



The High School
Leckhampton

Year 9 GEOGRAPHY



Topic Titles

- What is my place in the World?
- How sustainable is your life?
- What challenges do Extreme Weathers present?
- Are there too many people on Earth?
- What is the importance of glacial landscapes?
- Where have we been?

Links with other subjects

History – we refer to historical events when discussing the global system and it's origins

Science – when discussing sustainability of student lives, we touch on issues related to Science e.g. power generation, carbon footprints,

Art – Geographers need to be able to display ideas in coherent ways that allow others to access them

Maths – coordinates, graphing, data manipulation are all core skills of Geography.

English – the ability to express ideas clearly is vital for success in the subject

How can parents help?

Please continue to discuss with students the wide-range of contemporary affairs that are seen in the news, asking students questions about their opinions.

Encourage students to watch documentaries about both the natural world and the human environments.

When out of the house, encourage students to take in their surroundings and observe how places differ.

If possible, take students on day-trips to the Natural History Museum (London), the coastline (anywhere in the UK), to mountainous locations (Brecon Beacons, Peak District, Lake District). Encourage students to study a globe or an Atlas to improve place knowledge.

Support students with homework, checking quality and ensuring that the students re-draft if needed.

Intent

We believe that a high-quality Geography education should inspire a curiosity and fascination about the world and its people that will remain with students for the rest of their lives. Our curriculum will equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As students progress, their growing knowledge about the world underpinned by a focus on place, should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

How will knowledge and skills be taught?

Our topic choices are framed as 'Big Questions', which are then broken into smaller sub-questions to allow students to investigate natural landscapes and processes and human activities.

A wide variety of teaching activities will support students to be inquisitive, ask questions and find answers about the world around them.

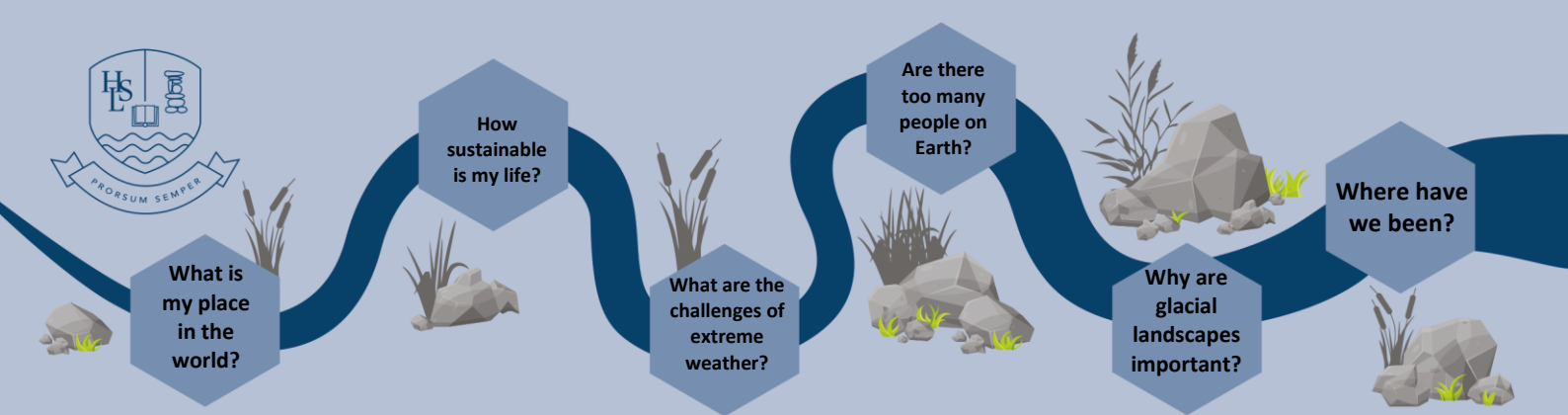
Skills are taught embedded throughout the curriculum, so a lesson about Population may involve analysis of data (birth/death rates, correlations between life expectancy and wealth). We continue to refer to Map skills, revisiting this important skill.

Choropleth mapping, climate graphing, fieldwork skills, data presentation, use of Geographical Information Systems and data analysis are all key skills taught.

Recommended Reading and Preparation for Learning

The Power of Geography – Tim Marshall
Brilliant Maps: An Atlas for Curious Minds – Ian Wright
There Is No Planet B: A Handbook for the Make or Break Years – M. Berners-Lee
Factfulness - Hans Rosling
Extreme Earth: Wildlife, Wild Places, Wild Weather – Jack Challener

Play map games at the following:
<https://www.geoguessr.com/seterra/en>
<https://worldle.teuteuf.fr/>
<https://www.ordnancesurvey.co.uk/mapzone/>



Subject: Geography		Year Group: 9		Module: What is my place in the world?	
Theme: Globalisation					
Topic Outline & Aims (Intent) To give students a contextual understanding of their globalised world, building on a previously established platform of UK Geography & European geography to understand their place in the world. This is the third of a 3-part theme. Cumulatively, these topics will continuously ground our students and allow them to explore the concept of place within Geography and feelings of belonging and identity.					
Key Skills and Knowledge taught through this topic: (Intent) Students will continue to embed a range of skills that they have previously been introduced to in this topic, reinforcing climate graphing, choropleth mapping, analysis of data so that they can draw conclusions using evidence. Students will investigate the impacts of the 5 different flows of globalisation, (capital, people, information, goods, services) to help them understand the interconnected nature of the world. We will use fashion, food and energy as commodities that are traded, so that students can analyse the benefits of the global system.					
Prior Learning: (Context) KS2: Locational knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country		Future Learning: (Context) KS3: Place theme throughout KS3 will ground student's place identity. KS4: AQA – 8035 3.1.3 - Physical Landscapes of the UK 3.2.3 - Economic World		National Curriculum Links: (Context) • Physical Geography – Weather and Climate of the UK • Human Geography – Population • Geographical Skills- introduction to data analysis. Location and Place Knowledge.	
RRSA Links: 7 – Name and Nationality 8 – Identity 12 – Respect for children's views 13 – Sharing thoughts freely			Assessment of Learning: (Impact) Students will be assessed on their ability to gather data about the origin country of clothing, including the production of a small enquiry to assess a hypothesis. They will be assessed on their place knowledge of the world's countries and key physical features. They will have an end of topic test which acts in a summative manner to understand student knowledge retention of key ideas. Students will be required to provide a critique of globalisation.		
British Values Links: What does it mean to be a global citizen? Democracy, tolerance and respect for others.					
Eco Schools Links: Importance of protecting natural landscapes across the world					
Reading / Enrichment: The Almighty Dollar – D. David If the world were 100 people – J McCann. Planet Under Pressure: How is globalisation changing the world? – N.Dickmann		Key Vocabulary: (Literacy) Globalisation Services Goods Containerisation Food Miles Outsourcing Production Migration Information flows Capital Labour		Numeracy Opportunities: Graphing data Data analysis	
				Career Links: Global Logistics coordinator Diplomacy Commodity trader Linguist (translator) Media producer Journalism	