



Geography Yr 9

Curriculum Intent

Our curriculum is designed to instil a love of Geography in all our students through developing their curiosity and fascination about the world and its people. We work hard to provide an interesting and varied curriculum that offers intrigue to our students helping to develop their knowledge and understanding of the Earth's physical and human processes. Throughout their time at the Anglo European School students will be taught a variety of geographical terms applying them across different scales and places. We provide students with the opportunity to investigate their local place developing a real sense of who they are, their heritage and what makes their local place unique and special. We develop the following essential characteristics of geographers: an excellent knowledge of place location and characteristics; a detailed understanding of the ways in which places are interconnected; fluency in geographical vocabulary and questioning skills; excellent fieldwork skills; an ability to express informed opinions based on extensive research and understanding about current issues in society; a genuine interest in Geography and a sense of curiosity.

Autumn Term | Development, Trade & Aid | Brilliant Brazil

Students will learn:-

Development, Trade & Aid

This unit introduces levels of development and richer and poorer places. It introduces students to single and composite indicators/ measures of development and then prompts students to question their validity. It looks at limitations of averages and how our judgments are skewed by our own experiences. Students will learn about factors that have led to a development gap- human, physical, historic. Students will learn about employment sectors and what these tell us about level of development plus concepts of globalisation and the role of TNCs, plus their positive and negative impacts. Finally it will look at the impact of AID and trade on levels of development.

Brilliant Brazil

In this Unit students study Brazil as an example of an MIC. They explore themes visited prior to this Unit e.g. population pyramids and migration with specific reference to regional Geography. They explore the both the Human and Physical Geography of Brazil including focus on the Rainforest and future sustainable scenarios which gives them access to the higher Geography levels of attainment (short/long term impacts or solutions and future solutions using different viewpoints)There are ample assessment opportunities.

What does Excellence look like?

Development, Trade & Aid

Think geographically considering physical and human features of each country that determine what type of export makes that country the most money. Case studies of the highest-value export of the more developed USA and less developed Vietnam/China (link to superpowers in term 3) will be discussed in depth - how it is both physical and human geography of a country that determines this (climate, resources, skills, technology, and communication systems). Students will be proficient analysing development indicators and using synopticity across different units: hazards (year 8, year 7), climate change (year 8), geopolitics (year 8), population (year 8). Students will explore the context of different attitudes towards development and deconstruct generalisations that lie beneath our stereotypes.

Brilliant Brazil

Be able to expand ideas onto sustainability and the development of Brazil in the future. Short and Long term impacts of development issues will be discussed and possible solutions offered across a range of scales. Students should be challenged to think synoptically about any issues with a focus on the interdependence of the world today. changes with development with clear links to political influence. They will be able to articulate the intricate issues of migration and the future scenarios that may arise in their lifetime

Knowledge, understanding & Skills

Development, Trade & Aid

Be able to give a clear definition of trade: 'the buying and selling of goods and services we want and need'. They consider whether they could live without exchanging goods and services. They gain an understanding of the geographical concept of scale, and track how the scale at which trade can be carried out on has increased through time, from local to global. They learn trade now links people in locations all over the world. Pupils explore what developments have enabled trade to be carried out on a global scale, focusing on improved technology, transport, and communications. They will be able to differentiate between countries using development indicators.

Gain a greater understanding of trade and its global scale, through being able to discuss the multi-step journey of complex manufactured goods and the global supply chain they go through from source to sale. They will be able to define and explore the three broad stages of the global supply chain: primary, secondary and tertiary and learn what job roles and activities belong to each. Students will be able to discuss case study examples of clothing factories and mobile phone factories. They will confidently apply their knowledge of the primary, secondary and tertiary stages of the supply chain of this case study example. They will confidently evaluate how trade is associated with development levels.

Brilliant Brazil

Understand that Brazil is a country of regional differences with a wide range of both Human and Physical Geographical features. Specialist terms will include migration, population, ecosystem, climate graphs, development, favelas and interdependence.

Be able to give specific examples of different viewpoints throughout Brazil for example the rich and the poor in the city of Rio de Janeiro. They will also be able to link local and national issues in Brazil to the wider world in terms of their significance.

How is homework used to enhance learning?

HW SoW (each)

On shared area. Tasks in line with lessons to encourage independent research and critical thinking

Assessment

Who is to blame for the Rana Plaza disaster?

End of unit test

Students will learn:-

This unit of work focuses on the key features of rivers whilst incorporating mapping and GIS (potential). Students use atlases to locate the major rivers around the world and analyse the location of the largest rivers. They then look at the different features found along the river and the reasons for this. Case studies areas are investigated to compare the impacts of flooding events (MEDC-LEDC). Students are introduced to Hydrographs and have to use core skills to construct their own. They will then investigate the different forms of river management.

Knowledge, understanding & Skills

Be able to understand the key features of a river. In addition understand the consequences of flooding in LEDC and MEDC. To complete a case study on one flooding event.

Be able to fully explain how the features of a river change along its course. They will also be able to explain how responses to flooding are different between MEDC and LEDC. Briefly compare flood case studies.

What does Excellence look like?

Use their own independent research to consolidate theory around why deserts floods pose such a problem to people's lives. They will be able to understand the significance of river features along its course. Furthermore they will be able to evaluate the success of flood management in MEDC and LEDC. To compare 2 flooding case studies.



How is homework used to enhance learning?

Two Project based 4 week homework's one on a flooding event the other on a river of their choice. Homework sheets included in SOW

Assessment

Formation of a gorge/waterfall
Rivers Test



Summer Term | Superpower Geographies | Geography of Crime & Conflict

Superpower Geographies

Students will have an opportunity to explore why China and Russia are 'globally significant places' through the concept of Superpowers. They will be introduced to hard versus soft methods of control through a variety of specific foci. Russia will be discussed through its physical geography to start with as: the largest country in the world occupying 10% of the land surface, spanning 11 time zones, 2 continents and coastlines on the world's greatest oceans. Students will be made aware of its tens of thousands of rivers, major mountain ranges and some of the greatest lakes (e.g. Baikal). Identity will be discussed through reference to their over 100 ethnic groups and many different languages spoken with a population of 140 million people spread over 17 million square kilometres. How Russia is dynamic and changing amid this context will be discussed.

Similarly China will be discussed through the context of the world's fastest growing country - by 2040 China is expected to be the largest economy in the world, with India second and place and the US in 3rd place. The country has transformed itself and its role in the world at great pace and there are few signs of a slow down in the social, economic and environmental change. Express economic development continues to give rise to huge advances in living standards for some Chinese but the benefits of new wealth are starkly uneven in a country where 250 million Chinese people still live on less than US\$1 a day. Student lives are increasingly interdependent with China as it re-emerges as a new 'superpower'. This interconnectedness is evident in daily life from the stuff we buy in the shops to turning on the Olympics in Beijing to watch a favourite sports star. 'Made in China' has become the moniker of low cost consumer goods such as clothing, snapped up by UK and EU consumers, and for whom the cost has fallen to about 70% in 10 years, as China's share of the global clothing market has risen from 10% to 25%.

Geography of Crime & Conflict

This unit is the final unit in KS3 and draws together concepts and processes from prior units/years. Firstly we revisit grid references building on them to create geographically located crime maps that the police use to then socially profile criminals and work out who is responsible. We then move to look at local crime statistics in Chelmsford using choropleth mapping and GIS facilities. The London riots are covered and linked to national policy and the Hatton Garden Heist is explored through a morality lens offering students the chance to see different perspectives of the same event. Prisons are compared through different country systems with a nod to retribution and the lowering of crime rates in Norway - is this sustainable? What do we know about development levels that may link? Then students explore the death penalty in America in terms of spatial distribution. The final lessons take them onto concepts of interdependence investigating conflict in the Middle East, the Opium trade and the clothing trade (factory collapse in Dhaka) - local actions, global effects. Students are challenged to think about how different countries might need to work together and concepts of global governance are discussed.

Knowledge, understanding & Skills

Superpower Geographies

Develop contextual knowledge of the location of globally significant places and be able to define their physical and human characteristics. They will understand the processes that give rise to key physical and human geographical features and how these are interdependent bringing about spatial variation and change over time. They will explore a variety of different sources of geographical information

Be confident analysing different sources of information to help understand the processes that give rise to different geographical features. Most will be able to explore the interaction of the superpowers with the rest of the world and begin to analyse the connectivity that is integral to the growth of their economies. Cultural diversity will be explored as a concept with students exploring the factors that give rise to common identity through the concept of soft and hard power.

Geography of Crime & Conflict

All students will be confident describing crimes across local, national and global scales using examples. All will have produced spatial mapping for a couple of different crimes and be able to explain what they show. They will also be able to construct geographical questions on photographs using the frame provided. Will begin to think about how punishments for crimes vary around the world.

Most students will also be able to articulate appropriate measures of data presentation for crime statistics drawing from their work on Google Earth, grid references and choropleth mapping. They will be able to argue using an informed opinion about the rights of prisoners around the world and indeed whether the term 'prisoner' can mean.

How is homework used to enhance learning?

We recommend them to watch Simon Reeve's documentaries – available on iplayer. "We have been harmonised" and "Nothing is True and Everything is Possible: Adventures in Modern Russia" are two books on the theme.

Mixture of research, consolidation and creative tasks.

Assessment

Test

What does Excellence look like?

Superpower Geographies

Be competent applying spatial principles across local, national and global scales to explain the rise of the superpowers linked to geographical concepts e.g. trade, urbanisation, cultural identity etc. They will confidently deconstruct generalisations of China and Russia and consider how our knowledge and understanding of these countries is obtained (link to Theory of Knowledge). They will interpret a range of sources of geographical information including maps, diagrams, photographs and GIS to communicate geographical information about superpower geography. They will appreciate the tremendous scale of Russia and China and be aware that the focus has been narrowed focusing on smaller regions. Students will be able to articulate why Russia and China are considered globally significant places' referencing resources and geo-political influence. In turn they will become aware of the increasingly complex geographical systems in the world around them.

Geography of Crime & Conflict

Some students will additionally draw from a range of different sources to develop their own opinions about the moralities of crime and punishment thinking about the wider societal issues and global norms and governance (linking to GCSE/A-level specifications). How does the internet affect crime levels, social funding, social class, government policy, liaising between countries etc. They will understand how to apply the concepts of space and scale to unfamiliar locations and confidently analyse data drawing from both quantitative and qualitative sources.



International Opportunities

Visits Programmes

Dinan - town trail
Le Mont Saint Michel
Le Pont du Gard – Roman aqueduct.
Pont Benozet (rivers in Avignon).
Fontaine les Vaucluse – spring source of the River Sorgue.
La Camargue
Les baux de Provence – tourism and effects on the population of this village classified as one of the most beautiful in France.
Romance Tour in the Rheingau - cable car, boat ride
Wiesbaden - town tour and quiz
Frankfurt - skyscraper/maintower
Segovia Aqueduct
Madrid - town tour incl. Puerto del Sol"
Lake Como
Lake Maggiore
Tour of city centre – Galleria, Fashion District, Teatro alla Scala etc.
Ferry/Boat to Bellagio
Cable car to Brunate

Within the curriculum

- Levels of development and richer and poorer places around the world
- Globalisation and the impact of TNCs on developing countries
- The impact of AID and trade on levels of development
- Global Human and Physical Geography including focus on tropical rainforest sustainability
- Impacts of flooding events at different scales and development contexts