Curriculum Overview for Geography – Year 9				
When?	**What?**	**Why?**	**How?**	**Support**
Autumn Half Term – 1 and 2	**Global Hazards** • How do the layers of the Earth vary? • What happens when plates move? • What makes a volcano dangerous? • What happened at Mount St Helens, and how was it managed? • How effective was the management of Mount St Helens? • Are ACs better at managing volcanic eruptions than LIDCs? • Do volcanoes have the same impact around the world? • What is an earthquake? • Why was the Haiti earthquake so devastating? • How do we mitigate against earthquakes? • What are tsunamis? • Why was the death toll so high in the Japanese tsunami? • Where and why do tropical storms form? • How do tropical storms form? • What are the impacts of a tropical storm? • Hurricane Katrina • Typhoon Haiyan • Debating the danger of tropical storms	To understand the causes, effects and management of natural hazards. To compare examples of hazards in different parts of the world. To assess why some hazards are more deadly than others. To understand how we can learn from hazards and ensure we are prepared for future hazards. *The increasing population of the world may be at risk from hazards. Factors that may lead to high death tolls require a detailed analysis and evaluation of mitigation strategies. This leads on from Year 7 Development and Year 7 Weather and Climate.*	Individual work. Group work. Fieldwork. ICT-based research.	Geog. 1 textbook http://environment.nationalgeographic.com/environment/natural-disasters/ http://www.bbc.co.uk/science/earth/natural_disasters http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/ https://classroom.thenational.academy/units/tectonics-b9a8 https://classroom.thenational.academy/units/weather-and-climate-ac9e - Lessons 9-11

Spring Half Term - 1	**Population** • Population distribution and density. • How has world population changed? • How and why do birth and death rates vary? • The Demographic Transition Model. • Population structures. • What is an ageing population? • Managing an ageing population • Migration - push and pull factors. • Migration and the UK • Forced migration and Syria	To introduce students to population growth, development and issues. *The difficult decisions about how we manage an ever increasing population builds upon topics such as Year 7 Development, Year 7 Changing Places, Year 8 Ecosystems and Year 8 Energy. Linking the DTM, population structures and ageing population requires students to link several complex concepts together to come to a conclusion.*	Individual work. Group work. Fieldwork. ICT-based research.	http://www.coolgeography.co.uk Geog. 2 textbook National Geographic Kids (website) Newsround (website) www.ukdataexplorer.com/census/london/ http://www.worldometers.info/world-population/ https://classroom.thenational.academy/units/population-d3f0
Spring Half Term - 2	**Food Resources** • What is food security? • Impacts of food insecurity • What happened to the inhabitants of Easter Island? • Malthus and Boserup • How do we solve food security? • Sustainable food supply • Sustainable food supply in Makueni County, Kenya	Students are introduced to the idea of food security, how food is managed, current and future issues of this and how it could be managed in the future to ensure sustainability. *There are a variety of different strategies to provide resources for the growing population (see previous unit). Evaluating which strategy will provide a sustainable future is a challenging skill which requires detailed understanding of previous topics.*	Individual work. Group work. Fieldwork. ICT-based research.	http://www.bbc.co.uk/schools/gcsebitesize/geography/globalisation/global_food_industry_rev1.shtml

Summer Half Term	**The Future of Planet Earth** • How can we predict the future? • Climate change – causes • Climate change – impacts • Climate change – geoengineering • Disease – Where is being affected? • Disease – HIV/AIDs crisis • Disease – Malaria • Plastic – causes • Plastic – Solutions • Conflict – Background of Afghanistan • Conflict – Impacts in Afghanistan • What will the world be like in 2222?	To enable students to evaluate positive and negatives of human activity and suggest methods of sustainable development. To apply their geographical knowledge and understanding to current issues *This topic allows for students to look forward and use their geographical understanding and skills and apply them to 21st century issues. These scenarios are interdisciplinary and will affect their everyday lives going forward.*	Individual work. Group work. Fieldwork. ICT-based research.	New Geog.1 textbook Various websites and programmes available on BBC iPlayer and YouTube to inspire and give further information about places studied.