Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn 1	**Tectonics**	**What is risk?** **What is continental drift?** **What is the theory of plate tectonics ?** **Where are earthquakes and volcanoes found ?** **Why do hazards have different impacts in different countries ?** **Why do people live in tectonic areas ?** **How can we reduce the impacts of hazards**	• How can we determine the level of risk that countries and individuals will face due to hazards? What is the risk equation? • What did our planet used to look like? How has that changed? What evidence did Wegner find that suggested that this was the case? • What is the structure of the earth - what are the different layers? Why do plates move - convection currents, ridge push and slab pull. What are the 4 plate boundaries? What are the processes that occur there to cause volcanoes and earthquakes? Examples of earthquakes and volcanoes that have occurred at these boundaries. • The link between plate boundaries and where earthquakes and volcanoes are found. • A comparison of the impacts of a tectonic hazard in an LIC and HIC . Why do these impacts vary? An evaluation of which factors make the impacts worse. • The reasons why people chose to live near volcanoes? • The different ways that hazards can be managed - prediction, preparation, protection and recovery. How can these reduce the impacts ? A justification of which are the best methods	**How understanding is assessed** • Peer, self and teacher assessment of 5 homeworks set across the term. • Students can describe how the shape of our continents has changed • Students can explain ways that Wegner proved that the continents have moved • Students can explain the causes of volcanoes and earthquakes • Students can describe where earthquakes and volcanoes are found • Students can evaluate why the impacts of tectonics hazards vary. • Students can explain why people live in tectonic areas. • Students can describe a range of ways to reduce the impacts of hazards **Skills** • Geographic Interest - Research • Geographic literacy - Reading for understanding - Cornell notes on Wegner • Learning - Folding frenzy • KUJ paragraph writing – particularly focused on • Skill - describing patterns on maps - G.C.S.E structure **Assessment Point information** • **Test on plate tectonics** • **Writing skills tested in essay on comparing hazards**

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Spring 1	**Coasts**	**Why is it important to study Coasts?** **How does the sea shape the land?** **How are our coasts changing ?** **What is the best way to protect our coasts in the future?**	• Reasons why we study coasts. Recall of cities and rivers map, locating UK coasts and bodies of water. • Understanding the processes of erosion , transportation and deposition. How these processes lead to coastal landforms like Wave cut platforms, cave, arch stacks and stumps and spits. Being able to read an OS coastal map • Understanding the increasing threats our coasts face from climate change and waste. • Understanding the idea of sustainability and the different ways to manage the coast. Case study	**How understanding is assessed** • Peer, self and teacher assessment of 5 homeworks set across the term. **Skills** • Geographic Interest - Research - geography in the news • Geographic literacy - Reading for understanding - Cornell notes - Threats to the coast • Learning - UK map of coasts, rivers and cities • KUJ paragraph writing – particularly focused on judging the best way to manage the coast. • Skill - Review of OS mapskills **Assessment Point information** • UK map Test • Mapskills and landforms test • Writing skills tested in essay judging methods to manage the coast.
	Geography in the news		• Independent study into a geographic topic in the news	

Curriculum Information - Year 9

Department: Geography

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Summer 1	**Sustainable Development**	**How is the world unequal?** **How do we measure the development gap?** **Are there solutions to reducing the development gap?** **What is sustainable development?** **How can Bolivia achieve sustainable development?** **How is the UK unequal?** **What are the causes of inequality in the UK?** **How can local inequalities be solved? Looking at the regeneration of Kings Cross.**	• To know the different types of inequalities and to understand our own attitude to inequality. • To know a range of development indicators including the HDI and their limitations. • To know about the SDG and how they can be used to reduce the development gap. • To know what sustainable Development is and why it is contentious. To know some human and physical features of Bolivia. To know some advantages and disadvantages to resource extraction and be able to assess how it may impact sustainable development in Bolivia. • To know the pattern of UK inequality spatially and temporally. • To understand the causes of UK inequalities by understanding de-industrialisation and globalisation. • To know the pattern of inequality across Camden. • To know what urban regeneration is and how it can help to solve local inequalities. To learn about the history of Kings Cross and the economic, social and environmental problems. To learn how to devise fieldwork using a geographical theory to test and to complete fieldwork.	**How understanding is assessed** • Peer, self and teacher assessment of 5 homeworks set across the term. • To learn how to describe graphs - one together then peer marked. • To produce a poster to prove that the development gap exists. • Students can explain development levels by linking development indicators together - WAGOLL then peer marked. • Quick Quiz to test understanding of development gap and SDG • Quick Quiz to know the physical and human geography of Bolivia • Students can assess the impacts of resource extraction on sustainable development in Bolivia using KUJ structure • Students can assess the overall success of a regeneration scheme. **Skills** • Geographic Interest - Research development indicators. Research TIPNIS, Bolivia. Research local inequality. • Geographic literacy-Reading for understanding - spider diagram using KUJ structure for development gap and SDG • Learning - create revision sheet and learn causes of UK inequality. • KUJ paragraph writing – impacts of resource extraction on sustainable development. • Skill - ARCGIS storyboard. Describing patterns on graphs and maps. **Assessment Point information** • **Writing** - TIPNIS, Bolivia