# Year 9 Curriculum Intent for Geography

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Geography through the below:

**By the end of Year 9 students at Dixons Cottingley studying Geography will be exposed to the following: KNOWLEDGE**

- Development of their understanding of their local, regional, national and global scales
- Development of mathematical skills, graph skills and OS map skills
- Exposure of different types of maps and graphs and what they can tell you about the world
- Understanding on processes, features and management in coastal landscapes
- Understanding on processes, features and management in river landscapes
- Understanding of different hazards, the causes, the impacts and responses of tectonic and weather hazards
- Understanding on the causes and impacts of climate change
- Understanding of different ecosystems and biomes
- Sustainability

**By the end of Year 9 students at Dixons Cottingley studying Geography will be taught the following skills:**

- Continuation of mastering their geography e.g. continents, oceans, seas, The British Isles and case study countries
- To be confident in using and reading 4 and 6 figure grid references
- To understand how height is represented on a map
- To understand how to use scale on a map
- To begin learning key terms in Geography that will always be used e.g. sustainability, significance, agriculture, infrastructure, social, economic and environmental, primary and secondary
- To begin to synthesise and create a cultural and moral understanding of issues around the world
- To think critically about particular concepts and ideas
- How to write a detailed write up on evaluation and assessing geographical issues
- To be able to apply their understanding to different contexts.

**In order to truly appreciate the subject and create deep schema, Geography has been sequenced with the following rationale:**

**The following schema allows students to develop stage by stage their geographical skills (OS maps, maths, graphs) to then developing their writing skills (from explanations to evaluations). The use of key terms will also develop topic by topic but they can make links back as well thinking ahead. They will investigate further from KS3 physical processes and systems and human interaction with them in a variety of places and at a range of scales. The aim is to expose students and allow them to develop their understanding of tectonic, geomorphological, biological and management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction wirh the earth and atmosphere.**

- Topic 1 – Physical Landscapes in the UK - Coasts – this topic introduces the ideas of how things work and the different processes involved. They will learn features and management in coastal landscapes. They will begin to learn how to write up good explanation points and will practise using OS map skills, maths and graph skills that they can take forward with them in year 9, 10 and 11. They will learn about how both physical and human factors affect the coastline in the UK. The Rivers topic supports the coasts topic but in a different context in which they will be introduced to processes involved in a river, the features found and how the landscape it managed. Again they will begin to develop further their explanations and will continue to be confident in using OS map skills, maths and graph skills that they can take forward with them in year 9, 10 and 11. They will learn about how both physical and human factors affect the coastline in the UK.
- Topic 2 – Natural hazards – Students will be exposed to what hazards are and the concepts of what makes something a hazard. Firstly they will focus on tectonics by which they will learn about earthquake case studies and the causes, impacts and responses involved. The terms such as impacts and responses will have been used at KS3 so this topic will allow them to elaborate on ideas further. Students will have opportunities to use different contexts and apply their. This topic also focuses on the physical and human impacts/causes. The Weather hazards topic will allow students to have an understanding of what a hazard is, they will now learn about what a weather hazard is and can make comparisons. They will again learn about extreme weather case studies – the causes, impacts and responses

involved. Students will have opportunities to use different contexts and apply their understanding. This topic also focuses on the physical and human impacts/causes. Climate change – this will allow students to have an understanding of what the natural and human causes of climate change are, the impacts of it and the mitigation and adaptation of the change.

- The Living World – Ecosystems – The challenge here will be for students to think more scientifically as they will be learning about topics such as the nutrient cycle and food chains. This scientific knowledge will help them develop an understanding of how processes work and they can link forward to other topics such as tropical rainforests and Cold environments. The science from topic 1 and 2 will support also. Again, students will develop applying their understanding to other contexts as well as using mathematical skills. Students will then focus on tropical Rainforests where they will learn about the characteristics and structure of the Tropical rainforest as well as having an understanding of where they form and why. They will then begin to look at the positive and negative impacts of deforestation and how organisations are trying to manage them sustainably. They will be reintroduced to the idea of sustainability which they will have studied at and look deeply what management involves. Finally they will end with Cold environments where the students will apply their understanding of what they learnt from ecosystems and tropical rainforests to cold environments and will learn similar concepts.

**The Geography curriculum at Cottingley has been influenced by:**

- Governmental policies and organisations e.g. Environment Agency, Royal Geographical Society, Meteorological Society
- NGOs e.g. Red Cross, Greenpeace
- Legislations e.g. Antarctic Treaty, Forestry legislations
- Key role models e.g. David Attenborough, Simon Ross (AQA)
- The Geography team – Geography graduates from Lancaster University and Liverpool University – Expert Geographers both Physical and Human concepts studied

**Our Geography curriculum ensures that social disadvantage is addressed through:**

- Supporting students with extra information e.g. Knowledge navigators
- Differentiated and personalised teaching - Students are fully supported with writing frames, sentence starters when writing up ideas
- Reading books/revision guides in Geography and recommendations to widen their knowledge e.g. horrible geographies
- Students are also challenge to deeply think about current issues and consider their own opinion on issues. Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:**

Students will be equipped with up to date powerful knowledge as shown above with systematic and powerful knowledge. The opportunities will allow them to become confident individuals where they question the world we live in and will have the urgency to want to find out more and research. Their skills that they will develop will allow them to apply their skills in the real world and support our community.

- The skills involved will allow students to develop their skills in other subjects as well as preparing them for the real world of world e.g. map skills, maths skills and general knowledge of their local and wider world. They will be exposed to real geographers and how they apply these skills in their work.
- The topics will allow them to think about the impacts incidents have on people, the environment and the economy. They will have opportunities to make decisions on particular issues and consider the moral thing to do.
- Students will see the impacts locally e.g. cultural dilution, regionally, nationally and globally and will be able to synthesize their ideas. They will be exposed to the outdoors and learning outside, they also able to develop skills of issues they see around them and consider ethical issues in their own communities.

**A true love of Geography is developed by teaching beyond the domain of the GCSE specification. Examples of such content: (Complete for Years 9 – 11 only)**

- Learn about different case studies around the world rather than case studies they will study at GCSE e.g. impacts of climate change in Bangladesh, Impacts of deforestation in Brazil, Taxaco and Gold mining in Brazil, How particular animals survive in a rainforest
- Students to complete an outdoor activity on developing their compass skills and the impacts they can see around the school complex

**Further Information can be found in:**

- Long term plans

DIXONS COTTINGLEY ACADEMY