KEY STAGE 3 – YEAR 9 – GEOGRAPHY CURRICULUM MAP

Autumn Term		Spring Term		Summer Term	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Themes/Concepts	**Key Themes/Concepts**	**Key Themes/Concepts**	**Key Themes/Concepts**	**Key Themes/Concepts**	**Key Themes/Concepts**
1. What are the consequences of population change? 1. Changing population and distribution 2. Demographic transition model and development 3. Case study of Kerala – controlling population size 4. Urbanisation and migration 5. Case study of Peterborough – Polish migration 6. Case study of Italy – population decline 7. The future for populations	**2. Is the Geography of Russia a cost or a benefit?** 1. Physical geography differences in Russia 2. The link between physical geography and the economy 3. Life in Russia – rural vs urban life 4. Conflict in Russia – The Yamal Peninsula and Aral Sea crisis	**3. How and why do we measure weather?** 1. Weather and climate importance 2. How to measure and record weather 3. Different types of clouds and rainfall 4. Depressions and anticyclones 5. Tornadoes and extreme weather 6. UK climate 7. World climate zones	**4. Why is the Middle East so important?** 1. The physical geography of the Middle East 2. Case study of water in Israel – is it fair? 3. Human geography – population distribution and oil importance 4. Case study - UAE development over time 5. Case study – Dubai 6. Case study - Why is Yemen so poor? 7. Conflict in the Middle East	**5. How is the climate changing and what can we do to ensure a sustainable future?** 1. Climate change – UK case study Climate Change – evidence and causes 2. Climate change – consequences – humans and natural world **3.** Sustainability ideas for the future – governments and individuals **4.** Creating a sustainable world - an extended project	
Assessment	**Assessment**	**Assessment**	**Assessment**	**Assessment**	**Assessment**
• Progress task 1 – DTM analysis and population figure questions • Progress task 2 – Migration and Kerala case study extended answer questions **End of topic assessment:** **'What are the consequences of population change?**	• Progress task 1 – Physical geography of Russia – figure, short and extended answer questions. • Progress task 2 – Human geography – population, economics and Moscow case study – figure, short and extended answer questions.	• Progress task 1 – Measuring and recording weather – figure and short answer questions • Progress Task 2 – Tornadoes and extreme weather **End of topic assessment:** **'How and why do we measure weather?'**	• Progress task 1 – Physical geography of the Middle East and Israel case study – figure and extended answer questions • Progress Task 2 – Human geography and conflict in the Middle East - figure, short and extended answer questions.	• Progress task 1 – Climate change evidence and causes – figure and short answer questions. • Progress task 2 – Impacts of climate change including UK case study - figure, short and extended answer questions. **End of topic assessment:** **'How is the climate changing and what can we do to ensure a sustainable future?'** **End of Year 9 Geography exam**	

	End of topic assessment: 'Is the Geography of Russia a cost or a benefit?'		**End of topic assessment: 'Why is the Middle East so important?**	
Links to the National Curriculum: **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. - ALL **Human geography relating to:** Population and urbanisation; International development; Understand how human and physical processes interact to influence and change landscapes, environments and the climate; **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 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	**Links to the National Curriculum:** **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. – Russia **Place knowledge:** Understand geographical similarities, differences and links between places through the study of the human and physical geography of: A region in 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; 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; How human activity relies on the 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	**Links to the National Curriculum:** **Physical geography relating to:** Weather and climate, including the change in climate from the Ice Age to the present Glaciation, hydrology and coasts **Human geography relating to:** Understand how human and physical processes interact to influence and change landscapes, environments and the climate; How human activity relies on the 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 thematic mapping, and aerial and satellite photographs Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	**Links to the National Curriculum:** **Locational knowledge:** Extend their locational knowledge and deepen their spatial awareness of the world's countries; using maps of the world to focus locational knowledge; focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. – Middle East **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; 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; How human activity relies on the effective functioning of natural systems **Geographical skills and fieldwork**: Build on their knowledge of globes, maps and atlases, and apply and develop this	**Links to the National Curriculum:** **Physical geography relating to:** Weather and climate, including the change in climate from the Ice Age to the present; **Human geography relating to:** Population and urbanisation; International development; How human activity relies on the effective functioning of natural systems; Understand how human and physical processes interact to influence and change landscapes, environments and the climate; 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	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 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.		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 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	

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	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Descriptors	**Descriptors**	**Descriptors**	**Descriptors**	**Descriptors**	**Descriptors**
MASTERING	**Detailed explanation** of the distribution of population globally. **Extensive understanding** of the links between the DTM and development. **Detailed explanation** of the ways countries have controlled population size by using a specific case study. **Extensive usage of case study** detail when answering questions without prompt. **Detailed understanding** of push and pull factors and their links to increasing urbanisation rates in specific locations. **Detailed links explained** between different elements of geography to form opinions about future population trends.	**Detailed description** of key physical geographical features of Russia including the adaptations to the biomes that exist there. **Extensive use** of data where appropriate to do this and analyse a climate graph accurately. **Detailed explanation** that examines the link between the physical environment and the economy in Russia and evidences with located examples of this. **Detailed description** of the differences that exist for groups of people in Russia in terms of inequalities. Geographical specific language is embedded in answers **extensively** to do this. **Detailed understanding** of the Yamal Peninsula and Aral Sea crises with an evaluative opinion on them giving case study detail.	**Detailed explanation** of the differences between weather and climate and reasons for their importance with examples. **In depth description** of ways that we measure weather and can **accurately** use synoptic charts, including symbols. **Detailed explanation** of the different clouds and rainfall and weather conditions for different air pressure events by seasonality. **Extensive knowledge** of tornadoes including how people can protect themselves against the effects of them and the formation of each type of tornado. **Detailed understanding** to locate, using their knowledge, differences in UK weather patterns. **Detailed understanding** of the locations of different climate zones globally.	**Detailed explanation** of the physical (linking with tectonics in year 8) and human geography that is indigenous to the Middle East region. **Detailed examination** of the importance of oil to this region including the use of data to do this, comparing different countries. **Extensive utilisation** of the case studies to explain development over time of the Middle East region. **Detailed comparison** of countries studied in previous topics to compare to the UAE with Yemen using case study detail. **Detailed understanding** of conflict in the Middle East region using key dates and reasons for this.	**Detailed explanation** of the causes and evidence that we have for climate change occurring. **Detailed description** using an appropriate diagram to describe the enhanced greenhouse effect. **Extensive usage** of case study examples to explain the consequences of climate change, categorising these effects. **Detailed explanation** of the impacts of climate change on the UK and can explain ways governments and individuals can be more sustainable. **Designed a sustainable world extended project which has original ideas and extensive links to knowledge learnt in KS3 Geography and beyond.**	

SECURING	**Clear explanation** of the distribution of population globally. **Clear understanding** of the links between the DTM and development. **Clear explanation** of the ways countries have controlled population size by using a specific case study. **Some usage of case study** detail when answering questions without prompt. **Clear understanding** of push and pull factors and some links to increasing urbanisation rates in specific locations. **Some links explained** between different elements of geography to form opinions about future population trends.	**Clear description** of key physical geographical features of Russia including the adaptations to the biomes that exist there. **Consistent use** of data where appropriate to do this and analyse a climate graph accurately. **Clear explanation** that examines the link between the physical environment and the economy in Russia. **Clear description** of the differences that exist for groups of people in Russia in terms of inequalities. Geographical specific language is embedded in answers **sometimes** to do this. **Clear understanding** of the Yamal Peninsula and Aral Sea crises with an evaluative opinion on them with some case study detail.	**Clear explanation** of the differences between weather and climate and reasons for their importance. **Clear description** of ways that we measure weather and can **sometimes** use synoptic charts, including symbols. **Clear explanation** of the different clouds and rainfall and weather conditions for different air pressures. **Consistent knowledge** of tornadoes and the formation of each type of tornado. **Clear understanding** to locate, using their knowledge, differences in UK weather patterns. **Clear understanding** of the locations of different climate zones globally.	**Clear explanation** of the physical (linking with tectonics in year 8) and human geography that is indigenous to the Middle East region. **Clear examination** of the importance of oil to this region including **some** use of data to do this, comparing different countries. **Clear utilisation** of the case studies to explain development over time of the Middle East region. **Some comparison** of countries studied in previous topics to compare to the UAE with Yemen using case study detail. **Clear understanding** of conflict in the Middle East region using key dates and reasons for this.	**Clear explanation** of the causes and evidence that we have for climate change occurring. **Clear description** using a basic diagram to describe the enhanced greenhouse effect. **Clear usage** of some case study examples to explain the consequences of climate change, categorising these effects. **Clear explanation** of the impacts of climate change on the UK and can begin to explain ways governments and individuals can be more sustainable. **Designed a sustainable world extended project which has some original ideas and some links to knowledge learnt in KS3 Geography and beyond.**

DEVELOPING	**Inconsistent explanation** of the distribution of population globally. **Limited understanding** of the links between the DTM and development. **Some explanation** of the ways countries have controlled population size by using a specific case study. **Inconsistent usage of case study** detail when answering questions without prompt. **Limited understanding** of push and pull factors and some links to increasing urbanisation rates in specific locations. **Inaccurate links explained** between different elements of geography to form opinions about future population trends.	**Basic description** of key physical geographical features of Russia including the adaptations to the biomes that exist there. **Inconsistent use** of data where appropriate to do this and analyse a climate graph accurately. **Basic explanation** that examines the link between the physical environment and the economy in Russia. **Basic description** of the differences that exist for groups of people in Russia in terms of inequalities. Geographical specific language is **not** embedded in answers. **Inaccurate understanding** of the Yamal Peninsula and Aral Sea crises.	**Simple explanation** of the differences between weather and climate and reasons for their importance. **Basic description** of ways that we measure weather. **Basic description** of different clouds and rainfall and weather conditions. **Inconsistent knowledge** of tornadoes and the formation of each type of tornado. **Basic understanding** of differences in UK weather patterns. **Basic understanding** of the locations of different climate zones globally.	**Basic explanation** of the physical (linking with tectonics in year 8) and human geography that is indigenous to the Middle East region. **Basic examination** of the importance of oil to this region, comparing different countries. **Basic utilisation** of the case studies to explain development over time of the Middle East region. **Basic comparison** of countries studied in previous topics to compare to the UAE with Yemen. **Basic understanding** of conflict in the Middle East region using **some** key dates and reasons for this.	**Basic explanation** of the causes and evidence that we have for climate change occurring. **Basic description** using an inaccurate diagram to describe the enhanced greenhouse effect. **Basic usage** of examples to explain the consequences of climate change. **Inconsistent explanation** of the impacts of climate change on the UK. **Unfinished sustainable world extended project, which has limited original ideas and limited links to knowledge learnt in KS3 Geography and beyond.**