

Curriculum Sequencing Grid: Geography

Year 9	Term 1	Term 2	Term 3
Unit	Crime	Tectonics	Extreme Weather
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> What is crime and where does it occur? What is a fear of crime? How do people respond to crime? The relative importance of crime Mapping Crime What are the impacts of crime? How can choropleth maps be used to map and respond to crime? Case studies – Piracy in Somalia, Civil War in Syria, logging in Brazil, Heroin from Afghanistan 	<ul style="list-style-type: none"> How is the earth structured? How do the tectonic plates move? How do earthquakes occur and how are they measured? What were the effects of, and responses, to the Nepal earthquake? Compare 2 quakes - similar and different? Is there a link between magnitude and fatalities? What are the 3Ps? What are the causes and effects of tsunamis? How do the tectonic plates move? What does a volcano look like? What are the different types of volcano? What hazards do volcanoes produce? How and why do the effects of volcanic eruptions differ? How did the people of Pompeii die? Why do people live near volcanoes? Should volcanic tourism be allowed? What is a supervolcano? What would be the impacts of an eruption at Yellowstone? 	<ul style="list-style-type: none"> What are the different types of extreme weather? What is a hurricane? How do hurricanes form? How does extreme pose a threat to people/property? What precautions can be taken to protect populations from hurricane devastation? How different countries deal with extreme weather? What were the causes of, effects of and responses to Typhoon Haiyan? What are the causes and impacts of climate change? How is climate change affecting the Maldives?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Crime Criminal Activity British Crime Survey Locality Crime rate Victim White Collar Crime Victimless Liberty Community Hotspots Piracy	Inner & outer core/ mantle/ crust Focus/ epicentre/ seismic waves Richter scale/ Mercalli scale Primary & secondary effects Short-term & long-term responses Prediction/ preparation/ protection Life-safe buildings Tsunami Destructive/ constructive/ collision/ conservative plates Magma/ lava/ crater/ vent cone/ ash/ stratovolcano/ shield volcano Pyroclastic flow/ Lahar/ volcanic bomb, Supervolcano/ caldera HIC/ LIC	Weather Climate Extreme weather Hurricane/typhoon/cyclone Track Primary effect/secondary effect Short-term response/long-term response Manage Mitigate Avalanche
Opportunities for Reading		https://www.bbc.co.uk/bitesize/topics/zn476sq https://earthquake.usgs.gov/learn/kids/ http://www.earthquakes.bgs.ac.uk/ http://www.geography.learnontheinternet.co.uk/topics/volcano.es.html https://www.volcanodiscovery.com/sanbe.html https://www.bbc.co.uk/bitesize/guides/zvnbkq1/revision/1	https://www.ready.gov/hurricanes https://spaceplace.nasa.gov/hurricanes/en/ https://www.noaa.gov/education/resource-collections/weather-atmosphere/hurricanes https://www.bbc.co.uk/bitesize/guides/z9whg82/revision/4 https://www.bbc.co.uk/news/science-environment-24021772 https://climate.nasa.gov/evidence/
Developing Cultural Capital	<ul style="list-style-type: none"> To raise awareness of crime and its impacts on the community To understand the global nature of crime and how international bodies respond to it 	<ul style="list-style-type: none"> An understanding of how levels of development can affect the impacts of earthquakes and tsunamis. Awareness of how developing and implementing the 3Ps can save lives Develop empathy with the experience of affected populations in LICs To develop an awareness of how sharing ideas, technology and information can provide global solution 	<ul style="list-style-type: none"> Empathise with citizens from high risk, low income countries (LIC) who encounter extreme weather often. To assess the work that governments have put in to protect their citizens in future extreme weather events.

Curriculum Sequencing Grid: Geography

Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Citizenship (the social and economic impacts of crime on communities) History (historical examples of crime) Maths (using data to create maps and graphs) 	<ul style="list-style-type: none"> Maths (scatter graphs) Physics – plate tectonics and volcano structure Science – developing, accepting, and rejecting hypotheses through the analysis of evidence 	<ul style="list-style-type: none"> Meteorology – formation of weather systems History – the use of avalanches as a weapon in WW1
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment

Year 9	Term 4	Term 5	Term 6
Unit	Resource Management	Unfair Trade	Global Development Issues
Key Retainable Knowledge (Required for Y11/13) What... How.... Why....	<ul style="list-style-type: none"> How is the UK's energy mix changing? How are fossil fuels formed? What are the pros and cons of using oil? What are the causes and effects of climate change? What are the pros and cons of alternative energy, nuclear power and fracking? Which energy sources should the UK use? How can we live sustainably? What are food miles? What are the causes and effects of plastic pollution, and how can they be reduced? 	<ul style="list-style-type: none"> How can development be measured? What is globalisation? Where do our clothes come from? How and why is trade unfair? What is Fairtrade? What are the different sectors and trade and how do they change with the level of development? What are sweatshops? What are the pros and cons of sweatshops? 	<ul style="list-style-type: none"> What are the indicators of development? What are the advantages and disadvantages of different indicators of development? What is poverty and relative poverty? What are the different types of aid? What are the advantages and disadvantages of different types of aid? What is Fairtrade? Is the UK's north/south divide a helpful measure of development?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Energy mix Fossil fuels Renewable/ non-renewable Radioactivity Uranium Fracking Climate change/ global warming Greenhouses gases Sustainable Food miles	HIC/ LIC/ NEE Life expectancy GNP Human Development Index (HDI) The Brandt Line Globalisation Fairtrade Primary/ secondary/ tertiary/ quaternary Manufacturing Sweatshops	Development HDI Poverty Life expectancy GDP Aid Bilateral Unilateral Fairtrade
Opportunities for Reading	bbc.co.uk/bitesize/topics/zshp34j/articles/zntxqwx bbc.co.uk/newsround/23513694 science.howstuffworks.com/nuclear-power.htm natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/	bbc.co.uk/bitesize/guides/zrycwmn/revision/1/fairtrade.org.uk/	https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/1 https://www.bbc.co.uk/bitesize/guides/z8436fr/revision/1 https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/1 https://www.fairtrade.org.uk/ https://www.indy100.com/article/where-north-england-is-divide-map-7518956

Curriculum Sequencing Grid: Geography

Developing Cultural Capital	<ul style="list-style-type: none"> Awareness of how individual actions have an impact elsewhere – the role of the global citizen. Awareness of the importance of sustainability. 	<ul style="list-style-type: none"> Developing an understanding of our lifestyles, choices and actions are linked to, and impact upon, those in other parts of the world. To understand that by changing our behaviour we can improve quality of life in developing countries. 	<ul style="list-style-type: none"> Understanding the impacts of trade and aid on countries around the world. Empathising with people living in poverty and understanding how people in the UK also live in relative poverty.
Cross Curricular Links (Authentic Connections)	<ul style="list-style-type: none"> Chemistry (types of energy, climate change) Maths (interpretation of graphs and charts) 	<ul style="list-style-type: none"> Economics and business studies (trade and sectors of industry) Maths (interpretation of graphs and charts) 	<ul style="list-style-type: none"> Economics (types of trade and aid) History (historical reasons for aid) Maths (interpretation of graphs and charts)
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment