

# GEOGRAPHY Year 9

The Geography curriculum is planned so that it inspires a curiosity and fascination about the world and its people. Throughout KS3 and KS4 students are equipped with knowledge about diverse places, people, resources and natural and human environments. Whilst nurturing geographical skills that will enable students to become active participants in the future of our planet, Geography also allows individuals to think critically and refine their ability to express their opinions.

## Curriculum overview:

One group in the current Year 9 has 2 different teachers. They will study different units with their 2 respective teachers. As a result, they will be studying these 2 units simultaneously, and will have covered all the units in depth by the end of the year.

<b>Half term 1</b>	<b>Climate Change</b>		<b>Yorkshire Seasides</b>		<b>How did ice shape the land?</b>	
	This unit takes a different approach to climate change by studying the historical climate of the world and reasons its fluctuations, showing that climate change is a natural phenomenon, as well as a study of the last 12,000 years which incorporates extinction of megafauna and the little ice age of the middle ages. The unit then turns to the UK climate and a return to more modern geography in terms of the greenhouse effect and its impacts both locally, nationally, and globally, followed by management strategies		Geographical processes start this unit with a study of coasts in general and the creation of waves, followed by looking at how different waves create different features. Geology is also touched upon looking at the link between rates of process and change. Landforms found along the coast are studied, using, where possible, local examples such as the features found at Flamborough Head and the 'spit' found at Spurn Point on the Holderness coast. Again, using the local coastline as an example, coastal management strategies and their effectiveness are explored.		This unit prepares students for the Glaciation unit that they will cover at GCSE. It introduces students to brand new processes, and features not yet covered in the curriculum. It also introduces students to three new locations around the globe that are vastly different yet similar in many ways. There are many new key terms to learn in this unit, that are essential for successful completion of the GCSE unit. Physical processes such as erosion, transport and deposition are explored along with the landforms associated with the processes. The unit also explores how the unique landscapes are used in a variety of ways.	
	<b>Important vocabulary:</b>		<b>Important vocabulary:</b>		<b>Important vocabulary:</b>	
Timescale	Weather	Fetch	Glacier	Freeze Thaw		
Ice Age	Average	Swash	Mountainous	Plucking		
Fluctuate	Greenhouse effect	Backwash	Climate	Till		
Orbit	Economic	Longshore Drift	Erosion	U Shaped		
Sunspot	Social	Erosion	Deposition	Valley		
Elliptical	Impact	Transport	Transport	Hanging		
Megafauna	Enhanced	Deposition	Corrie	Valley		
Extinctions	Uncertain	Hydraulic Action	Arête	Retreat		
Air Masses		Corrosion		Advance		

	Currents Projections Climate		Attrition Solution Headland Bay Stack Stump Spit Holistic Management Strategy Effects Conflicts	Pyramidal Peak Moraine	Avalanche Striations
Half term 2	<b>Urbanisation in the UK</b>  This unit is very cross curricular in a geographical sense in that it explores much of the knowledge learned so far in terms of place and process, whilst introducing students to new geographical elements in relation to urban growth and development. It ties in development levels across the world with challenges and opportunities faced in named exemplar countries that can then be used for comparison with local and national examples from within the UK. Geographical skills are a key feature of this unit, as we will be looking at maps, graphs and technology used in exploring geographical issues in towns and cities.			<b>Extreme Environments</b>  This unit brings together physical and human geography to explore the extremes of the earth's climates and landscapes. It investigates the extreme climates and the adaptations that plants and animals have made to survive in these conditions. The unit then looks at how humans have managed to live, survive and often thrive in these areas, to the point where we have tourism activities and tourist attractions appearing with ever increasing numbers of people visiting them	
	<b>Important vocabulary:</b>			<b>Important vocabulary:</b>	
	Urban Rural Growth Sprawl Regeneration Migration Density Population Solutions Problems	HIC LIC Economy Social Environmental Development Slums Congestion Pollution		Extreme Environment Tourism Desert Adaptations Drought Resistant Tundra Arctic Antarctic	Eco tourism Development Sustainable Development Pollution Damage Unique Isolated

## Key staff contacts:

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## What are our curriculum aims for your child in year 9?

-  Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
-  Interpret Ordnance Survey maps in the classroom and the field, including grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
-  Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
-  Analyse, interpret and explain a range of graphs, charts and tables
-  Develop skills to present geographical data in a variety of ways

## How can I help my child be successful in Geography?

- Encourage your child to frequently read or watch the local, national and global news
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Look at different maps of local areas, the UK and the globe
- If you travel anywhere, encourage your child to use a road map and be the map keeper
- Practice tricky spellings together.

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

In Geography we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students. This may be a short response to correct an error or a longer response to improve a section of an extended piece of work. Students will complete this work in green pen and are then able to reflect clearly on where they have made progress.

To give students the time to practice extended writing pieces, we set, mark and give feedback at least once per unit of work. This provides a clear demonstration of the skills that the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.