The High School Leckhampton

Year 9 GEOGRAPHY

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.

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?

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.

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

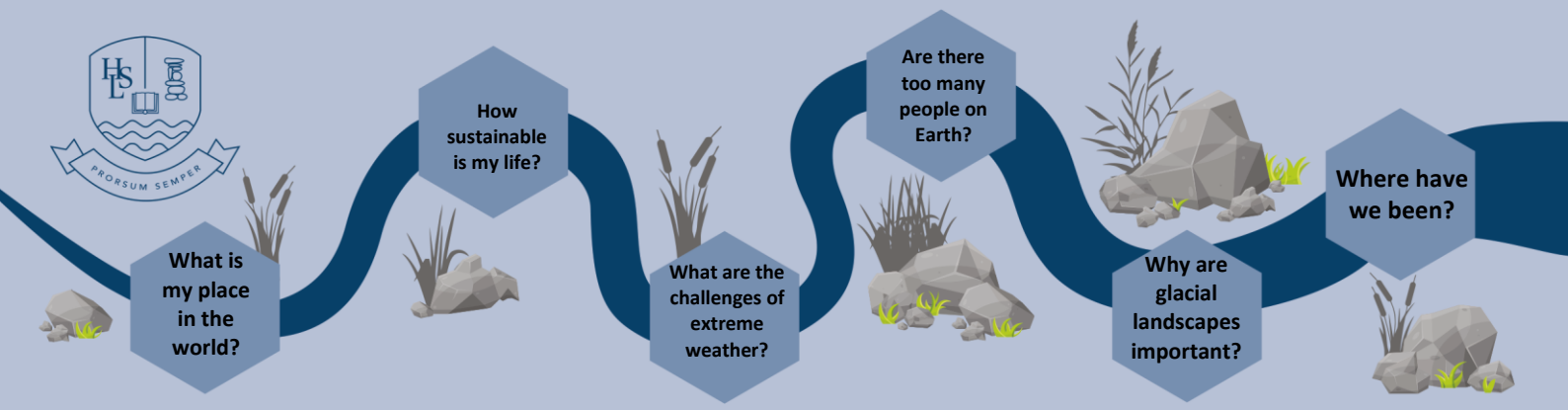
Recommended Reading and Preparation for Learning

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 Challenor

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

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.



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)	**Future Learning:** (Context)	**National Curriculum Links:** (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	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	• 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

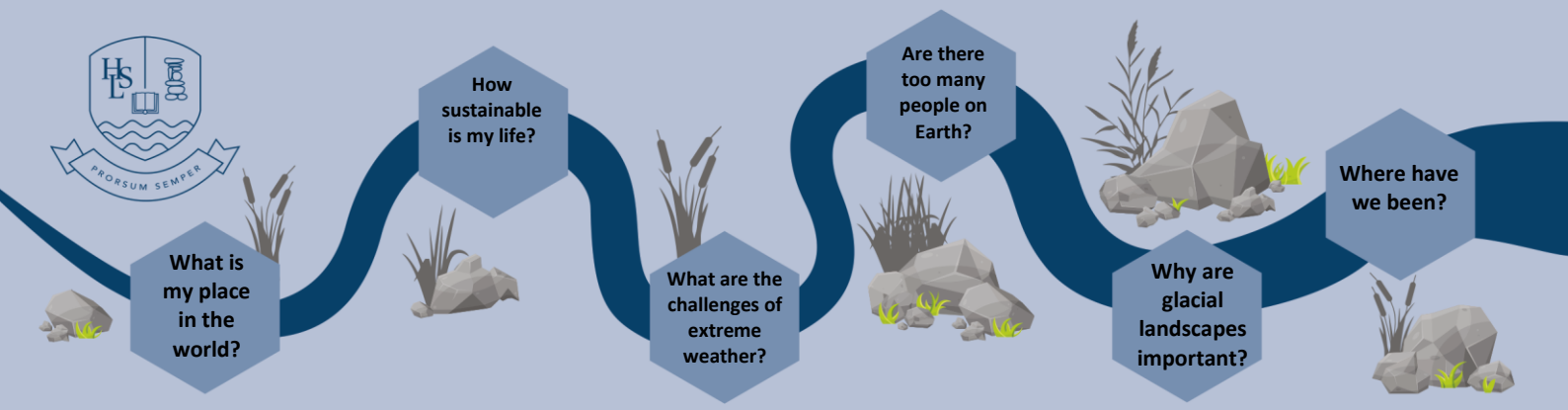
British Values Links:
What does it mean to be a global citizen? Democracy, tolerance and respect for others.

Eco Schools Links:

Importance of protecting natural landscapes across the world

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.

Reading / Enrichment:	**Key Vocabulary:** (Literacy)	**Numeracy Opportunities:**	**Career Links:**
The Almighty Dollar – D. David If the world were 100 people – J McCann. Planet Under Pressure: How is globalisation changing the world? – N.Dickmann	Globalisation Services Goods Containerisation Food Miles Outsourcing Production Migration Information flows Capital Labour	Graphing data Data analysis	Global Logistics coordinator Diplomacy Commodity trader Linguist (translator) Media producer Journalism



Subject: Geography	**Year Group: 9**	**Module:** How sustainable is my life?

Theme:

Sustainability

Topic Outline & Aims (Intent)

To give students a clear understanding of the core concept of sustainability which will underpin future studies in Geography and be a consistent feature of their lives post school. To allow students opportunities to explore how their future lives can be more sustainable through the choices they make. To consider how the UK meets its commitments from COP26 and what challenges the UK will face moving forward. To understand the costs/benefits of sustainable practices. To ensure clear understanding of the enhanced greenhouse effect and the impacts of climate change on our future worlds.

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, but additionally they will complete a SWOT analysis and have plentiful opportunity to justify choices by considering how they can be more sustainable. Students will investigate the impacts of climate change, review prior learning about the enhanced greenhouse effect, explore a range of energy production techniques to analyse those that are best suited to our national contexts, investigate how lifestyle choices can help the environmental agenda, investigate how the High School Leckhampton considers the environment in our choices. Students will also have opportunities to consider how sustainable their current lives are.

Prior Learning: (Context)	**Future Learning:** (Context)	**National Curriculum Links:** (Context)
KS1: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. KS2: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	KS3: Weather and climate, including the change in climate from the Ice Age to the present; KS4: AQA – 8035 3.2.3 – Human Landscapes of the UK 3.2.3 – Resource Management	• Physical Geography – Weather and Climate of the UK • Human Geography – 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 • Geographical Skills- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate

RRSA Links:

6 – Life, survival and development

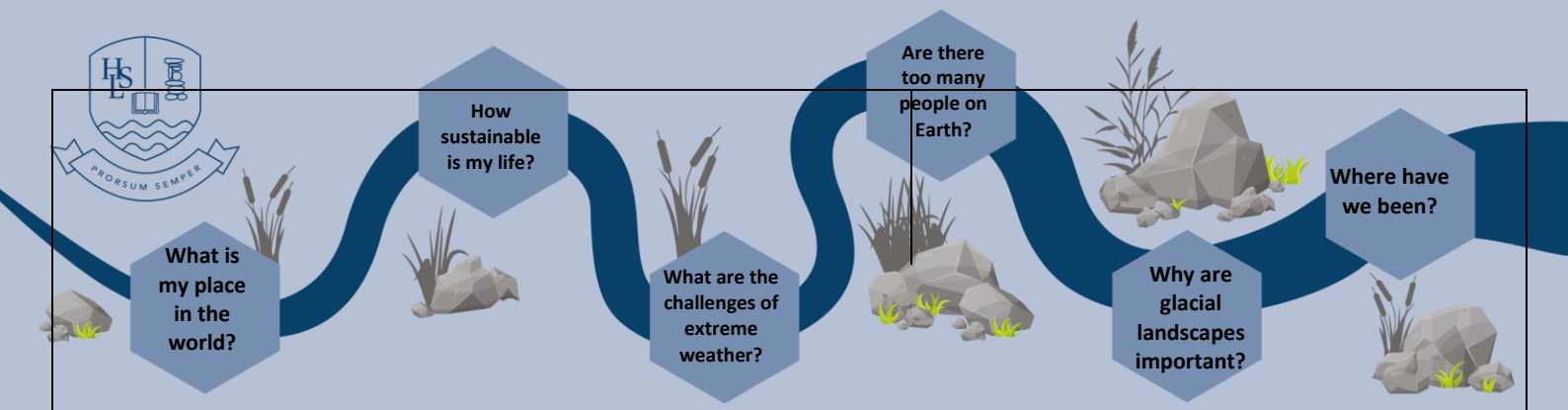
24 – Health, food, water and the environment.

British Values Links:

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

Assessment of Learning: (Impact)

Students will be assessed on their ability to evaluate a range of energy producing techniques employed to keep electricity flowing in the UK and justify which is the best option based on a range of data. Students will be expected to demonstrate understanding of the enhanced greenhouse effect. Students will be tested on their understanding of key words used within the topic and ability to spell them accurately. There will be an end of topic test.



Eco Schools Links:
This topic is a fundamental part of the eco-schools project, as it allows all students to understand ideas of sustainability and how their choices can make a difference to their local area and wider world.

Reading / Enrichment:	**Key Vocabulary:** (Literacy)	**Numeracy Opportunities:**	**Career Links:**
'Where have all the bees gone?' – Rebecca Hirsch 'No-one is too small to make a difference' – Greta Thunberg 'The omnivore's dilemma' – Michael Pollan 'Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life' – Linda and Josh Siverton	Sustainability Solar Energy Wind Energy Tidal Energy Nuclear Energy Renewable Energy Carbon Footprint Recycling Waste Hierarchy Reuse Reduce Nurdle Carbon Neutral	Graphing data Data analysis	• Environmental Activist • Environmental Management • Urban Planner • Climate Change Scientist • Political Advisor • Environmental Impact Assessor • Journalism • Conservation work