

### CURRICULUM OVERVIEW

Please contact your child's subject teacher or Head of Department for answers to subject related questions

SUBJECT	GEOGRAPHY	YEAR GROUP	Y9
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	Lesson Content	Subject Assessment Methods	Opportunities for Home Learning
HALF TERM 1	<p><b>Development</b></p> <p>Key themes:</p> <ul style="list-style-type: none"> <li>- Defining development</li> <li>- High Income Countries (HICs) and Low Income Countries (LICs)</li> <li>- Measuring levels of development - development indicators</li> <li>- Aid</li> <li>- Trade and how it affects development</li> <li>- Fair Trade</li> </ul>	<p>No formal assessment, though student understanding will constantly be assessed by the teacher in class, through written tasks, practical activities and questioning.</p>	<p>Students will be set homework when appropriate. Examples of homework tasks in Geography include:</p> <ul style="list-style-type: none"> <li>- independent research</li> <li>- preparation for assessments</li> <li>- consolidation of work in class</li> <li>- written assignments</li> <li>- project work</li> <li>- posters</li> <li>- practicing skills learnt in class</li> </ul>
HALF TERM 2	<p><b>Development</b></p> <p>Key themes – see above</p>	<p><u>Design a Fair Trade product:</u></p> <ul style="list-style-type: none"> <li>- students design a product made from Fair Trade materials. They will also need to describe and explain what Fair Trade is and how it can benefit local communities in developing countries</li> <li>- students will need to complete independent research as part of this assessment</li> </ul>	<p>Useful websites for students to look at include:</p> <ul style="list-style-type: none"> <li><a href="http://www.ordnancesurvey.co.uk">www.ordnancesurvey.co.uk</a></li> <li><a href="http://www.bbc.co.uk/newsround/">www.bbc.co.uk/newsround/</a></li> <li><a href="http://www.youtube.com">www.youtube.com</a></li> <li><a href="http://www.gatm.org.uk">www.gatm.org.uk</a></li> <li><a href="http://www.fairtrade.org.uk">www.fairtrade.org.uk</a></li> <li><a href="http://www.oxfam.org.uk">www.oxfam.org.uk</a></li> <li><a href="http://www.rainforestsos.org">www.rainforestsos.org</a></li> <li><a href="http://www.rainforest-alliance.org">www.rainforest-alliance.org</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.usgs.gov/natural_hazards/">www.usgs.gov/natural_hazards/</a></li> <li><a href="http://www.fema.gov/kids/dizarea.htm">www.fema.gov/kids/dizarea.htm</a></li> </ul>
HALF TERM 3	<p><b>Natural Hazards</b></p> <p>Key themes:</p> <ul style="list-style-type: none"> <li>- Defining and identifying natural hazards</li> <li>- Tectonic plates and plate boundaries</li> <li>- Earthquakes – measurement and case study including causes, effects and responses</li> </ul>	<p><u>GCSE practice exam paper:</u></p> <ul style="list-style-type: none"> <li>- students complete a selection of questions on natural hazards from a past GCSE exam paper</li> <li>- students will receive a percentage mark for this assessment</li> </ul>	<p>Google Earth is also a fantastic ICT tool that students can use to help them better</p>

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	<ul style="list-style-type: none"> <li>- Volcanoes – features and cases study including causes, effects and responses</li> <li>- Living with tectonic activity</li> </ul>		<p>understand the concepts of place and space.</p> <p>Students can use the ‘Geography’ section in the school library to do additional reading on each topic.</p> <p>Interesting and relevant information can often be found by watching TV documentaries. The BBC and Channel 4 have previously shown some fascinating programmes, such as Human Planet, Megacities and Planet Earth. Programmes such as Horizon and Panorama are also good to watch out for.</p> <p>Watching the news and reading newspapers will help students keep up to date with current geographical issues.</p> <p>Finally, students should aim to experience outdoor environments as much as possible. There is no better classroom for a Geography lesson than the world around us. Encouraging students to go walking in the North Yorkshire Moors National Park for example, will only help to inspire them and develop their interest in the subject.</p>
HALF TERM 4	<p><b>Rainforests</b></p> <p>Key themes:</p> <ul style="list-style-type: none"> <li>- Location of tropical rainforests</li> <li>- Tropical rainforest ecosystem</li> <li>- Human use of tropical rainforests</li> <li>- Deforestation – causes and effects</li> <li>- Sustainable use of the rainforest</li> </ul>	<p>No formal assessment, though students will constantly be assessed by the teacher in class, through written tasks, practical activities and questioning.</p>	
HALF TERM 5	<p><b>Rainforests</b></p> <p>Key themes – see above</p>	<p><u>Deforestation letter:</u></p> <ul style="list-style-type: none"> <li>- this is a written task in which students must write a letter to persuade the President of Brazil to reduce deforestation of the Amazon Rainforest</li> <li>- as part of this assessment, students will need to describe and explain the causes and effects of deforestation</li> <li>- students will need to complete independent research as part of this assessment</li> </ul>	
HALF TERM 6	<p><b>Football and Fashion</b></p> <p>Key themes:</p> <ul style="list-style-type: none"> <li>- Sport as a global concept</li> <li>- Football players and their home countries</li> <li>- Jobs associated with football and fashion industries</li> <li>- Location factors – locating a football stadium</li> </ul>	<p><u>Decision-making exercise – locate a football stadium:</u></p> <ul style="list-style-type: none"> <li>- students must review an OS map of Middlesbrough and decide on a location for a new football stadium from the information provided</li> <li>- students will need to justify their decision using as much map evidence as possible. It is essential that students practice their map skills, such as 6-figure grid references and measuring distances, prior to this assessment</li> </ul>	