











# CURRICULUM MAP FOR: GEOGRAPHY YEAR 9

<p><b>Topic 1: Violent Planet</b></p> <p><u>What is the structure of the Earth?</u> There are four layers of the Earth: the inner core, the outer core, the mantle and the crust. There are two types of crust: oceanic and continental.</p> <p><u>Why do tectonic plates move?</u> The crust is broken up into tectonic plates which have moved over time from the supercontinent of Pangaea to the world today. The Earth's crust moves because of convection currents (circular movements of magma in the mantle).</p> <p><u>What are plate boundaries?</u> There are four types of plate boundaries. Plates move apart at destructive plate boundaries. Plates move together at constructive plate boundaries. Plates move past each other at conservative plate boundaries. Finally two continental plates move together at collision plate boundaries.</p> <p><u>How are volcanoes formed?</u> Magma rises through a gap in the mantle and solidifies. This repeats over time until a volcano is formed. Volcanos are formed along destructive and constructive plate boundaries.</p> <p><u>Are all volcanoes dangerous?</u> Volcanoes can either be active, dormant or extinct. There are two types of volcanoes: composite and shield.</p> <p><u>Why did the Mount Saint Helen's volcano erupt?</u> The tectonic plates got stuck causing pressure to be built up over time. Eventually the plates jerked past each other and the pressure was released, causing magma to rise to the surface in the form of a volcanic eruption.</p> <p><u>What are the effects of a volcanic eruption?</u> There are social, economic and environmental effects of volcanic eruptions. These are either primary or secondary effects.</p> <p><u>How can we reduce the effects of a volcanic eruption?</u> Effects can be made less severe by prediction, planning and protection measures.</p> <p><u>How can we respond to volcanic eruptions?</u> There are different responses to volcanic eruptions including creating risk assessments and hazard maps.</p> <p><u>Why do people choose to live near volcanoes?</u> People live near volcanoes for a number of reasons including: employment opportunities, fertile ground, faith in the government to protect them or the presence of family and/or friends.</p> <p><u>How do earthquakes happen?</u></p>		<p>Guided reading opportunity – are all volcanoes dangerous? Pupils explore active, dormant and extinct volcanoes.</p> <p>Guided reading opportunity – Mount St Helens case study exploration</p>
		<p>Extended writing opportunity – Mount St Helens case study</p> <p>Extended writing opportunity – explain one advantage and one disadvantage of living near volcanoes</p>
		<p>Group work discussion – how can we respond to volcanic eruptions? Montserrat decision making exercise</p> <p>'Turn and talk' opportunity – identifying different effects from an image</p>
	 <b>Homework</b>	<p>Homework tasks will be given every second lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided. All homework will be recorded on EduLink.</p>
		<p><b>Subject specialist keywords:</b></p> <ul style="list-style-type: none"> <li>Inner core</li> <li>Outer core</li> <li>Mantle</li> <li>Crust</li> <li>Volcanoes</li> <li>Oceanic crust</li> <li>Continental crust</li> <li>Tsunami</li> <li>Tectonic plate</li> <li>Convection currents</li> <li>Destructive plate boundary</li> <li>Conservative plate boundary</li> <li>Collision plate boundary</li> <li>Constructive plate boundary</li> <li>Earthquakes</li> <li>Risk assessment</li> <li>Magma</li> <li>Lava</li> <li>Active</li> <li>Dormant</li> <li>Extinct</li> <li>Hazard</li> <li>Composite</li> <li>Secondary</li> <li>Primary</li> <li>Social</li> <li>Economic</li> </ul>





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<p>Earthquakes can happen at any plate boundary. Tectonic plates get stuck causing pressure to be built up over time. Eventually the plates jerk past each other and the pressure is released as an earthquake.</p> <p><u>How do tsunamis happen?</u> Tsunamis happen due to underwater earthquakes, volcanic eruptions or landslides on the ocean floor. Water is displaced and moves upwards, creating a tsunami that moves towards the shore.</p>		Environmental
<p><b>British Values:</b>  <b>Individual liberty:</b> Students are able to have a freedom of expression whilst respecting others during contributions to class discussions.          Students are encouraged as much as possible to develop independent learning skills to help us take control of our own learning.          Students have opportunities to critically examine our own values and attitudes (in debating issues, contributing in class etc.)</p> <p><b>Democracy:</b> Students explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of geographical topics.</p> <p><b>Careers Links:</b>          Seismologist          Volcanologist          Land use surveyor          Countryside officer          Tour guide          Oceanographer          Cartographer</p>		
<p><b>Topic 2: Inequality</b></p> <p><u>What is inequality?</u> Inequality is the differences between poverty and wealth as well as between wellbeing and social opportunities e.g. job access. There are different types of inequality including gender inequality, economic inequality and political inequality.</p> <p><u>Is there inequality on a global scale?</u> There is inequality globally, this can be seen by looking at GDP and a range of indicators, such as Literacy rate and life expectancy.</p> <p><u>What are the effects of inequality?</u> Inequality can impact areas in different ways. This is linked to other factors that are in place for each country.</p> <p><u>How can we tackle global inequality?</u> There is a global response to try and tackle inequality. The 2032 Agenda for Sustainable Development, adopted by all United Nation States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and in the future. There are 17 Sustainable Development Goals.</p> <p><u>How can we measure inequality?</u></p>	<p></p> <p></p> <p></p> <p> Homework</p>	<p>Guided Reading Opportunities: Inequality within the UK.</p> <p>Guided Reading Opportunities: Types of inequality and their effects.</p> <p>Extended writing opportunity – Explain what inequality is and what the different types of inequality are.</p> <p>Extended writing opportunity – Explain what the north/south divide is in the UK and the problems this causes for a country.</p> <p>‘Turn and talk opportunity – inequality within the UK and within Wolverhampton.</p> <p>Debate opportunity – Which of the 17 Sustainable Development Goals is the most effective for tackling global inequality.</p> <p>Homework tasks will be given every second lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided. All homework will be recorded on EduLink.</p>





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<p>Inequality within a country can be measured using models. The Lorenz curve is a way of showing the distribution of income within an economy. It is designed to represent the wealth inequality within a nation or social group. The Gini coefficient is a measure of the degree of inequality in a society. This can then be used to compare between countries over time.</p> <p><u>Are there regional differences in the UK?</u> The north-south divide is a term used to describe the social, economic and cultural disparities between London and the south-east of England and the rest of the UK. The UK government has issued £4.8 billion to the Levelling Up Fund that is used to help UK communities Level Up.</p> <p><u>How can the UK reduce regional differences?</u> The UK has a very high level of income inequality compared to other developed countries.</p> <p><u>Is there inequality where I live?</u> Wolverhampton is located within the West Midlands. In Wolverhampton there are high levels of inequality compared to the south of England and London.</p>		<p><b>Subject specialist keywords:</b> Inequality Poverty Wealth Social opportunities Gender inequality Economic inequality Political inequality Globally Development indicators Literacy rate Life expectancy GDP (Gross Domestic Product) Sustainable Development Goals United Nations Lorenz Curve Gini Coefficient North-South Divide Income inequality Levelling-Up</p>
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<p><b>Topic 3: Weather and climate change</b></p> <p><u>How is weather different to climate?</u> Weather is the current state of the atmosphere whereas climate is the long term average of weather in a particular place.</p> <p><u>What are low pressure weather systems?</u> Low pressure weather systems are created by rising warm air, cooling and condensing. An example of a low pressure weather system is a depression.</p>		<p>Guided reading opportunity – exploration of the effects of global warming</p>
		<p>Extended writing opportunity – explain the social, economic and environmental consequences of climate change</p> <p>Extended writing opportunity – describe the possible effects of climate change on the UK</p>







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<p><u>What are high pressure weather systems?</u> High pressure weather systems are created by descending air, which reduces the formation of cloud and leads to light winds and settled weather conditions.</p> <p><u>What are greenhouse gases?</u> Greenhouse gases are those gases in the atmosphere that raise the surface temperature of planets such as the Earth. They include: carbon dioxide, methane and nitrous oxide.</p> <p><u>How do humans cause global warming?</u> Humans burn fossil fuels (coal, oil and gas) for industry and transportation. Deforestation and agriculture also cause global warming.</p> <p><u>Is climate change natural?</u> Volcanic eruptions and sunspots are two natural causes of climate change.</p> <p><u>Is there evidence of climate change?</u> Evidence that climate has changed over time includes tree rings, ice cores and pollen analysis.</p> <p><u>What are the global consequences of climate change?</u> Global consequences of climate change include: melting ice caps, sea level rise, ocean acidification, increased temperatures and extreme weather events.</p> <p><u>How is climate change affecting glaciers?</u> Glaciers are melting and retreating as a result of rising temperatures. Conditions are no longer cold enough for ice formation.</p> <p><u>What are consequences of climate change for the UK?</u> Consequences include: increased demand for water, extreme weather, sea level rise, increased food prices and impacts to tourism.</p> <p><u>How can we prevent climate change?</u> Climate change can be prevented through mitigation and adaptation strategies. An example of mitigation is afforestation and an example of adaptation is building flood defences.</p>		<p>'Turn and Talk' opportunity: What are the effects of global warming.</p>
	 <b>Homework</b>	<p>Homework tasks will be given every second lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided. All homework will be recorded on EduLink.</p> <p><b>Subject specialist keywords:</b>          Atmosphere          Climate          Weather          Low Pressure weather system          High Pressure weather system          Depression          Greenhouse gases          Fossil fuels          Deforestation          Agriculture          Global warming          Mitigation          Sunspots</p>
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<p><b>Topic 4: Resources</b></p> <p><u>How do resources influence wellbeing?</u> The essential resources (food, water and energy) improve quality of life and standard of living.</p>		<p>Guided reading opportunity – exploration of fossil fuels</p> <p>Guided reading opportunity - the Chernobyl disaster</p>
<p><u>How are resources distributed globally?</u> Resources are unevenly distributed. HICs tend to have more whilst LICs tend to have fewer.</p> <p><u>What are impacts of food insecurity?</u> Food insecurity is when a country can't supply enough food to feed its population. Impacts include: famine, undernutrition, soil erosion, rising prices and social unrest.</p>		<p>Extended writing – explain the advantages and disadvantages of using fossil fuels</p> <p>Writing opportunity – using a graph, describe the UK's energy mix</p> <p>Extended writing – to what extent should we consider using nuclear energy?</p>
<p><u>How can we increase food supply?</u> Globally there is enough food to feed the world's population. Food supply can be increased for specific regions by: irrigation, aeroponics/hydroponics, the 'new' green revolution and technology.</p>		<p>'Turn and talk' opportunity – the nuclear debate</p>
<p><u>How can we make food production sustainable?</u> The production and distribution of chocolate and bananas is a long process. Fairtrade tries to make it sustainable by improving social and economic conditions for primary producers.</p>	 <b>Homework</b>	<p>Homework tasks will be given every second lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided. All homework will be recorded on EduLink.</p>
<p><u>How do fossil fuels give us energy?</u> Fossil fuels are a type of non-renewable energy that are often burnt to create energy. There are three main types of fossil fuels: coal, oil and gas. These are finite resources and will run out.</p> <p><u>What are the main sources of renewable energy?</u> Renewable energy are infinite energy sources which are more environmentally friendly. Examples of renewable energy include: solar power, wind power and hydro-electric power.</p> <p><u>How has the UK's energy mix changed over time?</u> Historically the UK used mainly non-renewable energy sources however now uses more renewable sources in its energy mix.</p> <p><u>What are the advantages and disadvantages of using nuclear power?</u> Advantages of nuclear power include: low carbon emissions, investment to ensure safety and low running costs. Disadvantages of nuclear power include: storing waste can be expensive, it is highly radioactive and accidents can be deadly.</p> <p><u>How did nuclear power affect Chernobyl?</u></p>		<p><b>Subject specialist keywords:</b></p> <ul style="list-style-type: none"> <li>Essential</li> <li>Resources</li> <li>Quality of Life</li> <li>Standard of Living</li> <li>Unevenly distributed</li> <li>High Income Country (HIC)</li> <li>Low Income Country (LIC)</li> <li>Insecurity</li> <li>Famine</li> <li>Undernutrition</li> <li>Soil erosion</li> <li>Global</li> <li>Supply and demand</li> <li>Irrigation</li> <li>Fairtrade</li> <li>Sustainable</li> <li>Fossil fuels</li> <li>Social</li> <li>Economic</li> <li>Finite</li> <li>Renewable energy</li> <li>Infinite</li> <li>Non-renewable energy</li> <li>Hydro-Electric Power (HEP)</li> </ul>





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<p>The Chernobyl disaster was caused by workers ignoring safety protocols during routine maintenance of the power plant. The effects of the disaster were: 28 people died, roughly 100 people were injured, childhood cancer cases increased and the land was contaminated. Many effects are long term.</p> <p><u>The Nuclear Debate</u> Opinions on using nuclear power vary significantly.</p>		
<p><b>British Values:</b></p> <p><b>Individual liberty:</b> Students are able to have a freedom of expression whilst respecting others during contributions to class discussions. Students are encouraged as much as possible to develop independent learning skills to help us take control of our own learning. Students have opportunities to critically examine our own values and attitudes (in debating issues, contributing in class etc.)</p> <p><b>Tolerance of different cultures and religions:</b> Students understand the importance of identifying and combating discrimination including tackling stereotypes.</p> <p><b>Mutual respect:</b> Students have opportunities to understand our responsibilities to conserve resources and play our part in sustainable development.</p> <p><b>Careers Link:</b> Climate change analyst Climatologist Pollution analyst Wind turbine technician Research scientist Oil and gas operations manager Nuclear engineer</p>		
<p><b>Topic 5: Factfulness</b></p> <p><u>Are we wrong about the world?</u> A fact based world view is only carrying opinions for which you have supporting facts. An overdramatic worldview draws people to the most dramatic and negative answers.</p> <p><u>Is the world better than we think?</u> Historically, countries had a low life expectancy (less than 40 years) and low income per person (less than \$3,000). Today, all countries however have over 40 years life expectancy and over \$3,000 income per person however the difference between rich and poor is enormous.</p> <p><u>Where are the majority?</u> The majority of people in the world are found in middle income countries (levels 2 and 3).</p> <p><u>How is life different on each income level?</u> Quality of life improves from Level 1 to Level 4. Factors considered are: cooking, eating, drinking water, transportation and sleeping.</p> <p><u>How can Dollar Street teach us about development?</u></p>		<p>Factfulness by Hans Rosling</p> <p>Guided reading opportunity - Pupils read an introduction extract from Factfulness exploring worldviews</p> <p>Guided reading opportunity - Pupils read an extract from Factfulness exploring the four income levels</p> <p>Guided reading opportunity – is the world a dangerous place?</p> <p>Guided reading opportunity – is Africa’s destiny to remain poor?</p>
		<p>Extended writing opportunity - Pupils explain two reasons why we can be more positive about the world</p> <p>Extended writing opportunity - Pupils explain why the statement “If you keep saving poor children, you’ll kill the planet by causing overpopulation” is incorrect</p>



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<p>Images are useful tools for learning about development. Pupils must be able to navigate Dollar Street. There are inequalities between countries. There are inequalities within countries.</p>		<p>Extended writing opportunity – pupils write a final report answering the enquiry question “Are we wrong about the world? Are things better than we think?”</p>
<p><u>Why should we be positive about the world we live in?</u> Slow change is different to no change. Things can be bad but still be better than they were eg more people were in extreme poverty in 1800 compared to now</p> <p><u>Are all lines straight?</u> Global population is not thought to exceed 11 billion, this is due to the fill up effect.</p> <p><u>Is the world a dangerous place?</u> The reason natural disasters kill so many fewer people today is not that nature has changed. It is that the majority of people no longer live on Level 1. Disasters hit countries on all income levels, but the harm is very different. With more money comes better preparedness.</p>		<p>‘Turn and talk’ opportunity - Are humans smarter than chimps? Class vote using mini whiteboards.</p> <p>Think-pair-share - how useful are averages when studying data?</p> <p>‘Turn and talk’ - what are examples of bad things that are decreasing in the world? What are examples of good things that are increasing in the world?</p>
<p><u>Is Africa’s destiny to remain poor?</u> Mozambique is located in south-east Africa. Africa is a continent made up of 54 countries. Standard of living and quality of life in Mozambique has improved over time. Development indicators show that on average Africa is behind other continents however there is progress being made e.g. the fall in extreme poverty</p> <p><u>Why is a single story wrong?</u> Africa is a continent made up of 54 countries. Not all of these countries are developing/low-income/Level 1 countries! ‘A single story’ – looking at a concept/place from one perspective only e.g. Africa is poor. Nigeria is located on the west coast of Africa. Makoko is a slum area that is not representative of the entire country.</p> <p><u>How can Gapminder teach us about development?</u> There are various development indicators which tell us about development e.g. life expectancy, babies per woman, income and child mortality. These are different for each country and change over time.</p>	 <b>Homework</b>	<p>Homework tasks will be given every second lesson. Homework will support knowledge acquisition and retention. Challenge homework tasks will be provided. All homework will be recorded on EduLink.</p> <p><b>Subject specialist keywords:</b>            Fact-based world            Life expectancy            Low income            Middle income countries            Quality of life            Development            Inequalities            Dollar Street            Slow change            Extreme poverty            Fill-up effect            Global            Natural disasters            Development indicators            Slum            Infant mortality</p>

**British Values:**

**Individual liberty:** Students are able to have a freedom of expression whilst respecting others during contributions to class discussions.

Students are encouraged as much as possible to develop independent learning skills to help us take control of our own learning.

Students have opportunities to critically examine our own values and attitudes (in debating issues, contributing in class etc.)

**Tolerance of different religions and cultures:** Students understand the importance of identifying and combating discrimination including tackling stereotypes.

Students learn to understand and respect the traditions of other cultures.

**Rule of Law:** Students have opportunities to explore and understand how governments have influenced and shaped nations through law.

**Tolerance of different cultures and religions:** Students understand the importance of identifying and combating discrimination including tackling stereotypes.



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**Careers Link:**

GIS specialist

Climateologist

Environmental researcher

University lecturer