



Y9 Curriculum Map: Geography

	Timing*	Unit	Core content	Core objectives	Key Skills (not PLTS)
1	Autumn 1	Japan	<ul style="list-style-type: none"> Physical geography of Japan Population distribution in Japan The factors influencing the population distribution in Japan Push and pull factors leading to population change Country study of Japan 	<ul style="list-style-type: none"> To be able to create a variety of maps to inform further learning Describe relief and population distribution using a map Understand reasons for different distributions of population Synthesise the factors affecting population distribution (climate, relief, pedology, culture, history, employment opportunities) Develop transferrable skills that may be applied to a variety of scales and places 	<ul style="list-style-type: none"> Mapping Sequential thinking in the context of causal factors Analysis and problem solving
2	Autumn 2	Population	<ul style="list-style-type: none"> Birth rate, death rate, natural growth rate Cultural differences affecting population growth Population change (growth, maturity and decline) The demographic transition model Population pyramids focussing on MEDC/LEDC Population pyramids focussing on changes chronological in population in a single country Managing population (case study: China's One Child Policy) 	<ul style="list-style-type: none"> Understand and apply the key population vocabulary, principles and theories Elucidate the key factors leading to population change Investigate models of population change Extrapolate population information from population pyramids Examine a controversial population control policy and be able to justify the personal viewpoint that they have reached Experience a GCSE style exam 	<ul style="list-style-type: none"> Graphicacy Statistical analysis County study Examination technique
3	Spring 1	Asylum	<ul style="list-style-type: none"> Asylum as a form of migration Causal factors of migration International agreements on asylum 	<ul style="list-style-type: none"> Understand the contributory factors leading to migration Recognise the unique factors leading to forced migration Consider the experience of an asylum seeker Understand the evolution of the global asylum process 	<ul style="list-style-type: none"> Graphicacy Statistical analysis Research skills



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			<ul style="list-style-type: none"> The UK asylum process Case study of an asylum seeker: Elem Kelo Statistical analysis of trends in asylum Empathetic exercise for and against asylum seekers 	<ul style="list-style-type: none"> Evaluate the UK asylum process in light of international commitments Analyse trends in asylum within the UK Extrapolate relevant statistical information regarding asylum seeking from a variety of sources Consider and apply a range of conflicting viewpoints regarding asylum seekers 	<ul style="list-style-type: none"> Whole-group presentation skills (speaking and listening)
4	Spring 1	HIV/AIDS	<ul style="list-style-type: none"> HIV core facts History of HIV on a national and global level The science of HIV/AIDS Comparative study of HIV in LEDCs/MEDCs Country Study: HIV Botswana National responses to HIV Comparative study: HIV/Malaria 	<ul style="list-style-type: none"> To compliment the PSE curriculum in developing an understanding of HIV transmission in interpersonal relationships Recognise the differing extent to which HIV affects populations in MEDC and LEDC countries Experience a GCSE style extended answer question Evaluate the significance of HIV as a global disease (i.e. expenditure on research and development compared to other major diseases such as Malaria) 	<ul style="list-style-type: none"> Statistical analysis Graphicacy skills Examination technique
5	Spring 2	Endangered Species	<ul style="list-style-type: none"> The science of extinction Case studies of a range of individual endangered species The conundrum of strategic responses to possible extinction 	<ul style="list-style-type: none"> Recognise that extinction is a natural process Develop and apply research and investigative skills in the context of endangered species Examine the conflict between human development and sustainable natural habitats of animal species Develop group presentation skills/presentation to a large group 	<ul style="list-style-type: none"> Statistical analysis Research skills Presentation skills Oratory skills
6	Summer 1	Coasts	<ul style="list-style-type: none"> Coastal processes (erosion, transportation, deposition) Landforms created by coastal processes (spit, salt marsh, cave, arch, stack, bay, headland) 	<ul style="list-style-type: none"> Understand key coastal processes Recognise the effect of such processes in the formation of landforms Recognise the impact of coastal erosion upon communities and land use 	<ul style="list-style-type: none"> Examination technique Use of non-verbal explanatory techniques



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			<ul style="list-style-type: none"> • Geology • Coastal management and managed retreat (sustainability) • Case study: Holderness coast • GCSE Style question 	<ul style="list-style-type: none"> • Relate learning to a real-world example of a coastal environment • Evaluate a variety of different approaches to coastal management • Formulate an example of a sustainable coastal management plan 	
7	Summer 2	Desertification	<ul style="list-style-type: none"> • Desertification core facts • The link between desertification and famine • Global distribution of areas vulnerable to desertification • Causes of desertification • The impact of desertification on communities at a variety of scale • Case study: The Sahel 	<ul style="list-style-type: none"> • Understanding of causal factors leading to desertification • Recognise the link between desertification and food shortages in more vulnerable parts of the world • Evaluate strategies to respond to desertification • Investigate sustainable solutions to problems linked to desertification 	<ul style="list-style-type: none"> • Sequential thinking in the context of causal factors • Statistical skills • Graphicacy • Concept mapping • Mapping