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 sections. For the first section of the year students will study three topics with a focus on the interaction between people and their environment **('Population and Cities'**, **'Ecosystems – Rethinking Tropical Rainforests'** and **'Mobile phones: a blessing or a curse?'**). The aim is to enable students to link different geographical concepts together, make geographical decisions rooted in evidence and further develop geographical skills to 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 knowledge and 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 – Tectonic Hazards' and 'Global Hazards – Weather Hazards').** These are two stimulating and relevant topics that build on prior learning from KS3. 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	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Knowledge (topics studied)	**Population and Cities**	**Ecosystems: Rethinking Tropical Rainforests**	**Mobile phones: A blessing or a curse?**	**Global Hazards - Tectonic Hazards**	**Global Hazards - Weather Hazards**

Key skills	Develop extensive **knowledge** relating to a wide range of places at a variety of scales, extending from local to global. Develop extensive **knowledge** relating to a wide range of features at a variety of scales, extending from local to global. Develop **understanding** of the human **conditions** and **processes** which lead to the development of, and change in, a variety of geographical features, systems and places. **Explain** various ways in which places are **linked** and the impact such links have on **people**.	Develop increasing **knowledge** relating to a wide range of **places,** and **features** at a variety of scales, extending from local to global. Develop **knowledge** relating to a range of **environments** at a variety of scales, extending from local to global. Develop **understanding** of the **physical** conditions which lead to the development of a variety of geographical features. Increasingly **explain** various ways in which places are linked and	Develop increasing **knowledge** relating to a wide range of **places,** and **features** at a variety of scales, extending from local to global. Develop **knowledge** relating to a range of **environments** at a variety of scales, extending from local to global. Develop **understanding** of the human **conditions** and **processes** which lead to the development of, and change in, a variety of geographical features, systems and places. Increasingly **explain** various ways in which places are linked and	**Extract, interpret, analyse**, and **evaluate** information. **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	**Select and construct** maps, using appropriate scales and annotations, to 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.

	Explain various ways in which places are **linked** and the impact such links have on **environments**. Make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a wide range of data to help **investigate** geographical questions, issues and problems.	the impact such links have on **people**. Increasingly make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a wide range of data to help **investigate, interpret, make judgements, and draw conclusions** about geographical questions, issues, and problems. Be able with increasing independence to **express** and **engage** with different points of view about geographical	the impact such links have on **people**. Increasingly make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a wide range of data to help **investigate, interpret, make judgements, and draw conclusions** about geographical questions, issues, and problems. Be able with increasing independence to **express** and **engage** with different points of view about geographical	percentages and percentiles. **Interpret** tables of data. **Draw** and **justify** conclusions from numerical and statistical data. **Deconstruct, interpret, analyse**, and **evaluate** visual images including photos, pictures, and diagrams.	**Study** cross sections. **Demonstrate** an understanding of number, area, and scale. 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.

		questions, issues, and problems.	questions, issues, and problems.		
Cultural capital and careers	Opportunity to study a variety of places around the world, empathise with other people, prepare for an active citizen's role in a changing world and develop and consider various different opinions.	Opportunity to investigate the environment 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 empathise with other people, prepare for an active citizen's role in a changing world and develop and consider various different opinions.	Opportunity to study a topic that is directly relevant to students' daily lives including the complex concepts linked to the consumption of resources. Opportunity to empathise with other people, prepare for an active citizen's role in a changing world and develop and consider various different opinions.	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.
Careers Opportunities	Opportunities to discuss careers linked to sustainable development.		Opportunity to discuss careers linked to new technology development.	Opportunity to discuss careers in geology and engineering.	Opportunity to discuss impacts of weather hazards on careers and jobs.
Assessment	DNA knowledge retrieval at start of lessons. Immediate feedback opportunities in knowledge lessons. **Population and Cities Written Assessment** Written assessment assessing the knowledge, understanding and skills students have learnt and developed during this topic.	DNA knowledge retrieval at start of lessons. Immediate feedback opportunities in knowledge lessons.	DNA knowledge retrieval at start of lessons. Immediate feedback opportunities in knowledge lessons. **Mobile phones: A blessing or a curse? Written Assessment** Written assessment assessing the knowledge, understanding and skills students have learnt and developed during this topic.	DNA knowledge retrieval at start of each lesson. End of topic exam using full past paper.	DNA knowledge retrieval at start of each lesson. End of topic exam using full past paper.