

## Geography Department Curriculum and Assessment Map

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 9	USA	Uganda	Around the world		Cracking Coasts	Wild Water
Fundamental Knowledge	<ul> <li>Knowledge: Students must know the following</li> <li>The physical/human geography of USA</li> <li>The distinct differences between weather and climate</li> <li>The causes, impacts and responses to Hurricane Katrina</li> <li>Assessing the socio-economic costs of the Mississippi flooding</li> <li>Look at how areas within the USA's western desert have opportunities for development.</li> <li>What the causes, effects and responses were of the California wildfires</li> </ul>	<ul> <li>Knowledge: Students must know the following</li> <li>The physical/human geography of Uganda</li> <li>The population location of Uganda – using choropleth maps, making links between population location and resources, climate and topography (growth &amp; density)</li> <li>How to interpret and create their own population pyramids (BR + DR)</li> <li>Know three development indicators and compare the quality of life in Uganda to the UK.</li> <li>Know the physical and human factors that affects the development in Uganda.</li> </ul>	Knowledge: Students mu following The location and countrie including the Middle East Superpowers – what is or considered one? Could it Managing population in C China's one child policy a population (comparison of population pyramids agai What does it mean to be country? Is China still a co Why is Russia no longer a What is it like in Russia? - landscape What is it like to live in th the polar regions – study can come in here	es that make up Asia es that make up Asia es that make up Asia es that make up Asia es that make up Asia the one in the future? China – the legacy of nd an aging of Uganda? Using in). a communist communist country? a communist country? - Population, climate, en Tundra? Links with of the Nenets – soils	Knowledge: Students m The UK has a range of di The coast is shaped by a Distinctive coastal landfo structure and physical p an <b>example</b> of stretch o Different management s protect coastlines from t – coasts and benefits, <b>ex</b> scheme The shape of river valley downstream - processes Distinctive fluvial landfo physical processes – <b>exa</b> Different management s protect river landscapes hydrographs,	ust know the following verse landscapes in number of physical processes. orms are the result of rock type, rocesses – including f coastline strategies can be used to the effects of physical processes <b>kample</b> of management rs changes as rivers flow scale of management rms result from different imple of a river valley strategies can be used to from the effects of flooding –

How climate change will impact the frequency/intensity of extreme weather eventsKnowledge application: Students need to understand how to know the difference between physical and human geography.Students need to understand how to create and interpret a choropleth map.Students need to understand how to identify the main climate zones of the USA and their key characteristicsStudents need to understand how to identify hurricane features and explain their formationStudents need to understand how to identify hurricane features and explain their formationStudents need to understand how to describe and explain the impacts and responses to Hurricane KatrinaStudents need to understand how to describe key characteristics of wildfires and identify key causesStudents need to understand how to describe and explain the effects of the Camp Fire wildfireStudents need to understand how to define the 3 P's – Preparation, prediction and planningStudents need to understand how to define the 3 P's – Preparation, prediction and planningStudents need to understand how to explain how the 3 P's are used to reduce the impacts of hurricanesStudents need to understand how to explain how the 3 P's are used to reduce the impacts of hurricanes	<ul> <li>Know how development has changed over time in Uganda, with reference to employment sectors.</li> <li>Know how climate change can impact the development in Uganda.</li> <li>Know ways in which Uganda can adapt and mitigate the impacts of climate change</li> <li>Using the Queen of Katwe film, understand how media can distort a 'sense of place' and understanding disparities in wealth.</li> <li>Knowledge application:</li> <li>Students need to understand how to analyse and interpret a population pyramid.</li> <li>Students need to understand how Uganda's development has changed over time.</li> <li>Students need to know how to explain how climate change has provided challenges to Uganda and how they are adapting and mitigating the impacts of climate change.</li> <li>Students need to know how to use a choropleth map</li> <li>Students need to know how to use a choropleth map</li> </ul>	<ul> <li>Nord stream gas pipe – How can we become energy secure?</li> <li>Oil from the Middle East – How has Dubai become so rich? Why are they (any of the Middle east countries) diversifying their industry and moving into tourism? What impact is this having? Possible look at the World Cup in Qatar.</li> <li>Conflict in the Middle East and its links to mass migration– What is the Arab Spring, Israeli/Palestine conflict.</li> <li>Knowledge application:</li> <li>Students need to understand how to Identify the continent of Asia, and location of the Middle East</li> <li>Students need to understand how to identify the countries of China, India, Russia, and the UAE on a map</li> <li>Students need to understand how to define a 'superpower'</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain what it is like to live in the tundra in Russia</li> <li>Students need to understand how to describe and explain why depending on oil is not sustainable for the future</li> <li>Students need to understand how to how conflict causes mass migration</li> </ul>	<ul> <li>Hard and soft engineering, example of flood management scheme</li> <li>Knowledge application:</li> <li>Students need to understand how to demonstrate knowledge using OS Maps – grid references, scale, direction and map interpretation</li> <li>Students need to understand how to Identify key processes of: erosion, transportation, deposition (diagram) in rivers and coasts.</li> <li>Students need to understand how to Identify key erosional, depositional landforms (photos or diagram)</li> <li>Students need to understand how to explain the formation of a spit/bar/beach/cliff/stack/wave-cut platform</li> <li>Students need to understand how to suggest how the sea defences shown (figure) help to protect the coastline</li> <li>Students need to understand how to explain how different landforms may be created by the transport and deposition of sediment along the coastline and along rivers.</li> <li>Students need to understand how to explain how soft/hard engineering is used to protect coastlines and rivers from the effects of physical processes.</li> </ul>

	adapting to live with wildfires (and explain how) Students need to understand how to describe and explain the opportunities for development in a hostile environment such as the USA's Western Desert.	Students need to know how development can be measured, and what can affect it Students need to know how climate change brings issues, and ways that we can mitigate or adapt to these challenges Students need to know how to have a 'sense of place' and how disparities in wealth can exist in a country			
Learning Checkpoint Tasks	Explain the primary and secondary impacts of a weather hazard you have studied (plus low-stake questions)	Discuss how Uganda has adapted and mitigated against the impacts of climate change (plus some low- stake questions)	Discuss the opportunities and challenges associated with living in the Middle East in 2023. Explain why conflicts may arise in the future due to the excessive demand for resources like oil.	"Hard engineering is more effective than soft engineering along the UK's coastline." How far do you agree? (plus some low- stake questions) Explain the physical processes that have led to the formation of a landform shown in Fig X	
Common Assessment Task	Year 9: Common Assessment 1		Year 9: Common Assessment 2		
Mock Exam (if applicable)					
Interleaved Knowledge	For this term, we will be interleaving core knowledge from Year 7&8. Particularly the use of knowledge on biomes and linking that to climate zones within the USA.		For this term, there is a large section of new and relevant knowledge for our students alongside this, knowledge from all previous topics will be interleaved through retrieval tasks at the beginning of each lesson.	For this term, knowledge will be broadly new but will make some links to other topics in previous years as well. Particularly the links that can be made from Cracking Coasts to Wild Water in Year 7 and Glaciation in term 2 of Year 9.	