

Intent: The breadth and depth of the content is designed to inspire curiosity and fascination about the world and creating responsible citizens that care about the future of our planet

To 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 and upland and lowland landscapes of the UK.

Students also develop their fieldwork and analytical skills at a local level

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

Year 9 Geography Curriculum Sequence

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.

HT 1 & 3: Rainforests; Geology; Cities; Pollution Investigation	HT 2 & 4: Rainforests; Geology; Cities; Pollution Investigation	HT 5: People & the Biosphere	HT 6: UK’s Human Landscapes & London
<p>Why this topic?</p> <p>The Bridging course is the unit which will both challenge and develop students as they move from the Transition and Induction phase into the Qualifications phase. The unit provide links between the two phases alongside fieldwork opportunities in order to both develop their geographical skills and understanding.</p>	<p>Why this topic?</p> <p>The Bridging course is the unit which will both challenge and develop students as they move from the Transition and Induction phase into the Qualifications phase. The unit provide links between the two phases alongside fieldwork opportunities in order to both develop their geographical skills and understanding.</p>	<p>Why this topic?</p> <p>This topic has been selected this time as an ideal unit to start the GCSE as it is relatable to their everyday geographies and builds on key skills that they have developed over the bridging course. It will develop their understanding of wider geographical issues with a focus on really important issues such as sustainability in how we use our planet.</p>	<p>Why this topic?</p> <p>This topic has been selected this time as a great way of developing students human geography. It also sets the students up for their UK Urban Investigation and fieldwork which they will undertake next year.</p>
<p>National Curriculum Links. Pupils will:</p> <ul style="list-style-type: none">• 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.• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present.• Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics.• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information• 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; international development and the use of natural resources.• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	<p>National Curriculum Links. Pupils will:</p> <ul style="list-style-type: none">• 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.• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present.• Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics.• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information• 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; international development and the use of natural resources.• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	<p>National Curriculum Links. Pupils will:</p> <p>This unit will develop students knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. People and the Biosphere provides an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources.</p>	<p>National Curriculum Links. Pupils will:</p> <p>This unit draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. The UK’s evolving human landscape provides an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of London as a major UK city.</p>
<p>Teaching ‘The Bridging Course’ supports:</p> <p>Students ability to demonstrate knowledge of locations, places, processes, environments and different scales. It also develops students understanding of concepts and how they are used in relation to places, environments and processes. Students will also develop the ability to apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements as well as practising skills and techniques to investigate questions and issues and to communicate findings.</p>	<p>Teaching ‘The Bridging Course’ supports:</p> <p>Students ability to demonstrate knowledge of locations, places, processes, environments and different scales. It also develops students understanding of concepts and how they are used in relation to places, environments and processes. Students will also develop the ability to apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements as well as practising skills and techniques to investigate questions and issues and to communicate findings.</p>	<p>Teaching ‘People & the Biosphere’ supports:</p> <p>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</p>	<p>Teaching ‘UK Human Landscapes’ supports:</p> <p>(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.</p>
<p>‘Bridging Course’ feeds from:</p> <p>KS2:</p> <ul style="list-style-type: none">• Name and locate countries and cities around the world and identifying their individual human and physical characteristics.• Beginning to understand geographical similarities and differences through the study of human and physical geography of different places around the world.• Human geography, including different types of settlement, and gradual and rapid land use change over time.• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Transition & Induction Phase:</p> <p>This unit covers a wide range of topics primarily linking to each of the following: Fantastic places, What happens when land and water meet?, Weather, Climate and World Biomes, Can the Earth Cope?, Time Ticking Tectonics</p>	<p>‘Bridging Course’ feeds from:</p> <p>KS2:</p> <ul style="list-style-type: none">• Name and locate countries and cities around the world and identifying their individual human and physical characteristics.• Beginning to understand geographical similarities and differences through the study of human and physical geography of different places around the world.• Human geography, including different types of settlement, and gradual and rapid land use change over time.• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Transition & Induction Phase:</p> <p>This unit covers a wide range of topics primarily linking to each of the following: Fantastic places, What happens when land and water meet?, Weather, Climate and World Biomes, Can the Earth Cope?, Time Ticking Tectonics</p>	<p>‘People & the Biosphere’ feeds from:</p> <p>Transition & Induction Phase:</p> <p>This unit links well to: Fantastic Places, The future of Energy, Weather, Climate and World Biomes and Can the Earth Cope from the Transition phase as it develops students knowledge and understanding of many key global issues.</p>	<p>‘UK Human Landscapes’ ’ feeds from:</p> <p>Transition & Induction Phase:</p> <p>This unit links well to both: What is distinctive about the UK? and Urban Giants and Development from the Transition phase well as it builds on their preexisting knowledge surrounding urban geographies in the UK setting.</p>