



## Curriculum Map

Subject: Geography

Year group: 9

	Autumn Term	Spring Term	Summer Term
Module title	Tectonic Hazards	Changing Climate	Extreme Weather
Content (know what)	<ul style="list-style-type: none"> <li>To understand the structure and composition that make up the different layers of the earth and how they contribute to plate tectonics</li> <li>Understand the movement of 3 plate boundaries (divergent, convergent and conservative)</li> <li>Able to describe and explain the distribution of earthquakes and volcanoes</li> <li>Describe and explain different types of volcanoes (composite and shield)</li> <li>Identify the different types of hazards from volcanoes and earthquakes</li> <li>Understand a range of human and physical factors that determines the level of impact from earthquakes and volcanoes. Impacts can be categorised as being primary or secondary</li> <li>Understand a located example about managing earthquakes in LIC and HIC</li> <li>Understand a located example about managing volcanoes in LIC and HIC</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the global circulation system creates areas of low and high pressure that influences climate in different parts of the world.</li> <li>To understand that the Earth's climate has always been changing linked to natural caused and the evidence to support past climate change</li> <li>To understand the role of human activity now affecting the climate in more recent years (enhanced greenhouse effect)</li> <li>To understand the impacts from climate change in a range of different location</li> <li>To understand why there is a range of projections on sea level and temperature rises.</li> <li>To evaluate a range of mitigation and adaptation strategies to manage the climate change</li> </ul>	<ul style="list-style-type: none"> <li>Understand that tropical cyclones are known by different names, including where they occur and their characteristics</li> <li>Understand how some tropical cyclones are more intense than others and why they may also dissipate</li> <li>Understand how tropical cyclones are measured using the Saffir-Simpson scale</li> <li>Understand the impacts that tropical cyclones can have including the physical hazards they can cause such as storm surges and landslides</li> <li>Understand why some countries are more vulnerable than others to tropical cyclones and different ways that countries can prepare and respond to them.</li> <li>Understand located examples of the effectiveness of preparations and responses in a HIC and LIC</li> </ul>

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<b>Skills (know how)</b>	<ul style="list-style-type: none"> <li>• Use of GIS to interpret and illustrate mapping of hazards and hazard-risk</li> <li>• Interpretation of photographs to identify and explain the formation of tectonic landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of atlases to build locational knowledge</li> <li>• Choropleth maps</li> <li>• Interpretation of climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of GIS for hazard mapping</li> </ul>
<b>Key questions</b>	<ul style="list-style-type: none"> <li>• Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the world's climate system function, why does it change and how can this be hazardous for people?</li> </ul>	<ul style="list-style-type: none"> <li>• How are extreme weather events increasingly hazardous for people?</li> </ul>
<b>Assessment</b>	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50-minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Homework task</li> <li>• Microsoft Forms short tests</li> <li>• In class short tests</li> <li>• Questions and answer sessions</li> <li>• Spelling tests</li> <li>• Group work tasks</li> <li>• Peer assessments</li> </ul>	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50-minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Homework task</li> <li>• Microsoft Forms short tests</li> <li>• In class short tests</li> <li>• Questions and answer sessions</li> <li>• Spelling tests</li> <li>• Group work tasks</li> <li>• Peer assessments</li> </ul>	<p>Summative assessment to be completed at the end of the module that assesses a combination of geographical knowledge and skills. This to be completed within a 50-minute time period and a flightpath grade will be used to indicate outcome.</p> <p>Formative 'low stakes' assessments to take place more frequently throughout the term. This could be in the form of a range methods:</p> <ul style="list-style-type: none"> <li>• Quiz</li> <li>• Homework task</li> <li>• Microsoft Forms short tests</li> <li>• In class short tests</li> <li>• Questions and answer sessions</li> <li>• Spelling tests</li> <li>• Group work tasks</li> <li>• Peer assessments</li> </ul>
<b>Literacy/ Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>• Development of evaluative writing style</li> <li>• Analysis and manipulation of statistical data (development)</li> <li>• An examination of development and inequality helps to foster empathy and a sense of 'global citizenship'.</li> </ul>		