

Landau Learner Curriculum Overview

Subject: Geography

Director of Learning: RSS Year: 9

| Curriculum organisation | | | | |
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| Year 9 students experience five Geography sessions across the two week timetable. The curriculum is designed to build on knowledge from KS3 and links in with our curriculum intent, whereby we want our students to be critical thinkers on global, national and local geographical issues. | | | | |
| What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning* | | | | |
| Term 1: Geography Skills | Term 2: Urban and Rural processes and change | Term 3: Global Cities | Term 4: Rivers | Term 5: Coasts |
| <ul style="list-style-type: none"> - Compass Points - Map symbols - 4/6 Figure Grid - References - Measuring distance - Measuring height - UK Countries - Continents - Oceans - Longitude and Latitude <p>Link to prior learning Geographical skills taught in Year 7</p> | <ul style="list-style-type: none"> • Students are taught key words. E.g. Urban/rural. • Student learn about the changes over time and different areas within cities. • Students are taught about different types of migration, and positives and negatives of this. • Students look at regional inequalities in the UK. • How cities are becoming more sustainable. • Students then look at changes to retail patterns. • Students look at the impacts of leisure and the strategies put in place to manage it. <p>Link to prior learning UK Cities taught in year 7</p> | <ul style="list-style-type: none"> • Students define and global cities and identify the characteristics of a global city. • We then compare/contrast two global cities: London and Mumbai. For each global city, students look at the following: <ol style="list-style-type: none"> 1. The reasons for its growth. 2. The resulting ways of life. The social, economic and cultural patterns within the city. 3. Current challenges. 4. Strategies which aim to reduce inequality. <p>Link to prior learning UK and Global Cities taught in year 7</p> | <ul style="list-style-type: none"> • Students start by looking at the water cycle and all the key concepts and processes involved. • Students then look at the different types of erosion, transportation and deposition and how this can lead to the formation of a range of landforms. • Students the study the physical and human causes of flooding and the consequences this can have on local communities. • Students then look at river management, looking at a range of hard and soft engineering techniques. <p>Link to prior learning Rivers taught in year 7</p> | <ul style="list-style-type: none"> • Students are taught the key concepts and processes involved within a coastal landscape. • Students look at the processes of erosion, transportation and deposition. Due to these processes, students look at the formation of different coastal landforms. • Students then move on to look at coastal management strategies and the conflicting views on coastal management. • Finally, students then look at how climate change is influencing coastal landscapes and coastal management. <p>Link to prior learning Coasts taught in year 7</p> |

| Equipment needed for sessions: | What can you do to support your child? |
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| <ul style="list-style-type: none"> - Geography exercise book - Fully equipped pencil case including a calculator. | <ul style="list-style-type: none"> - Wider reading around geographical issues e.g. Newspaper articles - Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them. - Encourage them to complete the homework tasks. |
| How will learning be assessed and progress measured? | Extension and enrichment activities: |
| <ul style="list-style-type: none"> - Marking of written is carried out on a regular basis in line with the College policy - Three assessment windows throughout the year - Regular peer and self-marking. | |