

## KS3 Long Term Curriculum Plan: Geography, Year 9

**Curriculum Aim:** To develop knowledge of hazards and their human impacts. This will allow for development on greater evaluative skills through assessing social and economic impacts. Comparative skills will be further developed by considering the difference in impacts in areas of different economic development. Similarly, by considering the role of development and the development gap this will allow for improving analytical skills.

**Link to prior learning:** Building upon learning from years 8 and 9 and continuing to work on evaluative skills. Data analysis skills will be further developed through understanding key indicators of development.

**Rationale of sequencing:** The first part of the year is focused on physical geography to first understand the processes which take place intertwined with studying the impact of the physical hazards on the social and economic effects. By appreciating the difference on impacts in High income v Low income countries this leads the way to consider in depth why there are global differences in development and how these can be tackled. Ending the year looking at how countries have managed to overcome the gap through technological growth and the role of globalisation.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	Climatic Hazards	This topic goes through atmospheric hazards, explaining the global atmospheric circulation then specific climatic hazards – tropical storms, tornadoes, heat waves and blizzards. These will be studied on a global and local scale. Introducing the concept of primary and secondary effects of these climatic hazards. Case Studies to include typhoon Haiyan, Hurricane Katrina and U.K. Blizzards in 2010.	Extended 9-mark question
Autumn 2	Restless Earth - Volcanoes	By learning about how volcanoes are formed, why and where they erupt. Alternative theories will be assessed. Impacts of eruptions will be explored including the distinction between social and economic impacts and how these vary between different global locations and levels of economic development. Volcanoes being studied will include Iceland and Nyrogongo in the Democratic Republic of Congo.	<b>End of topic assessment</b>
Spring 1	Restless Earth - Earthquakes	Developing the theme of plate tectonics moving onto the causes and consequences of earthquakes across the globe. Distinction will be made between the long term and short-term impacts. Prevention approaches will be considered as well as immediate responses and how these affect the outcomes for local populations. Christchurch and Haiti will be the comparative case studies.	End of topic assessment
Spring 2	The Development - Africa	To study the ideas and issues of global development (High income countries, newly emerging economies and low income countries). Focus will take place on the measures and characteristics of development to include Gross National income and the human development index. Explanations around the causes of uneven development will include trade, historical causes and physical geography. Consideration will then be given to strategies to reduce the development gap including intermediate technology, fairtrade and debt reduction. Case studies to include the DRC (Blood diamonds) and Nigeria.	<b>End of topic assessment</b>
Summer 1	Globalisation and Tourism	Looking at the global transformation of economies through improvements in transport, communication and technology and how this has created opportunities for development. Consideration will be given to Transnational corporations and the global manufacturing sites. Along with the role of tourism in facilitating development. Case studies to include Jamaica and India	Extended writing tasks
Summer 2	Emerging Economies - Asia	Studying the emergence of economies in Asia with a focus on the processes of industrialisation, urbanisation and the challenges and opportunities that these present.	<b>Extended writing tasks</b>

### Further Information

Please see the following links for useful support with the Year 9 curriculum: