearnGeography CoolGeography AceGeography</p>
<p>Topic 3: Biomes</p>	<p>What is a biome? Why is the biosphere so important to human wellbeing? How do humans modify biomes to obtain its resources?</p>	<p>Students will cover:</p> <ul style="list-style-type: none"> - Distribution of the Earth's ecosystems - How the biosphere provides resources for indigenous and local people - why the biosphere plays a wider important role for our planet - the increasing global demands for food, energy and water resources <p>Students will focus on tropical rainforests, and taiga biomes.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Test will be in examination conditions, completed within a one-hour lesson.</p>	<p>Literacy Numeracy Sociology Citizenship Economics Business Studies History Product Design</p>	<p>BBC bitesize BBC news Guardian news GoLearnGeography CoolGeography AceGeography</p>

		<p>Honours thinking: Students will apply their knowledge to existing biomes around the world, not studied in class time.</p> <p>Students should keep up to date with recent news stories about deforestation and global change to independently keep their subject knowledge recent and relevant.</p>		<p>Science</p> <p>Geology</p>	
<p>Topic 4: Resource consumption</p>	<p>What resources do we use the most around the world, and in specific countries? How much of these resources do we produce ourselves? How much of these resources are non-renewable and renewable? What is the difference between the two? What is fracking? How has fracking impacted the UK? What are your views and impacts?</p>	<p>Students will begin to explore global and regional resource consumption use, evaluating renewable and non-renewable energy sources.</p> <p>Students will focus specifically on an in depth case study of fracking in the UK. Ending the unit on a presentation of their own viewpoints and opinions.</p> <p>Honours thinking: Students will actively seek information regarding short and long term impacts of fracking, specifically within their local area.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Test will be in examination conditions, completed within a one-hour lesson.</p>	<p>Literacy</p> <p>Numeracy</p> <p>Sociology</p> <p>Citizenship</p> <p>Economics</p> <p>Business Studies</p> <p>History</p> <p>Product Design</p> <p>Science</p> <p>Geology</p>	<p>BBC bitesize</p> <p>BBC news</p> <p>Guardian news</p> <p>GoLearnGeography</p> <p>CoolGeography</p> <p>AceGeography</p>



		Students should also begin to think geographically, analysing the social, economic, environmental and political impacts of these impacts.			
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