

CURRICULUM MAP

Year 9

The overall theme of this year is **Global Change**, where students judge how both natural phenomena and human actions can cause significant change. This continues the study throughout KS3 of the relationship between human and physical geography. Students assess change at a global level, starting with the topic of Global Issues, which includes the overarching theme throughout KS3 of climate change.



**ST JAMES'**  
CATHOLIC HIGH SCHOOL

										EOY Assessment Point																									
						HT5		HT6		HT5 – HT6 (with elements of HT1 - HT4)																									
				HT4		Assessment Point: Summative or AFL		Overarching unit intent:		Key disciplinary knowledge																									
				HT3:		HT3 and HT4 (with elements of HT1 and HT2)		5. World rivers		Written assessment:																									
				Overarching unit intent:		Key disciplinary knowledge		5. Is water a global issue?		Energy test Rivers test																									
<b>HT1:</b> <u>Overarching unit intent:</u> <b>1. Global issues</b>  Investigate the potential problems caused by tourism and how ecotourism can offer a solution.  Interleaving knowledge about ecotourism to debate whether it is the best option for conserving the rainforest.  Assess other issues such as Brexit, migration and food.  <b>Catholic Social Teaching:</b> Stewardship Solidarity Common good Option for the poor				<b>HT2:</b> <u>Overarching unit intent:</u> <b>1. Global issues cont.</b>  Explain the role of the emerging BRIC nations, especially China.  <b>2. Indicators of development</b>  Define differing levels of development through the use of development indicators.  Explain physical and human reasons for the development gap.  <b>Eco opportunities in the term:</b>  Ecotourism Industrialisation Food resource management				<b>Assessment Point: Summative or AFL</b>  <b>HT1 &amp; HT2</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> Rainforests project Global issues test  <b>Oracy assessment:</b> African country presentation  <b>Key word tests</b>  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Environment agency Fundraising Civil engineer Hydrologist				<b>Overarching unit intent:</b> <b>2. Reducing the development gap in Africa</b>  Analyse methods of reducing the development gap by looking at top down approaches (TNCs, dams) and bottom up strategies (education, farming).  <b>3. Russia</b>  Introduce the concept, featured in a Tim Marshall book, that Russia is a prisoner of its geography; including lessons on Russia's climate, population and energy resources.  Opportunity to interleave by comparing Russia to other regions studied in KS3, such as the Middle East and India.				<b>Overarching unit intent:</b> <b>3. Is Russia a superpower?</b>  Decide what features make a country or region a superpower.  Reach a judgement, based on the topic's lessons, about whether Russia is a superpower or has been restricted by its geography.  <b>4. Energy</b>  Understand the UK and the world's changing energy mix.  Analyse use of non-renewable and renewable energy.  <b>Energy</b> <b>Renewables</b> <b>Adapting to a cold environment</b>				<b>Assessment Point: Summative or AFL</b>  <b>HT3 and HT4 (with elements of HT1 and HT2)</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> Development test Russia test  <b>Key word tests</b>  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Aid worker CEO Trader Oil rig worker Engineer				<b>Overarching unit intent:</b> <b>5. World rivers</b>  Understand key terminology for rivers and explain fluvial processes. Interleave by comparing to glacial processes.  Give world examples of changes in the upper, middle and lower course.  Stewardship Common good Solidarity				<b>Overarching unit intent:</b> <b>5. Is water a global issue?</b>  Assess how climate change has led to an increased risk of flooding, and strategies to cope with this.  Describe how water conflict has arisen in areas of water scarcity.  Explain how plastic is ruining our oceans.  <b>Extreme flooding.</b> <b>Water resource management.</b> <b>Sustainable development.</b>  <b>Human dignity</b> <b>Rights and responsibilities</b> <b>Common good</b> <b>Solidarity</b> <b>Participation</b>				<b>HT5 – HT6 (with elements of HT1 - HT4)</b>  <b>Key disciplinary knowledge</b>  <b>Written assessment:</b> Energy test Rivers test  <b>Key word tests</b> Recall tests  <b>Key Concepts</b>  Enquiry and Skills Places Pattern and Processes Environmental Change  <b>Career links</b>  Forestry Supermarket worker Farmer Project manager Ecotourism Community support			



# ST JAMES'

CATHOLIC HIGH SCHOOL

Rights and responsibilities Participation Subsidiarity	Option for the poor Common good Rights and responsibilities Solidarity Participation Human dignity		Subsidiarity Option for the poor	Stewardship Common good Rights and responsibilities Subsidiarity				
--	---	--	-------------------------------------	---	--	--	--	--



								<b>HT6:</b>	
								Overarching unit intent:	
				<b>HT3:</b>		<b>HT4</b>		<b>HT5</b>	
				<b>Overarching unit intent:</b>		<b>Overarching unit intent:</b>		<b>Overarching unit intent:</b>	
		<b>Assessment Point: Summative or AFL</b>		<b>2. Reducing the development gap in Africa</b>		<b>3. Is Russia a superpower?</b>		<b>5. Global issues</b>	
<b>HT1:</b>		<b>HT2:</b>		<b>Key disciplinary knowledge</b>		<b>Key disciplinary knowledge</b>		<b>Key disciplinary knowledge</b>	
<b>Overarching unit intent:</b>		<b>Overarching unit intent:</b>		<b>Written assessment:</b>		<b>Written assessment:</b>		<b>Written assessment:</b>	
<b>1. World Rivers</b>		<b>2. Development in Africa</b>		<b>River Bollin/ Eden fieldwork Rivers test</b>		<b>Decide what features make a country or region a superpower.</b>		<b>Stewardship Option for the poor Common good Solidarity Rights and responsibilities Participation Subsidiarity</b>	
Understand key terminology for rivers and explain fluvial processes. Interleave by comparing to glacial processes.	Define differing levels of development through the use of development indicators.	HT1 & HT2	Explain physical and human reasons for the development gap.	African country presentation	Analyse methods of reducing the development gap by looking at top down approaches (TNCs, dams) and bottom up strategies (education, farming).	Reach a judgement, based on the topic's lessons, about whether Russia is a superpower or has been restricted by its geography.	Development test Russia test	Ecotourism Industrialisation Food resource management	Energy test
Prepare fieldwork to assess how rivers change over their course.	Focus specifically on a nation in Africa as a case study of development.	<b>Oracy assessment:</b>		Key word tests	<b>3. Russia</b>	<b>4. Energy</b>	Key word tests	Human dignity Rights and responsibilities Common good Solidarity Participation	Key word tests Recall tests Global Issues
Give world examples of changes in the upper, middle and lower course.	<b>Eco opportunities in the term:</b>	<b>Key Concepts</b>		<b>Key Concepts</b>	Introduce the concept, featured in a Tim Marshall book, that Russia is a prisoner of its geography; including lessons on Russia's climate, population and energy resources.	Understand the UK and the world's changing energy mix.	Key Concepts	Human dignity Rights and responsibilities Common good Solidarity Participation	Key Concepts
<b>Catholic Social Teaching:</b> Stewardship Solidarity Common good	Extreme flooding. Water resource management. Sustainable development.	Enquiry and Skills Places Pattern and Processes Environmental Change		Enquiry and Skills Places Pattern and Processes Environmental Change	Opportunity to interleave by comparing Russia to other regions studied in KS3, such as the Middle East and India.	Analyse use of non-renewable and renewable energy.	Key Concepts		Key Concepts
		<b>Career links</b>		<b>Career links</b>		<b>Energy</b> <b>Renewables</b> <b>Adapting to a cold environment</b>	Enquiry and Skills Places Pattern and Processes Environmental Change		Enquiry and Skills Places Pattern and Processes Environmental Change
		Environment agency Fundraising Civil engineer Hydrologist		Environment agency Fundraising Civil engineer Hydrologist			Aid worker CEO Trader Oil rig worker Engineer		Enquiry and Skills Places Pattern and Processes Environmental Change
									Enquiry and Skills Places Pattern and Processes Environmental Change
									<b>Career links</b>
									Forestry Supermarket worker Farmer Project manager Ecotourism Community support



# ST JAMES'

CATHOLIC HIGH SCHOOL

Option for the poor  
Common good  
Rights and responsibilities  
Solidarity  
Participation  
Human dignity

Subsidiarity  
Option for the poor

Stewardship  
Common good  
Rights and responsibilities  
Subsidiarity