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| <b>Curriculum Map</b> | <b>Subject</b> | <b>Geography</b> | <b>Year</b> | <b>9</b> |
|-----------------------|----------------|------------------|-------------|----------|

| Unit   | Summary   | Skills   | Assessment  | British Values and SMSC   | Career links  | Cross-curricular links   |
|--|---|--|---|---|---|--|
| <b><u>Risk and Time</u></b><br><br>Sustainability<br>[Case Study: Dubai]     | Students consider the relative importance of different environmental issues in Dubai. In recent global analysis of ecological resource use, the UAE came top as the least environmentally friendly country which is a concern for environmentalists.                                | <ul style="list-style-type: none"> <li>Application of Geographical concepts</li> <li>Understanding that human activity relies on natural systems</li> </ul>  | IDEAL Analysis: extended writing case study exam style question | Students are encouraged to take responsibility for the decisions they make and how these decisions impact the environment in which they live.                                   | <ul style="list-style-type: none"> <li>Environmental Sustainability Officer</li> <li>Waste Management Officer</li> <li>Sustainability Consultant</li> <li>Geography Teacher</li> <li>Travel &amp; Tourism</li> </ul>              | Science: <ul style="list-style-type: none"> <li>Renewable energy</li> <li>Carbon consumption</li> <li>Greenhouse Effect</li> </ul>   |
| Hydrology<br>[Case Study: Boscastle]<br><br>[Fieldwork Opportunity]          | River processes of erosion, transportation and deposition give rise to key physical features. Human management of rivers is studied focusing on both hard and soft engineering strategies.  | <ul style="list-style-type: none"> <li>Experiences of fieldwork to deepen understanding of geographical processes</li> </ul>   | IDEAL Analysis: extended writing case study exam style question | Students will show initiative through decision making in river management and how these decisions impact society.   | <ul style="list-style-type: none"> <li>Flood Risk Management Officer for the Environment Agency</li> <li>Geography Teacher</li> <li>Forestry Worker</li> </ul>  | Science: <ul style="list-style-type: none"> <li>Hydrological Cycle</li> </ul> Design Technology: <ul style="list-style-type: none"> <li>Construction</li> </ul>  |
| Geology and Tectonics<br>[Case Study: Nepal]                                 | Through learning the Earth's structure and plate tectonic theory, we can understand causes of natural hazards as well as how to predict and manage future events.   | <ul style="list-style-type: none"> <li>Interpreting and drawing a range of diagrams</li> <li>Locational knowledge</li> </ul>   | IDEAL Analysis: extended writing case study exam style question | Students will participate in learning about the world around them with the ability to share their own beliefs.  | <ul style="list-style-type: none"> <li>Geologist</li> <li>Geology Teacher</li> <li>Climate Hazard Modeler</li> <li>Aid Relief Worker</li> </ul>   | Science: <ul style="list-style-type: none"> <li>Rock cycle</li> <li>Convection currents</li> <li>Pressure</li> </ul>   |
| Tropical Storms<br>[Case Study: Typhoon Haiyan]                              | Tropical storms are powerful low- pressure weather systems. Students will learn the causes, features, and impacts of tropical storms focusing on a named case study example. Through monitoring, prediction, protection and planning the effects of tropical storms can be reduced. | <ul style="list-style-type: none"> <li>Aerial and satellite photographs</li> <li>Decision making</li> <li>Developing knowledge of maps and mapping.</li> </ul>   | IDEAL Analysis: extended writing case study exam style question | Students will learn to understand how difference in socio- economic background links to the impact and management of natural hazards such as Typhoons.                          | <ul style="list-style-type: none"> <li>Meteorologist</li> <li>Humanitarian Crisis Aid Worker</li> <li>Emergency Planner</li> <li>Geography Teacher</li> <li>Climate Hazard Modeler</li> <li>Environmental Scientist</li> </ul>    | Science: <ul style="list-style-type: none"> <li>Climate Change</li> </ul> English: <ul style="list-style-type: none"> <li>Extended Writing</li> </ul>  |
| Population<br>[Case Study: China]<br><br>India<br>[Case Study: Dharavi Slum] | Rapid increase in population places a strain on resources. Students investigate population change and how countries attempt to control population through policy. In India, rural to urban migration has created slum settlements.  | <ul style="list-style-type: none"> <li>Locational knowledge using maps and atlases</li> <li>Extended writing</li> <li>Climate graphs</li> <li>Interpreting data</li> <li>Places, people and resources</li> </ul> | IDEAL Analysis: extended writing case study exam style question | Learning different forms of government policy to their own offering reasoned views about moral and ethical issues whilst appreciating the viewpoints of others on these issues. | <ul style="list-style-type: none"> <li>Politician</li> <li>Office for National Statistics</li> <li>Education</li> <li>Social Care</li> <li>Landscape Architect</li> <li>Geography Teacher</li> <li>Tourism: Ecotourism</li> </ul> | Religious Education <ul style="list-style-type: none"> <li>Ethics</li> </ul> MFL: <ul style="list-style-type: none"> <li>Sherpa Language</li> </ul> Maths: <ul style="list-style-type: none"> <li>Line and bar graphs</li> </ul>     |
| Climate Change and Consumption<br>[Case Study: Rampion Wind Farm]            | Climate change is a controversial issue affecting the future of the planet. Students will learn the causes and consequences of climate change.  | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Drawing conclusions</li> <li>Understanding that human activity relies on natural systems</li> </ul>  | IDEAL Analysis: extended writing case study exam style question | Students are encouraged to take responsibility for the decisions they make and how these decisions have an impact beyond themselves as individuals.                             | <ul style="list-style-type: none"> <li>Meteorologist</li> <li>Politician</li> <li>Climatologist</li> <li>Environmental Scientist</li> </ul>   | Religious Education: <ul style="list-style-type: none"> <li>Sherpa religion</li> </ul> History: <ul style="list-style-type: none"> <li>India</li> </ul> Science: <ul style="list-style-type: none"> <li>Greenhouse effect</li> </ul> |