

Year 9 Geography

AQA GCSE Geography Year 1

A range of typical physical and human topics are taught following the specifications detailed by AQA. These normally follow a set formula of geographical theorem linked to real-life case study exams where students evaluate causes, impacts and responses. Learned ideas utilise the AQA assessment objectives:

- AO1 = key geographical idea
- AO2 = development of the geographical idea (often linked to the command word of the question)
- AO3 = specific facts/figures linked to a figure (e.g. graph, photo, table) or a case study example
- AO4 = completion of a relevant geographical skill (e.g. statistical or cartographical) or fieldwork data collection and analysis.

Lessons are updated year-on-year to match updates and developments that occur with geographical understanding across the globe.

Students build knowledge through a combination of teacher-and-student-led learning which is then applied to a range of different scenarios including practice summative questions, mini-essay type answers, photographic analysis, presentational work and a wide variety of mediums (e.g. poster work, verbal presentations and group discussion).

Methods of deepening and securing knowledge:

Spaced practice	Spaced practice is developed through key themes of social/economic/environmental analysis and is applied to all topics where possible – this allows the students to build this skill over time. Recurring links between case studies are made when investigated (e.g. explanations of limited response to Haiti earthquake in Year 9 when they're evaluating impact of water scarcity in India in late Year 9).
Retrieval practice	Retrieval practice is evident particularly through the use of short-answer exam questions used as starter activities each lesson (which revisit and re-assess understanding of topics learned earlier in the year). Reflective plenaries often link to prior learning as well as current learning. Quiz Quiz trade is a common example – students writing and sharing questions/answers with multiple students based on an over-arching theme. Students are often offered a new geographical situation as a starter activity for a new topic (e.g. a photograph to analyse. Using geographical links to prior learning, students are expected to interrogate the new situation by applying analysis used in previous lessons).
Elaboration	Students often given chances to work in groups to elaborate on a new topic via the use of mind maps and kagan-style group strategies (e.g. think pair share, rally robin).

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Hazards	Hazards	Resource Management	Resource Management	Skills - Bar graphs	Rivers

	<ul style="list-style-type: none"> - Structure of the Earth - Plate boundaries - Haiti - L'Aquila - Living in a risk area - Managing risk 	<ul style="list-style-type: none"> - Global atmospheric circulation - Tropical storms - Cyclone Nargis - Reducing the effects of tropical storms - Weather hazards in the UK - Boscastle flooding - Climate change 	<ul style="list-style-type: none"> - Essential resources - Global inequalities - Food - Water - Energy - Global patterns of water supply - Demand for water - Water availability 	<ul style="list-style-type: none"> - Water insecurity - Increasing water supply - Lesotho - Sustainable water supply - Wakel River Basin 	<ul style="list-style-type: none"> - Line graphs - Scatter graphs - Dispersion diagrams - Population pyramids - Central tendency - Choropleth maps - Dot maps - Isoline maps 	<ul style="list-style-type: none"> - Rivers and valleys - Fluvial processes - Erosion processes - Landforms - River Tees - Flood risk - Hard engineering - Soft engineering - Banbury
Assessment	AH1 end of topic test (Hazards) Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers)		AH2 end of topic test (Hazards and Resources) Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers)		Year 9 PPE (Hazards and Resources) Covering a range of exam-style questions (1, 2, 4, 6 and 9 markers)	
CEIAG (<i>Careers that are linked to that topic</i>)	<ul style="list-style-type: none"> - Seismologist or Volcanologist - Hazard management (e.g. Disasters Emergency Committee) - Emergency services - Charity work - Hazard zone architect. 	<ul style="list-style-type: none"> - Climatologist - Hazard management (e.g. Disasters Emergency Committee) - Emergency services - Charity work - Hazard zone architect. 	<ul style="list-style-type: none"> - Local, regional or national governance - National Grid - Private water companies (e.g. Yorkshire Water) - Sustainable energy supply (e.g. electric car charging points) 	<ul style="list-style-type: none"> - Local, regional or national governance - National Grid - Private water companies (e.g. Yorkshire Water) - Sustainable energy supply (e.g. electric car charging points) 	<ul style="list-style-type: none"> - Quantity surveyor - National Census audit 	<ul style="list-style-type: none"> - Hazard management (e.g. flood prevention/protection) - Meteorology (e.g. Met Office)

Homework:

Homework is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of homework set in geography such as:

- Reading a provided article for a case study (to be studied the following lessons)
- Revising for an upcoming assessment using a specifically designed revision sheet. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show off what they know.
- Completing a task set in lesson
- Researching a new topic to be studied in a following lesson.