YEAR 9
CURRICULUM MAP:
<GEOGRAPHY>

HT1:<Afghanistan/ crime>	HT2: <Coasts>	*Assessment Point: Summative or AFL*	HT3:<Ecosystems TRF>	HT4:<Weather drought>	*Assessment Point: Summative or AFL*	HT5:<Global development India>	HT6: <UK landscapes Geology>	EOY Assessment Point
Overarching unit intent (KSU): explores crime rates and the criminal justice system using data maps, interactives, articles and broadens into how crime and conflict are linked. Additionally, causes and effects of the delicate issue of war in Afghanistan. PG mountains, deserts, rural areas, rivers, HG towns, urban areas, crimes, punishments, prison, judicial system conflict, war, Taliban, religion, transport, L Asia, Europe, P homes, Blackburn, UK, Afghanistan, Pakistan, India GS timelines, choropleth maps, atlas skills, reading photographs, interpretation, overlays GIS, layer shading, relief	*Overarching unit intent (KSU): physical factors leading to creation of coastal landforms by erosion and deposition and how coastal areas are protected. Assess influence climate change has on effectiveness of defences.* PG formation and features of waves, wave cut notches, caves arches, stacks, stumps, headlands, bays, erosion, longshore drift, transportation, deposition, bars, spits, tombolos, coastal flooding, climate change, fetch HG effects of flooding on people, management strategies, L UK coastlines, P Old Harry, east coast UK, North Sea, GS assessment, physical process sequencing, maps, OS maps, timelines, pictures/ photos, predicting changes	*Exam skills practice* *HT1 Part 1* **Describe** the negative impacts crime has on a community. *HT1 part 2* **Explain** how Alexander Litvinenko was murdered. *HT1 not required* *HT2 part 1* **Compare** the characteristics of constructive and destructive waves. HT2 part 2 **Assess** the impacts of coastal recession on people and the environment. HT2 assessment on Russia and Coasts (covers all HT1 and HT2 work)	*Overarching unit intent (KSU): GCSE* *Features and locations of ecosystem, food webs, flora and fauna, threats to, sustainability and importance of and products and services from TRF.* PG ecosystems, rivers, TRF structure and features, climate, soils, vegetation, products and services, flora and fauna, nutrient cycles, locations, global circulation systems, natural greenhouse effect, functions HG products and services, human interaction with TRF, deforestation, sustainability, climate change L TRF distribution, Equator, tropics, P Brazil, Malaysia, Congo, Amazon GS Gerschmel model, models, atlas skills, maps, cross sections, nutrient cycles, climate graphs, diagrams,	*Overarching unit intent (KSU): GCSE* *Causes, effects, impacts and responses to drought in HIC and LIC countries, using detailed case studies.* PG ecosystems, aridity, desertification, global circulation cells, El Nino, La Nina, meteorological drought, biosphere HG desertification, deforestation, hydrological drought factors, dams, over use, climate change, farming, transportation, urbanisation, human responses to drought, Aid L Africa, North America, P Ethiopia, Sahel, California, USA GS maps, atlases, theoretical models, circulation cells, climate graphs, hydrographs,	*Exam skills practice* *HT3 Part 1* **Describe** the distribution of tropical rainforests. *HT3 part 2* **Assess** the functions of biotic and abiotic factors in a tropical rainforest. *HT3 assessment on ecosystems (also elements of HT1 and 2)* *Ht4 part 1* **Explain** the causes of drought. *HT4 part 2* **Examine** the social and economic effects of drought on HICs.	*Overarching unit intent (KSU): GCSE* *Measuring development, comparing HIC/ LIC levels of development (uneven), mapping development, causes of development gap and inequality, Aid projects, geopolitical factors affecting development, impacts of rapid development* PG natural disasters, drought, pollution HG food and water security, development, factors affecting development, causes of inequality, geopolitics, investment, fair trade, development projects, debt, demography, birth and death rates, population structure, economical boom L World wide HIC/ LIC, P UK, India, Bihar, Pakistan, GS population pyramids, world maps, DTM, line graphs, proportional circles, tables of data, photos, choropleth shading	*Overarching unit intent (KSU): GCSE* *Factors and effects of changing population in UK, including use of resources and changes to environments because of destruction of habitats and urbanisation. Consequences of larger population in urban areas and management. Development of additional hosing in flood risk areas and managing natural flood events.* PG natural greenhouse effect, ecosystems, national park wildlife and habitat, storm surges, flooding, climate change, HG sustainable development, resources and consumption, population, housing and urbanisation, transport and congestion charges, two speed economy, development gap, greenfield and brownfield development, economics, migration, flood risk, farming L UK land and marine environments, Romania, India, China, Poland, Spain P Scotland, Wales, England, N Ireland, marine environments, London, Somerset levels GS analysis, interpretation, Inference, maps, graphs, photographs, choropleth maps, models, net migration figures, population pyramids, statistical analyses	*Summative EOY Exam in HT5 Covers all HT1 – 5* *Exam skills practice HT5 Part 1* **Describe** the population distribution in India. *HT5 part 2* **Explain** the geopolitical factors that can affect a country's development.