Hawkley Hall High School

Key Stage 3 Curriculum Journey: Geography Year 9 UPDATED

	Week 1 → Week 39					
	Asia	*Tropical rainforests*	*Tectonics*	*Resources*	*Africa*	*Weather hazards*
Key content (know that…Know how…)	To know the factors affecting population distribution of Russia. To know animal adaptations to the Tundra biome. To know the impact of diamond extraction on the local area. To know the difference between rural and urban China. To know the impacts of the 3 Gorges dam. To know how Singapore is a sustainable city. To know the differences between school in the UK and Japan. To know the impacts of tourism on Thailand. To know the impact of climate change on the Maldives. To know the climate of India and the impacts of the monsoon season. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know what an ecosystem is and the four main ecosystems in the world. To know the characteristics of the layers of a tropical rainforest. To know the factors affecting the climate of a tropical rainforest. To know how to interpret food chains and webs. To know how plants and animals are adapted to the tropical rainforest. To know how humans can impact on tropical rainforests. To know the benefits of the Amazon rainforest. To know how the Amazon can be managed sustainable. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know continental drift theory. To know the structure and layers of the Earth. To know the different plate boundaries and associated tectonic hazard. To know how earthquakes occur. To know the effects of earthquakes in both a HIC and an LIC. To know how tsunamis form. To know the impacts of a tsunami. To know the features of a volcano. To know the impacts of a volcanic eruption. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know what food miles are and the impact of buying local. To know what we mean by fast fashion and the impacts it can have on the environment. To know the impacts of fashion fast on people. To know the environmental damage of plastics. To know factors affecting the energy mix in the UK. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know specific examples of why Africa is a diverse nation. To know key geographical and political features of Africa. To know why people visit Africa and key tourism hotspots. To know why Africa has both deserts and rainforests. To know how the Atlas mountains were formed and how people use them. To know how development is measured with a focus on HDI. To know the causes of the development gap. To know strategies to close the development gap. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range.	To know how to complete a geographical enquiry relating to weather hazards. To know what a weather hazard is and the major location of global hazards. To know the distribution of tropical storms. To know the formation and structure of tropical storms. To know the effects and response of Typhoon Mangkhut. To know the effects and responses of a tornado. To know the effects and responses of the heatwave in India. To know the effects and responses of Wildfires. To know the effects and responses of droughts. To know the effects and responses to Avalanches. To know the effects and response of the monsoons in Thailand. Within each unit students will learn how to construct and interpret a range of different data presentation techniques. Within each unit students will learn how to use a range of statistical tools from

						mean, mode, medium and range.
Prior Knowledge	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). -main types of tourism (Tourism adventures). - types of tourism in the UK (tourism adventures). - key information about 4 Asian countries (Extraordinary Earth). Retrieval from Year 8: -Climate zones of the UK (Our amazing island). -Classifications of different industries (our amazing island). -Employment opportunities linked to tourism in Scotland (our amazing Island). -global distribution of people (population). - Causes and effects of climate change (Antarctica and climate change). - Location of major biomes (global biomes). - key characteristics of Tundra (global biomes).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). -conflicts in national parks (tourism). -key facts about South American countries (extraordinary earth) -Macu Picchu (extraordinary earth). -difference between weather and climate (extraordinary earth). - interpreting climate graphs (extraordinary earth). Retrieval from Year 8: -Climate zones of the UK (our amazing island). -climate zones of Europe (Europe). - Causes of climate change (Antarctica). - location of major biomes (global biomes). -key characteristics of tropical rainforests (global biomes).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (Extraordinary earth). -key features of a volcano (Extraordinary earth). Retrieval from Year 8: -tectonic processes and the Giants causeway (our amazing island). -Italy earthquake (Europe). -key characteristics of Iceland (Europe). -Geothermal energy in Iceland (Europe). - Impacts of the Icelandic eruption (Europe).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines. - tourism geographical enquiry (Tourism adventure). -water issues in Las Vegas (Extraordinary Earth). -knowledge of Oceania (Extraordinary Earth). -Great barrier reef (Extraordinary Earth). Retrieval from Year8: -water cycle (rivers). -comparing levels of development (Europe). -causes and impacts of climate change (Antarctica).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (where is my place in the world?) -contrasting areas of Africa (Extraordinary Earth). - lifestyle of the Maasai mara (Extraordinary Earth). Retrieval from year 8: -global population distribution (population). - measuring development (Europe). - characteristics of the desert (global biomes). Retrieval from Year 9: -population distribution of Russia (Asia). -tourism in Thailand (Asia). -plant and animal adaptation in the tropical rainforest (Asia).	Retrieval from Year 7: - location of major oceans and continents (where is my place in the world). -Latitude and longitude lines (where is my place in the world?). -features of Asian countries. Retrieval from Year 8: - causes of flooding (water works). - Effects and responses of storm Ciara (water works). -impacts of climate change (Antarctica). Retrieval from Year 9: -Tourism in Thailand (Asia). - Climate of India and the impacts of the monsoon (Asia).
KS3 National Curriculum Links	**Locational knowledge** -extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their	**Place Knowledge** -understand geographical similarities, differences and links between places through the study of human and physical geography of a region	**Physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to	**Locational knowledge** -extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their	**Locational knowledge** - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their	**Locational knowledge** - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East,

	environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place Knowledge -**understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. 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 and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. -interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale,	within Africa, and of a region within Asia. **physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. 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 and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. -interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other	the present; and glaciation, hydrology and coasts. **Geographical skills and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. -interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place Knowledge** -understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. **Geographical skills and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. -interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place Knowledge** -understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. **Physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. **Geographical skills and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.	focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place Knowledge** -understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. **Physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. **Geographical skills and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. -interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.

	topographical and other thematic mapping, and aerial and satellite photographs.	thematic mapping, and aerial and satellite photographs.			-interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.	
Assessments	Diagnostic feedback- 3 gorges dam.	End of HT 2 – Composite assessment on knowledge from HT1 and 2.	Diagnostic feedback -impacts of an earthquake in a HIC.	End of HT 4 – Composite assessment on knowledge from HT3 and 4.	Diagnostic feedback – Lesson 8 evaluate the causes of the development gap.	End of Year composite assessment on knowledge from HT 5 and 6.