

Year 9 (2021-2022) Curriculum Overview Plan: (GEOGRAPHY)

Autumn T1 Rivers	Autumn 2 Rivers	Spring 1 Tourism	Spring 2 Tourism	Summer 1 Africa	Summer 2 Africa
<p>Key Theme: Rivers Intro, how does a river change from Source to Mouth?</p> <p>Knowledge: River case study, Water cycle, rock types, soils, how rivers shape the land, erosion and deposition and transportation.</p> <p>Skills to be Embedded: OS maps, 4/6 figure grid references, interpreting map, photographs.</p> <p>Links to Prior Learning: Geographical locational knowledge, Link back to Term 2 Coasts, deposition and erosion, transportation, Hydrological cycle.</p> <p>Key Assessment Pieces: Drainage basin display.</p>	<p>Key Theme: Impacts of Rivers on people and place, comparisons between LIC and HIC's? Rivers Case studies.</p> <p>Knowledge: Flooding causes, 3 Gorges Dam, Aswan Dam, Boscastle, Hard and Soft engineering, Erosion, Deposition and Transportation.</p> <p>Skills to be Embedded: Map locations, Hydrographs, 4/6 Figure Grid references, interpreting photographs, graphs, Relief maps.</p> <p>Links to Prior Learning: Building on prior knowledge from Year 7 Coasts.</p> <p>Key Assessment Pieces: LIC/HIC flooding comparison.</p> <p>Tier 3 Vocabulary Vault: Hydrographs,</p>	<p>Key Theme: What does Geography have to do with Tourism? How has Tourism grown? what are the impacts? positive/negative impacts.</p> <p>Knowledge: Different types of Tourism, Tertiary sector: Tourism Economic impact on country's economy, Tourist locations, National Parks, Reasons for Tourism rise, Advantages/Disadvantages of Tourism.</p> <p>Skills to be Embedded: Map's locations, interpreting photographs, describing links between human and physical tourism, letter and other extended writing.</p>	<p>Key Theme: Where do people go and why? How far can people travel?</p> <p>Knowledge: Mass Tourism, Dark Tourism (Impossible places), Eco/sustainable Tourism, Tourist case studies, Middle East, Extreme locations Antarctica, LIC/HIC Tourism comparisons.</p> <p>Skills to be Embedded: Map's locations, compass directions, GIS interpreting photographs, extended writing, geographical information analysis, e.g. Bar charts.</p> <p>Links to Prior Learning: Geographical locational knowledge, links to last term's topic, Tourism</p>	<p>Key Theme: What does Africa have to do with me? Where, What is going on?</p> <p>Knowledge: Physical Geographies, Africa case studies, e.g. Nigeria, Sudan. Tourism in Africa, climates (deserts/rainforests), settlements, population, economies.</p> <p>Skills to be Embedded: Maps locations, interpreting photographs, lines of latitude and longitude, climate graphs descriptions and analysis, population pyramids, land use models.</p> <p>Links to Prior Learning: Geographical locational knowledge, link to weather and climate, Urban Issues,</p>	<p>Key Theme: Why is there trouble in Africa? what are the geopolitics?</p> <p>Knowledge: Rural-Urban migration, distribution of resources, Kibera slums, squatters, Urbanisation, Settlements, people exploitation, Conflicts, Resources, plastics and Oil.</p> <p>Skills to be Embedded: Maps locations, climate graphs descriptions, Decision Making Exercise, interpreting map, photographs, land use models, pie-charts.</p> <p>Links to Prior Learning: Geographical locational knowledge, Link back to previous term, settlements, tourism,</p>

<p>Tier 3 Vocabulary Vault: Erosion, Deposition, Transportation, Source, Delta, Meanders Infiltration, Evaporation, Precipitation, Condensation, Hydrological cycle.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, Case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>	<p>Flooding, Flood plains, Oxbow lakes, Meanders, Levees, Gabions, Engineering, Management.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Setting realistic goals, setting step by step targets, hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>	<p>Links to Prior Learning: Geographical locational knowledge, Continents, physical effects on people and place.</p> <p>Key Assessment Pieces: Favourite holiday writeup.</p> <p>Tier 3 Vocabulary Vault: Tourism, advantages, disadvantages, leisure, foreign, itinerary, recreation, hiking, destination, attraction, tourist, resorts, economy, international.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, Case Studies, PowerPoints, peer assessment, Repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	<p>Key Assessment Pieces: HIC/LIC comparison case study.</p> <p>Tier 3 Vocabulary Vault: Mass Tourism, Dark Tourism, Impossible places, Sustainable, Short Haul/Long Haul, Transport Agencies.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, Case Studies, PowerPoints, peer assessment, Repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to Tourism, world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>	<p>Settlements, Biomes, Tourism.</p> <p>Key Assessment Pieces: Nigeria case study.</p> <p>Tier 3 Vocabulary Vault: Africa, Nigeria, Ghana, Sudan, Sahel, Rural, Urban, Poverty, Economy, Maasai Mara.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, Case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>	<p>urban issues, development.</p> <p>Key Assessment Pieces: Exploitation question.</p> <p>Tier 3 Vocabulary Vault: Conflict, Migration, Economy, Exploitation, Kibera, Slums, Squatters, Poverty.</p> <p>Reading Exposure: Use of variety of texts such as from Textbooks, Case studies, PowerPoints, peer assessment, repetition, Key Vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, Hinge questioning, GEOG starters, recapping and recalling previous lessons, Modelling.</p>
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