

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Knowledge	China <i>Physical Geography</i> <i>Human Geography</i> <i>One Child Policy</i> <i>Development initiative</i> <i>Challenges of rapid development</i> <i>Sweatshops</i> <i>Belt and Road</i> <i>Tibet</i>	Plate tectonics and Volcanoes <i>Formation of volcanoes</i> <i>Composite volcanoes</i> <i>Shield volcanoes</i> <i>Volcanic hazards</i> <i>Volcanic eruptions in LIC</i> <i>Volcanic eruptions in HIC</i> <i>Volcanoes and climate</i> <i>Living near volcanoes</i> <i>Managing volcanoes</i>	Cold Environments <i>Locations</i> <i>Differential Heating</i> <i>Biodiversity in cold environments</i> <i>Opportunities in Svalbard</i> <i>Challenges in Svalbard</i> <i>Geography of Russia</i> <i>Russia as a superpower</i> <i>Russia in the Arctic</i> <i>Threats to Antarctica</i> <i>Value of cold environments</i>	Sustainable futures <i>International action</i> <i>Paris Agreement 2015</i> <i>Solar power</i> <i>Wind power</i> <i>Reforestation</i> <i>Afforestation</i> <i>National parks</i> <i>Nature reserves</i> <i>Micro-gardening</i> <i>Energy efficient transport</i> <i>Urban greening</i> <i>Curitiba sustainable city</i> <i>Better eating</i>	Glacial Landscapes <i>The last Ice Age</i> <i>Milankovitch cycle</i> <i>distribution</i> <i>Glacial processes</i> <i>Erosional landforms</i> <i>Depositional landforms</i> <i>Economic activities</i> <i>Threats to mountain environments</i> <i>Limestone caves</i>	Challenges of Resource management Earth's natural resources <i>Formation of coal</i> <i>Human uses of rocks</i> <i>Soil erosion</i> <i>Biosphere and interdependence</i> <i>Forestry resources</i> <i>UK demand and supply of Food, Energy and Water</i> <i>Increasing food supply</i> <i>Causes of undernutrition</i>
	Skills	Throughout each topic students will get the opportunity to develop and practice a range of geographic skills including: • Cartographic skills – The use and interpretation of a variety of maps at a variety of scales including but not limited to atlases and Ordinance Survey maps. Note: The use of Ordinance Survey maps involves developing the skills of grid references, scale, directions and height. • Graphical skills – selecting and constructing the appropriate graphs and charts using appropriate scales • Numerical skills - demonstrating an understanding of number, area and scales and being able to draw conclusions from these. • Statistical skills – calculating and using measures such as averages and percentages • Quantitative and qualitative skills – collecting, presenting and interpreting both types of data.					
	Assessment	At KS3, there are four main types of assessment which are expected to take place in Geography lessons. These are: • In class non-written assessment - A full range of informal assessment techniques are encouraged to provide students with instant feedback, guidance and encouragement e.g., questioning, low stakes testing, retrieval starters, modelling etc. • Book Work – Books will be used to assess students' progress in lessons with opportunities to feedback and improve. • Mid-point (formative) Assessment – This information should be used to adjust teaching following the test, with common misconceptions being addressed and corrected in a formal feedback session where students undertake actions set by teacher to close gaps in knowledge • Summative Assessment - At the end of each unit, students will sit a summative assessment, designed to allow them to show how well they've understood the knowledge and developed the skills being taught in the unit. These are longer assessments using a range of testing styles					