

## Year 9 Geography

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)	<b>Tectonic Hazards</b> - Structure of the Earth	<b>Resource Management in the UK</b>	<b>Water around the World</b> - Water insecurity	<b>Atmospheric Hazards</b>	<b>Atmospheric Hazards</b>	<b>Food and Energy Sustainability</b> - Global demand

	<ul style="list-style-type: none"> <li>- Plate boundaries</li> <li>- Haiti case study</li> <li>- L'Aquila case study</li> <li>- Living in a risk area</li> <li>- Managing risk</li> </ul>	<ul style="list-style-type: none"> <li>- Essential resources</li> <li>- Global inequalities</li> <li>- Food</li> <li>- Water</li> <li>- Energy</li> <li>- Global patterns of water supply</li> <li>- Demand for water</li> <li>- Water availability</li> </ul>	<ul style="list-style-type: none"> <li>- Increasing water supply</li> <li>- Sustainable water supply</li> <li>- Lesotho Highland Water Transfer</li> <li>- Sand Dams in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>- Global atmospheric circulation</li> <li>- Tropical storms</li> <li>- Cyclone Nargis</li> <li>- Reducing the effects of tropical storms</li> <li>- Weather hazards in the UK</li> <li>- Big Freeze case study</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence for climate change</li> <li>- Human and Physical causes of climate change</li> <li>- Impacts of climate change</li> <li>- Mitigation and adaption (management of climate change)</li> </ul>	<ul style="list-style-type: none"> <li>- Insecurity</li> <li>- Increasing supply</li> <li>- Sustainable supply</li> <li>- Case studies (Thanet Earth, Agroforestry in Mali, Rice Husks in Bihar India)</li> </ul>
Assessment	<b>AH1 summative test (Tectonics and Resources)</b> - Covering a range of exam-style questions (1, 2, 4 and 6 markers)		<b>AH2 summative test (Tectonics, Resources and Water)</b> - Covering a range of exam-style questions (1, 2, 4 and 6 markers)		<b>AH3 summative test (Tectonics, Resources, Water and Atmospheric Hazards)</b> - Covering a range of exam-style questions (1, 2, 4 and 6 markers)	
CEIAG ( <i>Careers that are linked to that topic</i> )	<ul style="list-style-type: none"> <li>- Seismologist or Volcanologist</li> <li>- Hazard management (e.g. Disasters Emergency Committee)</li> <li>- Emergency services</li> <li>- Charity work</li> <li>- Hazard zone Architect</li> </ul>	<ul style="list-style-type: none"> <li>- Local, regional or national governance</li> <li>- Agriculture</li> <li>- National Grid</li> <li>- Private water companies (e.g. Yorkshire Water)</li> <li>- Private energy companies (e.g. EDF)</li> <li>- Sustainable energy supply (e.g. electric car charging points)</li> </ul>	<ul style="list-style-type: none"> <li>- Local, regional or national governance</li> <li>- Local, regional or national governance</li> <li>- Private water companies (e.g. Yorkshire Water)</li> <li>- Charity work</li> </ul>	<ul style="list-style-type: none"> <li>- Climatologist</li> <li>- Hazard management (e.g. Disasters Emergency Committee)</li> <li>- Emergency services</li> <li>- Charity work</li> <li>- Hazard zone architect</li> </ul>	<ul style="list-style-type: none"> <li>- Climatologist</li> <li>- Hazard management (e.g. Disasters Emergency Committee)</li> <li>- Emergency services</li> <li>- Charity work</li> <li>- Hazard zone architect</li> </ul>	<ul style="list-style-type: none"> <li>- Local, regional or national governance</li> <li>- Agriculture</li> <li>- National Grid</li> <li>- Private energy companies (e.g. EDF)</li> <li>- Sustainable energy supply (e.g. electric car charging points)</li> </ul>

### Independent Learning:

Independent Learning 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 independent learning 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