Intent: The breadth and depth of the content is designed to inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet. Topics 1-3 are completed during the Autumn & Spring Term. GCSE course starts in the summer term yo introduce and improve students' understanding of peoples' relationship with the biosphere; how and why UK landscapes continue to evolve through the study of the City of London. Students also develop their fieldwork and analytical skills at a local level.

Year 9 Geography Curriculum Sequence

Key Stage 2 Curriculum	Key Stage 3 Curriculum
• Locational Knowledge • Place knowledge • Human & Physical Geography • Geography Skills & Fieldwork	• Locational Knowledge • Place knowledge • Human & Physical Geography • Geography Skills & Fieldwork

Careers and Aspirations: Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle the issues of the future.

Topic 1: To what is population change a threat to our future? (HT1+3)	Topic 2: To what extent are our coastlines under threat? (HT1/2 +3/4)	Topic 3: To what extent can we reduce the impacts of climate change? (HT 2+4)	HT 5: People & the Biosphere	HT 6: UK's Human Landscapes & London
Why this topic? Is population change the biggest risk we face? This topic builds on world development to introduce global population change through looking at overall world population change (UK, Japan, China, Jakarta). Students will investigate concepts including migration, DTM, theories on the relationships between population and resources (issues and solutions). **P: P&C: E&S; SuS**	**Why this topic?** To what extent are our coastlines under threat? This topic will cover coastal erosion, storm surges and sea level rise. Students will investigate the future of Withernsea, recent storm events (Hurricane Beryl) and the causes, effects and responses of sea level rise (Tuvalu). **P; P&C; CZ; SuS; E&S**	**Why this topic?** To what extent can we reduce the impacts of climate change This topic introduces the evidence, causes (natural & human), effects and management of climate change. Students will investigate the African Green Wall, New Ice (geoengineering), Oceans (mitigation & adaptation to climate change). **P; P&C; SuS; E&S**	**Pupils will learn about:** • How the global distribution and characteristics of major biomes are influenced by climate. • Local factors can alterthe biome distribution locally and how the biotic and abiotic components of biomes interact. • How the biosphere provides resources for indigenous and local people but is also increasingly exploited commercially for energy, water and mineral resources. • How the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services. • The global and regional trends increasing demand for food, energy and water resources and theories.	**Pupils will learn about:** • Population, economic activities and settlements are key elements of the human landscape. • The UK economy and society is increasingly linked and shaped by the wider world. • The context of the city influences its functions and structure. • The city changes through employment, services and the movement of people. • The changing city creates challenges and opportunities. • Ways of life in the city can be improved by different strategies. • The city is interdependent with rural areas, leading to changes in rural areas. • The changing rural area creates challenges and opportunities
National Curriculum Links **Pupils will:** Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on key human characteristics**.** Interpret a range of sources of geographical information, including maps, diagrams combined with geographical skills in analysing and interpreting different data sources. Understand, through the use of detailed place-based exemplars at a variety of scale the key processes in human geography relating to population and urbanisation.	**National Curriculum Links** **Pupils will:** Understand how human and physical processes interact to influence, and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems. Interpret a range of sources of geographical information, including maps, diagrams combined with geographical skills in analysing and interpreting different data sources. Extend their locational knowledge and deepen their spatial and environmental awareness of the world's countries.	**National Curriculum Links.** **Pupils will:** Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to global warming, including the change in climate from the Ice Age to the present. Interpret a range of sources of geographical information, including maps, diagrams combined with geographical skills in analysing and interpreting different data sources. How human and physical processes interact to influence and change environments and how human activity relies on the effective functioning of natural systems.	**Teaching 'People & the Biosphere' supports:** Comparing climate graphs for different biomes Use of world maps to show the location of global biomes Use and interpretation of line graphs showing the range of future global population projections, and population in relation to likely available resources	**Teaching 'UK Human Landscapes' supports:** (1) Use and interpretation of UK population pyramids form different time periods (2) Use of census data sets to understand changes to the UK's population (3) Use of Eurostat to investigate FDI and immigration to the UK. (4) Explore the kinds of questions capable of being investigated through fieldwork. (5) Using census data sets to compare areas within inner cities. (6) Use of 1:25000 and 1:50000 OS maps to identify different land use types. (7) Using crime and IMD databases to investigate the extent of inner-city problems.
Teaching 'To what is population change a threat to our future' supports: Inspires students to learn about a range of different urban areas in various regions of the world. Inspires students with the knowledge of how countries interact with each other and the role geography can play in this. Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results. Literacy skills (English lessons) as a result of extended writing	**Teaching 'To what extent are our coastlines under threat?' supports**: Inspiring students about the global world around them. Inspiring students to learn about different regions and locations within the UK looking at them both from a Physical Geography and Human Geography viewpoint. Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results. Literacy skills (English lessons) as a result of extended writing	**Teaching 'To what extent can we reduce the impacts of climate change?' supports:** Inspiring students about the global world around them. Deepens pupils understanding of how physical and human geography interact and impact upon each other. Helping students to understand the impact of climate change on these processes and landscapes. Numeracy skills (Maths lessons) with grid reference practice and data analysis of fieldwork results. Literacy skills as a result of extended writing		
'To what is population change a threat to our future?' feeds from: This unit links well to both: Meet the UK! Economic Activity and The Story of migration to the UK from the Transition phase well as it builds on their preexisting knowledge surrounding urban geographies in the UK setting	**'To what extent are our coastlines under threat?' feeds from:** This unit links well to: Meet the UK! Landscape Processes and Threats to our Ocean from the Transition phase as it develops students knowledge and understanding of many key global issues.	**'To what extent can we reduce the impacts of climate change?' feeds from:** This unit links well to: What weather hazards does the UK face? and Global Climatic hazards from the Transition phase as it develops students knowledge and understanding of many key global issues.	**'People & the Biosphere' feeds from:** **Transition & Induction Phase:** This unit links well to: Fantastic Places, The future of Energy, Global Climatic hazards and Frozen Planet and its fragile future from the Transition phase as it develops students knowledge and understanding of many key global issues.	**'UK Human Landscapes' ' feeds from:** **Transition & Induction Phase:** This unit links well to both: What is distinctive about the UK? and World Development from the Transition phase well as it builds on their preexisting knowledge surrounding urban geographies in the UK setting.