The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Geography
Year Group	Year 9
Intent	**Successful and resilient learners:** who, • develop detailed knowledge of a variety of places at a global to local scale, including physical and human features and places in the news • develop and discuss various stakeholder opinions, and can link them to a range of geographical issues and problems **Confident individuals**: who are able to confidently demonstrate good understanding of,

	• human and physical conditions and processes which lead to the change in geographical locations • places which are linked due to issues, and the impacts on people and the environment. • geographical connections **Responsible citizens:** who develop and demonstrate, • lasting awareness of the world around us • sensitivity and empathy towards all others • tolerance and independent thinking • preparedness for an active citizen's role in a changing world					
Narrative	Year 9 is a transition year where students are given the opportunity to move from KS3 study and KS4 study with its focus on a GCSE course. Therefore, Year 9 is split into two halves. For the first half of the year students will study three units of **'Geographical Exploration'** and are located in Brazil **('Brazil Climate and Ecosystems', 'Brazil Coasts' and 'Brazil Urban Futures').** These topics are rooted in and linked to a DME from a 2018 GCSE exam. The aim is to enable students to link different geographical concepts together, make geographical decisions rooted in evidence and provide a bridge between KS3 and GCSE learning. At the same time the aim is to provide an opportunity for students to enhance their geographical skills in a stimulating, rigourous and enjoyable manner, thus encouraging them to view geography as an attractive option at GCSE. In the second half of Year 9 students start to study GCSE topics **('Global Hazards' and 'Changing Climate').** These are two stimulating and relevant topics. They will provide students with the opportunities to start learning knowledge, understanding and skills directly related to the GCSE course and encourage them to continue with the study of geography.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	**Geographical Exploration - Brazil Climate and Ecosystems**	**Geographical Exploration - Brazil Coasts**	**Geographical Exploration - Brazil Urban Futures**	**Global Hazards - Tectonic Hazards**	**Global Hazards - Weather Hazards**	**Changing Climate**
Key skills	Develop extensive **knowledge** relating to a range of **places,**	Develop extensive **knowledge** relating to a range of **places, features and**	Develop extensive **knowledge** relating to a range of **places, features and**	**Extract, interpret, analyse**, and **evaluate** information.	**Select and construct** maps, using appropriate scales and annotations, to	**Select and construct** maps, using appropriate scales and

	features and environments at a variety of scales, extending from local to global. Develop confident **understanding** of the **physical** conditions which lead to the development of a variety of geographical features. **Explain** various ways in which places are linked and the impact such links have on **people** and **environments**. Make **connections** between different geographical phenomena. With greater independence to choose and use a wide range of	**environments** at a variety of scales, extending from local to global. Develop confident **understanding** of the **physical** conditions which lead to the development of a variety of geographical features. **Explain** various ways in which places are linked and the impact such links have on **people** and **environments**. Make **connections** between different geographical phenomena. With greater independence to choose and use a wide range of data to help	**environments** at a variety of scales, extending from local to global. Develop confident **understanding** of the **human** conditions which lead to the development of a variety of geographical features. **Explain** various ways in which places are linked and the impact such links have on **people** and **environments**. Make **connections** between different geographical phenomena. With greater independence to choose and use a wide range of data to help	**Describe, interpret,** and **analyse** geo-spatial data presented in a GIS framework. **Study** atlas maps, base maps, isoline maps, choropleth maps, and thematic maps. **Study** bar graphs, line graphs, pie charts, and climate graphs. **Demonstrate** an understanding of number, area, and scale. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Draw** and **justify** conclusions from numerical and statistical data.	present information. **Extract, interpret, analyse**, and **evaluate** information. **Study** atlas maps, base maps, choropleth maps, sphere of influence maps, and thematic maps. **Select and construct** appropriate graphs and charts using appropriate scales and annotations to present information. **Study** cross sections. **Demonstrate** an understanding of number, area, and scale.	annotations, to present information. **Extract, interpret, analyse**, and **evaluate** information. **Study** atlas maps, choropleth maps, and thematic maps. **Select and construct** appropriate graphs and charts using appropriate scales and annotations to present information. **Study** line graphs, and pie charts. **Demonstrate** an understanding of

	data to help **investigate** geographical questions, issues, and problems.	**investigate, interpret, make judgements, and draw conclusions** about geographical questions, issues, and problems.	**investigate, make judgements, and draw conclusions** about geographical questions, issues, and problems.	**Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	Understand and **correctly use** proportion, ratio, magnitude, and frequency. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	number, area, and scale. **Calculate** and understand percentages and percentiles. **Interpret** tables of data. **Make predictions**; **interpolate and extrapolate** trends from data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.

Cultural capital	Opportunity to investigate the climate and ecosystems of Brazil including the location of Brazil, the location and distribution of human and physical features within Brazil, global ecosystems, the rainforest ecosystem and the climate of Brazil. Opportunity to complete a decision-making exercise as an assessment.	Opportunity to investigate the coast of Brazil including processes and physical features that can be found in coastal environments, tourism in Brazil, the impact of tourism in Rio de Janeiro, and management of coastal environments. Opportunity to complete a decision-making exercise as an assessment.	Opportunity to investigate the urban environment of Brazil including features of settlements, the growth of urban areas in developing countries, increasing size of cities, global development and development indicators, the impact and responses to urban growth in developing countries and sustainable solutions to urban growth. Opportunity to complete a decision-making exercise as an assessment.	Opportunity to investigate how weather can be a hazard including the global circulation system, extreme temperatures, winds and precipitation, in different countries, tropical storms and droughts. Opportunity to study causes of extreme weather, El Nino and La Nina, the causes, consequences and responses to Typhoon Haiyan and to drought in the UK.	Opportunity to investigate how plate tectonics shape our world including the structure of the earth, the processes of plate tectonics, processes at different types of plate boundaries, and the causes of earthquakes and volcanoes. Opportunity to study the causes, consequences and responses to an earthquake in Nepal and the technology that can reduce the impacts of earthquakes.	Opportunity to investigate evidence for climate change including how the Earth's climate has changed over the last 2.6 million years, evidence for climate change from various sources, natural causes of climate change, the greenhouse effect, the impact of human activity on climate change, the global impacts of climate change and the consequences of climate change for the UK.

Assessment	Five in five knowledge recall at start of each lesson. Decision-making exercise based on road building in the Amazonian Rainforest.	Five in five knowledge recall at start of each lesson. Decision-making exercise taken from GCSE exam paper based on coastal management in Rio de Janeiro.	Five in five knowledge recall at start of each lesson. Decision-making exercise taken from GCSE exam paper based on the challenges of urban growth to Rio de Janeiro.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.	Five in five knowledge recall at start of each lesson. End of topic exam using full past paper.