



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Map / Maths skills	China	Tectonic hazards	Development and globalisation	India	Water
<b>Content</b>	<p>Introduction to map and math skills inclusive of:</p> <ul style="list-style-type: none"> <li>- Map symbols</li> <li>- Grid references</li> <li>- Scale and distance</li> <li>- Height on a map</li> <li>- Photos and GIS</li> <li>- Mean, median, Mode</li> <li>- Graphs</li> </ul>	<p>Introduction to China</p> <p>China's climate</p> <p>Population in China</p> <p>Communism</p> <p>China as a Superpower</p> <p>Industrial growth</p> <p>Pollution</p> <p>3 Gorges Dam</p>	<p>What is a hazard</p> <p>Why do people live with hazards?</p> <p>Earth's structure</p> <p>Earthquakes inclusive of Haiti (LIC) and Christchurch, New Zealand (HIC) Case studies</p> <p>Tsunamis (Boxing Day 2004)</p> <p>Volcanos (Montserrat 1999)</p> <p>How to respond to hazards</p>	<p>Introduction to development and globalisation</p> <p>Positive and negatives of globalisation</p> <p>Nike a TNC</p> <p>Sw eatshops and Child labour</p> <p>How to reduce the development gap</p>	<p>Introduction to India</p> <p>Physical landscapes in India</p> <p>India's climate and monsoons</p> <p>Urban India</p> <p>Destination India</p> <p>Colonial India</p> <p>Is India a superpower?</p>	<p>Introduction to the water cycle</p> <p>Global water supply</p> <p>Water issues and conflict (Aral sea case study)</p> <p>Water in the UK</p> <p>How to manage water in the UK</p>
<b>Rationale/ Linking</b>	<p>Year 9 students come from mainly a range of 3 feeding middle schools, where they come with a range of different abilities due to geography teaching and non geography teaching staff. Due to this, we have designed an initial SOL on map, maths and graph skills analysis to look to ensure the core foundations for Year 9 are set and even a cross the board to proceed.</p>	<p>China is a wide ranging topic which is introduced due to the National curriculum. It offers students contextual knowledge of the location of a globally significant place (terrestrial) with a varied look at both human and physical characteristics and how these provide a geographical context for understanding certain actions and processes. The topic allows for a wide range of geographical pedagogy, whilst introducing students to a range of different sources of geographical sources which can be interpreted for their own specific use. This topic will introduce a wide range of physical and human key process such as: Weather and Climate (including climatical environmental regions of China: Hot deserts, alpine areas etc.), Population and urbanisation (including looking at major cities (Shanghai)), economic activity and the relevant job sectors, international development and the use of natural resources. The topic will also allow our young people to build their knowledge on globes, maps and atlases.</p>	<p>The Tectonic Hazards topic allows our students to explore a physical topic, which explores plate tectonics, an area indicated on the national curriculum. Further to this, it will allow our young people to explore and interpret a wide range of geographical sources. This topic also allows our young people to explore the international development of place, and how the effects of similar events are contrasting due to social and economic wealth. The topic also allows for the exploration of different places in the world, which increases knowledge on the globes, maps and atlases section of the national curriculum.</p>	<p>Topics on China and Tectonic hazards have already briefly overviewed basic principals of development, in this scheme of work, Year 9 will delve much more deeply into the core ideas of development and globalisation. At this stage students have chosen their option subjects for next year, this topic looks to engage students into underlying core foundations for the GCSE, whilst ensuring all students (even those who did not choose the option) will progress.</p>	<p>Year 9 students have now chosen their options and have had these confirmed. The topic of India is set up in a very routine GCSE way working through the stages of GCSE topics, allowing those students who have chosen the subject to adapt to the teaching differences from Year 9 to GCSE.</p>	<p>The Water Cycle topic looks to build on core skills of the GCSE paper 3 element. This element looks at a virtual fieldwork to help students understand how important fieldwork and analysis is within geography. Second to this it look to use an issue evaluation to widen our Year 9s investigative skills.</p>
<b>Assessment</b>	<p>Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach mimicking the assessment objectives of the GCSE course, with questions tailored to the learnt topic.</p>			<b>Learning Resources</b>		



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<b>Topic</b>	Urban issues and challenges (WC4/9 - WC 13/11)	Urban issues and challenges (WC 6/11 - WC 27/11)	Living world (WC04/12 - WC 4/3)	Physical landscapes in the UK – Rivers (WC 11/3 - WC 27/5)	Paper 3 – Fieldwork (WC 6/5 - WC 27/5)	Physical landscapes in the UK – Coasts (WC03/06 - WC 15/07)
<b>Content</b>	<p>Urban issues and challenges – Introduction to LIC, HIC and NEE</p> <p>Urban issues and challenges In Mumbai, India (LIC/ NEE case study)</p> <p>Urban issues and challenges, London, UK (HIC case study)</p>	<p>Urban issues and challenges – Introduction to LIC, HIC and NEE</p> <p>Urban issues and challenges In Mumbai, India (LIC/ NEE case study)</p> <p>Urban issues and challenges, London, UK (HIC case study)</p>	<p>Introduction to biomes and ecosystems</p> <p>A small UK ecosystem – Pond environment</p> <p>Food webs and food chains</p> <p>Two world global biomes:</p> <ol style="list-style-type: none"> <li>1) Rainforests</li> <li>2) Hot deserts</li> </ol> <p>Structures and climates, plant and animal adaptations and challenges and management</p>	<p>Revisit to physical processes of erosion, transportation and deposition</p> <p>Erosional landforms (Inclusive of River Tees case study)</p> <p>Depositional landforms (Inclusive of River Tees case study)</p> <p>Managing UK rivers both traditional and sustainable strategies (Inclusive of York case study)</p>	<p>Fieldwork element (WC 6/5 - WC 27/5) inclusive of Stafford (urban issues and challenges) case study and Cannock chase (Rivers) case study</p>	<p>Introduction to physical processes of erosion, transportation and deposition</p> <p>Erosional landforms (Inclusive of Holderness coast case study)</p> <p>Depositional landforms (Inclusive of Holderness coast case study)</p> <p>Managing UK coastlines both traditional and sustainable strategies (Inclusive of Holderness coast case study and blackwater estuary case study)</p>
<b>Rationale/ Linking</b>	<p>Urban issues and Challenges is one of the most engaging topics of the GCSE course. It is a suitable topic in terms of pedagogy and understanding to lead off the GCSE for students here at TAHS. The module itself introduces many underpinning theories, which will allow students to be more comfortable with future concepts in the course. It will also introduce our young people to a range of geographical sources, which will build upon key skills learnt in Year 9.</p>	<p>Urban issues and Challenges is one of the most engaging topics of the GCSE course. It is a suitable topic in terms of pedagogy and understanding to lead off the GCSE for students here at TAHS. The module itself introduces many underpinning theories, which will allow students to be more comfortable with future concepts in the course. It will also introduce our young people to a range of geographical sources, which will build upon key skills learnt in Year 9.</p>	<p>The living world module creates a really engaging atmosphere in the classroom, in which students are naturally very interested. We believe that the content in this area of the course is more accessible to all learners, whilst in Year 10 they are building their full knowledge of the course.</p>	<p>Having already laid down the foundational elements in the Coasts section, much of this module requires spiral learning and a adaptation to the new module. Putting this at the start of year 2 of the course, highlights to students the importance of the work done in Year 1 and continual revisiting of previous work completed. Rivers is a more abstract module to young students, that they struggle to comprehend at points. Therefore building on prior knowledge introduced in coasts is really useful.</p>	<p>This is then encapsulated in our fieldwork offer of a 2 part fieldwork to Cannock Chase (investigation of velocity characteristics in the Sher brook) and Stafford (Investigation whether Stafford has a high street in decline).</p>	<p>By operating a an alternating human, physical routine in the GCSE, we hope to ensure that students keep engaged, whilst systematically covering both Paper 1 and Paper 2 of the course offering a variation. It also ensures that students who have a clear preference within their knowledge do not lose engagement with the aspects they find harder. Coasts is an appropriate first topic, as again it is engaging and conceptually easier to understand. it also has theories which will underpin future modules of the GCSE course.</p>
<b>Assessment</b>	<p>Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach using past GCSE questions which cover the full breadth of assessment objectives from the course.</p>			<b>Learning Resources</b>	<p><b>GCSE oxford text book</b>  <b>Pocket revision guide</b>  <b>GCSE pod resources</b>  <b>Class Teams group with learning resources</b></p>	



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<b>Topic</b>	Living world (WC05/09 - WC 24/11)	Revision for mock examinations (WC11/11 - WC9/12)	Natural Hazards (WC16/12 - WC05/03)	Resource management (WC19/03 - 18/03)  (Added in Mock examination)	Paper 3 Issue evaluation / Revision (WC18/3 - )	
<b>Content</b>	<p>Introduction to biomes and ecosystems</p> <p>A small UK ecosystem – Pond environment</p> <p>Food webs and food chains</p> <p>Two world global biomes:</p> <p>1) Rainforests 2) Hot deserts</p> <p>Structures and climates, plant and animal adaptations and challenges and management</p>		<p>Introduction to Hazards – Structure of the earth and plate tectonics</p> <p>Earthquakes at 2 comparative levels of wealth:</p> <ol style="list-style-type: none"> <li>Christ church, New Zealand</li> <li>Kathmandu, Nepal</li> </ol> <p>Introduction to tropical revolving storms – Structure, distribution and formation</p> <p>1 Case study of a LIC: Typhoon Haiyan</p> <p>Natural and anthropogenic climate change</p> <p>UK weather hazards: Somerset levels case study</p>	<p>Introduction to 3 major resources in the UK:</p> <ul style="list-style-type: none"> <li>Food</li> <li>Water</li> <li>Energy</li> </ul> <p>Global resource supply, demand and consumption.</p> <p>Impact of energy insecurity</p> <p>2 case studies on Energy:</p> <p>A case study of a non-renewable energy scheme that has advantages and disadvantages (natural gas in the UK)</p> <p>A case study of a localised energy technique in a LIC (HEP in Nepal)</p>	<p>Pre-release material on the paper 3 aspect of the GCSE geography course.</p> <p>Structured revision prior to examination dates</p>	
<b>Rationale/ Linking</b>	The living world module creates a really engaging atmosphere in the classroom, in which students are naturally very interested. We believe that the content in this area of the course is more accessible to all learners, whilst in Year 10 they are building their full knowledge of the course.		Again in this module is very engaging and develops an understanding of natural hazards around the world which learners enjoy. The topic lends itself to using real life events and how they impact people and the environment. The climate change section is extremely relatable and relevant to students futures. For the students who have decided to continue their studies of geography to Key stage 5, will experience a suitable bridge with Tectonic hazards being a topic on their A-level course. Therefore having this topic as the final topic of the course, allows for students be engaged throughout the course and keep engagement high until the end.	This module is one which young people find difficult to interpret, it provides lots of analysis of geographical sources and information which can be quite abstract. Putting at this point on our curriculum map allows us to be able to teach the module in relation to the entire human course (Paper 2) which is all in Year 10.	6 weeks prior to the first Geography examination, pre-released material is given from the exam board. This issue evaluation will be planned and structured over the Easter holiday before presenting learning material to students.	
<b>Assessment</b>	Each topic will have 2 assessment points, one which will take place as a formative written exam style question, teaching exam style techniques used in geography. The second assessment will be a more summative approach using past GCSE questions which cover the full breadth of assessment objectives from the course.			<b>Learning Resources</b>	<p>GCSE oxford text book</p> <p>Pocket revision guide</p> <p>GCSE pod resources</p> <p>Class Teams group with learning resources</p>	