



# Year 9 Curriculum Grid

# GEOGRAPHY

Year/Term	Unit	Intent
Autumn 1	<b>Coastal Landscapes</b>	<p>Explore the different 'Human' and 'Physical' characteristics of coasts.</p> <p>To develop their understanding of key features of the UK's coastline.</p> <p>To develop geographical knowledge and understanding on the differences between waves and tides. To understand how different waves can shape the beach.</p> <p>To explain the processes of erosion. Identifying coastal features formed by erosion. Explain how coastal features are formed.</p> <p>Know what is meant by longshore drift. Investigate features formed by the process of deposition.</p> <p>Investigate management strategies on how to protect the coastline and use evaluative skills to explore the opportunities and challenges.</p>
Autumn 2	<b>Urbanisation and the growth of megacities</b>	<p>Investigate the reasons behind the increasing number of mega cities.</p> <p>Describe and explain physical characteristics of places and how the human process of migration (link to previous learning push and pull factors) and population growth can lead to similarities and differences of places.</p> <p>Analyse physical characteristics of places and explain how physical processes can produce distinctive characteristics providing both challenges and opportunities at different levels (previous learning of slums).</p> <p>Case study Mumbai and London.</p>
Spring 1	<b>Economic and Natural Resources</b>	<p>Exploring different job sectors within the UK. How this has changed over time. Deindustrialisation in the UK.</p> <p>North South Divide. Economic activity in Ellesmere Port.</p> <p>Quaternary sectors - science parks and research</p> <p>What are resources and their importance Global distribution of resources – establishing patterns and using locational knowledge</p> <p>Why is the world unequal and the consequence of food inequality. Making links between location, resources, quality of life and development. Food provisions in the UK - over nutrition in the UK and health inequality Resource supplies in the UK.</p> <p>The UK energy mix- challenge and opportunity Use of figures to interpret data and use evaluative skills to form a judgement</p>
Spring 2	<b>Africa and Health</b>	<p>Students will need to know historic causes of lack of development around the world.</p> <p>They will study civil war, social issues and blood diamonds.</p> <p>Students will then need to know how disease has impacted countries south of the Brandt line, for example AIDS, Ebola and neglected tropical diseases.</p> <p>Students could also link to changes in mosquito habitats following climate change and location of cities on upland slopes.</p> <p>They will need to know how healthcare in these areas has exasperated the challenges. They will they study the UK health system as a comparison</p>



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Summer 1	<b>The importance of Oceans...</b>	<p>The importance of oceans - Why do our oceans matter?</p> <p>Students to investigate the shallow and look at coral reefs, locations, threats, opportunity. Case study example Great Barrier Reef.</p> <p>The deep - students to investigate the deepest part of our oceans and why this has all not yet been explored.</p> <p>Key features opportunities and challenges. How have animals adapted to live in these conditions. The water cycle, students to link this in with why the ocean is so important.</p> <p>Why do we live near the oceans, students to make link to trade and development?</p> <p>Sustainability - fishing, how can we be more sustainable? The threat of over fishing on our oceans.</p>
Summer 2	<b>...from Piracy to Global Plastic Issue</b>	<p>Piracy and ocean terror.</p> <p>Impacts, exploitation and cross area links to bring in global issues. Link to Middle East and East African issues.</p> <p>The problem of plastic- issues, locations, solutions. Both human and physical implications. How do we solve the problem?</p> <p>Link to climate change and he potential threat to our oceans – include sea level rise and loss of small island communities.</p>