

Curriculum Map Year 9 Geography

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Energy	<i>Autumn HT1</i>	<p>Pupils will understand the social and environmental issues created through carbon-based energy supply as well the potential opportunities and challenges presented by renewable energy supplies.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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 environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</i> 	Extend their locational knowledge and deepen their spatial awareness of the world's countries.	Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate.
Life in the biosphere and forests under threat	<i>Autumn and Spring HT2 and HT3</i>	<p>Pupils will build upon their understanding of atmospheric circulation to identify the role of global climate patterns and the distribution of ecosystems. The global and local services provided by named ecosystems will also be understood to emphasise the huge significance of these biomes.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> 	Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate.	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.
Development dynamics + challenges of an urbanising world (Y9 edition).	<i>Spring HT4</i>	<p>Pupils will understand the global concept of development, the position of the UK within the world in terms of levels of development as well as the factors that influence a countries levels of development. They will then explore the role of globalisation in the development process and be introduced to India and the chances that have taken place therein during its recent history of globalisation.</p> <p>Pupils will build upon their introduction to India by gaining an intricate understanding of the range of social, environmental and economic issues that exist within the country as well as the strategies (top-down and bottom-up designed to address them).</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> 	Understand geographical similarities, differences and links between places through the study of human and physical geography	Global economic development issues - The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy, and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social, and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid, and geo-political relationships with respect to that country

		<p>NB: The previous four units will be revisited directly as content during the final phase of pupils GCSE, however, for pupils not choosing to continue with the subject these topics present three of the significant issues faced by their generation and the understanding gained through the completion of these units of work will inform their future actions as global citizens.</p>		
Rural-urban links in Britain	<i>Summer HT5</i>	<p>Pupils will build upon their understanding of the UK population structure (challenges and opportunities) development an understanding of the challenges placed upon rural and urban parts of the UK due to social, demographic and economic changes in the twenty first century.</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> 	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	Extend their locational knowledge and deepen their spatial awareness of the world's countries.
Population	<i>Summer HT6</i>	<p>Pupils will gain an understanding of changing population patterns, the reasons for changing population patterns in the UK as well as the challenges and opportunities that these patterns present and how this alters across spatial scales (developing vs. emerging vs. developed countries).</p> <p>NC link:</p> <ul style="list-style-type: none"> - <i>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.</i> 	Human geography relating to the use of natural resources.	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.