

Intent:

To deliver a broad curriculum which enhances student’s understanding of the world around them. It will engage, challenge and inspire students through the study of a range of physical and human topics delivered through country based themes. Student’s knowledge of topics, mastery of geographical skills and ability to write geographically will build throughout the programme of study. The use of interleaving, spaced assessment and knowledge organisers will support students in remembering more. Staff will work closely with their students to support and model extended writing. Through open questioning and positive re-enforcement staff will work to develop confident, resilient learners.

	<u>Topic</u>	<u>Key concept – what do I want the students to learn from this unit?</u>	<u>What knowledge will they acquire?</u>
YEAR 9 OVERVIEW			
Y9 - half term 1	Forests under threat	Why are tropical rainforests so important, how are they being damaged and what is being done to protect them?	<p>8.1a. How biotic and abiotic characteristics are interdependent, how plants and animals are adapted to the climate.</p> <p>8.1b. Why tropical rainforests have a very high rate of nutrient cycling which, in turn, supports high levels of biodiversity and complex food webs.</p> <p>8.3a. Causes of deforestation and how demand for biofuels, mineral resources and electricity (HEP) contribute to deforestation.</p> <p>8.3b. Why climate change is an indirect threat to the health of tropical rainforests (ecosystem stress, drought).</p> <p>8.5a. Advantages and disadvantages of global actions (CITES, REDD) designed to protect tropical rainforest species and areas and why deforestation rates are rising in some areas but falling in others.</p>

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			8.5b. The challenge of achieving sustainable forest management and why alternative livelihoods (ecotourism, sustainable farming) might better protect the remaining tropical rainforest.
Y9 – half term 2	Forests under threat	Why are taiga forests so important, how are they being damaged and what is being done to protect them?	<p>8.2a. How biotic and abiotic characteristics are interdependent how taiga plants and animals (migratory) are adapted to the climate.</p> <p>8.2b. Why the taiga has lower productivity, with less active nutrient cycling and much lower levels of biodiversity. (1)</p> <p>8.4a. Direct threats from logging for softwood, pulp and paper production and indirect threats resulting from the exploitation of minerals, fossil fuels and HEP potential.</p> <p>8.4b. How acid precipitation, forest fires, pests and diseases and forest fires contribute to a loss of biodiversity. (2)</p> <p>8.6a. Challenges of creating and maintaining protected wilderness areas, national parks and sustainable forestry in the taiga.</p> <p>8.6b. Reasons for conflicting views on protecting or exploiting forest and natural resources in the taiga.</p>

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Y9 – half term 3	Energy	How can the growing demand for energy be met without serious environmental consequences?	<p>9.1a/b. How energy resources can be classified as non-renewable (finite stocks of fossil fuel coal, oil and gas), renewable (flows of solar, wind, HEP) and recyclable (nuclear, biofuels). How mining and drilling can have environmental impacts (landscape scarring, oil spills, carbon emissions, removal of forests) and the landscape impacts of renewable energy (HEP flooding, land use for wind turbines and solar panels).</p> <p>9.2a. How access to energy resources is affected by access to technology and physical resources (geology, accessibility, climate and landscape influences on renewable potential).</p> <p>9.2b. The global pattern of energy use per capita and the causes of variations (levels of economic development, reliance of traditional fuel sources, demand from different economic sectors).</p> <p>9.3a. How oil reserves and production are unevenly distributed and why oil consumption is growing (rising per capita GDP, rapid industrialisation in emerging economies).</p> <p>9.3b. How oil supply and oil prices are affected by changing international relations (conflicts, diplomatic relations) and economic factors (periods of recession versus boom, over or under supply).</p>

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			<p>9.4a. Economic benefits and costs of developing new conventional oil and gas sources in ecologically-sensitive and isolated areas.</p> <p>9.4b. Environmental costs (negative impacts on water quality and ecosystems) of developing new unconventional oil and gas sources (tar sands, shale gas) in ecologically-sensitive and isolated areas.</p> <p>9.5a. The role of energy efficiency and energy conservation (in transport and the home) in reducing demand, helping finite energy supplies last longer and reducing carbon emissions.</p> <p>9.5b. Costs and benefits of alternatives to fossil fuels (biofuels, wind, solar and HEP) and future technologies (hydrogen) aimed at reducing carbon footprints, improving energy security and diversifying the energy mix.</p> <p>9.6a. How different groups (consumers, TNCs, governments, climate scientists and environmental groups) have contrasting views about energy futures (business as usual versus sustainable).</p> <p>9.6b. How, in some developed countries, rising affluence, environmental concerns and education are changing attitudes to unsustainable energy consumption and reducing carbon footprints.</p>

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Y9 – half term 4	People and the biosphere	Why the biosphere is so important to human wellbeing and how humans use and modify it to obtain resources.	<p>7.1a. How the global distribution and characteristics of major biomes (tropical, temperate and boreal forests, tropical and temperate grasslands, deserts and tundra) are influenced by climate (temperature, precipitation, sunshine hours).</p> <p>7.1 b. Local factors (altitude, rock and soil type, drainage) can alter the biome distribution locally and how the biotic (flora, fauna) and abiotic (soils, rock, water, atmosphere) components of biomes interact.</p> <p>7.2 a. How the biosphere provides resources for indigenous and local people (food, medicine, building materials and fuel resources) but is also increasingly exploited commercially for energy, water and mineral resources.</p> <p>7.2 b. How the biosphere regulates the composition of the atmosphere, maintains soil health and regulates water within the hydrological cycle, providing globally important services.</p> <p>7.2 c The global and regional trends increasing demand for food, energy and water resources (population growth, rising affluence, urbanisation and industrialisation) and theories on the relationships between population and resources (Malthus and Boserup).</p>

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			<p>Revision techniques and exam technique for paper 3.</p> <p>Seneca / GCSE pod exam preparation.</p> <p>Using mark schemes to prepare for paper 3.</p>
Y9 – half term 5	The UK's evolving human landscape	Why are places and people changing in the UK?	<p>5.1a. Differences between urban core and rural (population density and age structure, economic activities and settlement) and how UK and EU government policies have attempted to reduce them (via enterprise zones, investment in transport infrastructure, regional development).</p> <p>5.2 a. Why national and international migration over the past 50 years has altered the population geography of the UK (numbers, distribution, age structure) and how UK and EU immigration policy has contributed to increasing ethnic and cultural diversity.</p> <p>5.2b. Why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK.</p> <p>5.2c. Why globalisation, free-trade polices (UK and EU) and privatisation has increased foreign direct investment (FDI) and the role of TNCs in the UK economy.</p>

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Y9 – half term 6	Dynamic UK cities	How is Birmingham changing?	<p>5.3a Significance of site, situation and connectivity of the city in a national (cultural and environmental), regional and global context.</p> <p>5.3b The city's structure (Central Business District (CBD), inner city, suburbs, urban-rural fringe), in terms of its functions and variations in building age and density, land-use and environmental quality.</p> <p>5.4a Causes of national and international migration that influence growth and character the different parts of the city (age structure, ethnicity, housing, services, culture).</p> <p>5.4b Reasons for different levels of inequality, in employment and services, education, health in the different parts of the city.</p> <p>5.5a How parts of the city have experienced decline (deindustrialisation, de-population): de-centralisation (out-of-town shopping centres, retail and business parks), e-commerce, developments in transport.</p> <p>5.5b How parts of the city have experienced economic and population growth (sprawl on the rural-urban fringe, financial and business services, investment by trans-national</p>

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			<p>corporations, gentrification/ studentification, culture and leisure).</p> <p>5.6a How regeneration and rebranding of the city has positive and negative impacts on people (increased population, environmental quality and economic opportunities).</p> <p>5.6b Strategies aimed at making urban living more sustainable and improving quality of life in the city (recycling, employment, green spaces, transport, affordable and energy-efficient housing).</p> <p>5.7a The city and accessible rural areas are interdependent (flows of goods, services and labour), which leads to economic, social and environmental costs and benefits for both.</p> <p>5.7b Why a rural area has experienced economic and social changes (counter-urbanisation, pressure on housing, increased leisure and recreation and population change) due to its links with the city.</p> <p>5.8a The challenges of availability and affordability of housing, decline in primary employment, provision of healthcare and education and how they affect quality of life (IMD) for some rural groups (elderly and young people).</p>

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			5.8b New income and economic opportunities are created by rural diversification (farm shops, accommodation, leisure activities) and tourism projects, but these may have environmental impacts.
FORMAL ASSESSMENT			