

## Year 9 Topics

In year 9 we teach the following modules over the course of the year. Each module draws on prior learning from previous years and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>1 Hazards</b>	<p><b>Links to ...</b> Distinction between human and physical geography studied in both year 7 &amp; 8. Builds upon key stage 2 national curriculum.</p> <p><b>Laddering ...</b> Compulsory topic for AQA GCSE Paper 1 – Living with the physical environment. Provides knowledge foundations for Key Stage 4. Introduces the more</p>	What is a natural hazard? What are the factors that affect hazard risk?	Natural hazard, risk, magnitude, distribution, density, frequency	<p><b>a) Subject Specific Skills</b> Understanding of and the differences between Cause, effect, response Understanding of physical processes Comparing and contrasting different hazardous locations Understanding severity and significance Identifying geographic areas of risk Interpreting figures</p> <p><b>b) Numeracy</b> Analysis of data Scale (Mercalli and Richter)</p> <p><b>c) Literacy</b> Applying case study Researching and compiling case study notes Extended writing planning Extended writing</p>
		How is the Earth structured? How does this lead to tectonic activity?	Crust, mantle, core, convection currents, viscous, radioactive decay, tectonic plates	
		What is a plate boundary? What are the three types of plate boundary (constructive, destructive, conservative), how do the plates move at each of the boundaries? What hazards does the plate movement create?	Constructive, destructive, conservative, oceanic, continental, subduction, lithosphere, asthenosphere, pressure, ridge	
		What are the main characteristics of an earthquake (focus, epicentre, seismic waves). How can earthquakes be measured?	Aftershock, Richter scale, focus, epicentre, seismic waves, Mercalli, scale	
		What are the main characteristics of a volcano? What are the differences between composite and shield volcanoes?	Main vent, crater, volcanic bombs, pyroclastic flow, secondary cone, lava flow, magma chamber, shield, composite	
		What are the primary and secondary effects of tectonic hazards? How can they be categorised into social, economic and environmental? How do places / people respond to tectonic hazards?	Primary, secondary, effect, long term, immediate, response, relief, aid, social, economic, environmental	

complex concepts to allow transition into GCSE where more focus can be applied to exam technique.	Icelandic volcano case study – Location of Iceland, plate boundary, primary and secondary effects, immediate and long term responses	HIC, Effect, response, immediate	<p><b>Interpretation of command words / stems such as ‘explain’, ‘discuss’, ‘describe’, ‘to what extent’</b></p> <p><b>d) <u>Reading</u></b> Key Stage 3 textbooks Atlas reading Map reading</p> <p><b>e) <u>Cultural Capital</u></b> Locating areas of risk Appreciating social, environmental, political and economic effects of disasters</p> <p><b>f) <u>Links to National Curriculum</u></b> Understanding key physical processes involved in tectonic and weather disasters. Extends locational knowledge and spatial awareness. Explores how physical processes have an effect on the landscape.</p>	
	LIC volcano case study – Location, plate boundary, primary and secondary effects, immediate and long term responses	LIC, Effect, response, immediate		
	Why do people still live in areas of risk? What are the advantages? Do the advantages outweigh the disadvantages?	Evaluate, advantages, disadvantages, social, economic, environmental, comparison		
	What is a tropical storm and where are they located in the world? How are they measured?	Tropical storm, latitude, distribution , equator, hemisphere, Saffir – Simpson scale		
	What conditions are needed for tropical storms to form? How do tropical storms form (step by step)	Evaporation, cumulonimbus, eye, pressure		
	What are the effects of a tropical storm? (Primary and secondary), How do places / people respond to tropical storms?	Cause, effect, response, management, protection, preparation		
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b>	<b>Key vocabulary</b>	<b>Skills and enrichment</b>
<b>2 Disease</b>	<b>Links to ...</b> Builds on prior knowledge of countries/cont	What is ‘disease’? Evaluate a range of different types of diseases.	Disease Cholera Malaria Influenza	<b>a) <u>Subject Specific Skills</u></b> Locational skills Knowledge of

<p>inents. Improves locational knowledge and physical/human interaction. Builds on cartography skills.</p> <p>Builds upon key ideas about development and prior knowledge of development topic studied in year 8. This links to knowledge of LIC / HIC differences.</p> <p><b>Laddering ...</b> Introduces key resource and figure interpretation required for</p>	<p>Assess and understand that there are different symptoms of different diseases.</p>	River Blindness	<p>Reading and interpreting a variety of cartography Map Reading Skills</p> <p><b>b) <u>Numeracy</u></b> Figure and data analysis Comparing graphs and data</p> <p><b>c) <u>Literacy</u></b> Planning extended writing Extended writing Understanding and using key exam command words e.g. 'to what extent', 'describe', 'explain', 'discuss'</p> <p><b>d) <u>Reading</u></b> Atlas Reading Map Reading</p> <p><b>e) <u>Cultural Capital</u></b> Understanding the challenges facing LICs and HICS in managing disease Making links between social, economic, political and environmental factors that influence the spread of disease. Awareness of the role of international and national organisations in controlling the spread of disease.</p>
	<p><b>How does disease spread within a population?</b> Define the terms communicable and non communicable. What is the difference between communicable and non communicable disease? <b>Describe and explain the distribution of global disease.</b> Begin to explore factors that influence a country's ability to manage disease.</p>	Disease Manage Communicable Non Communicable	
	<p><b>Describe and explain global patterns of disease.</b> <b>What is life expectancy?</b> How can we manage the global spread of disease?</p>	Life Expectancy Development HIC LIC Disease Manage Management Global	
	<p>Describe and explain the management techniques used to control the spread including the use of vaccinations.</p>	Management Vaccination LIC HIC	
	<p>How effective is the use of immunisations with reference to the MMR vaccine and case study.</p>	Vaccination Measles, Mumps, Rubella (MMR) Management Control	
	<p>Is Malaria a global killer?</p>	Malaria HIC	

	GCSE Paper 1, 2 and 3. Sets clear knowledge and skill foundations for A Level study of Disease	Why is subsharan Africa most at risk from the spread of malaria? What are the symptoms? Which locations see the most cases of Malaria?	LIC Development Immunisation Distribution	f) <b><u>Links to National Curriculum</u></b>  Extends student's locational knowledge and deepens their spatial awareness of the world's countries using maps of the world. Focus given to key regions within Africa. An understanding of human geography and links made with spread of disease and development.
		Extended answer lesson	'To What extent' Management Effective	

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<b>3 Ecosystems</b>	Links to ... Weather and climate topic studied in Year 8 and builds upon locational knowledge developed during all previous topics. Offers further development	What is an ecosystem? What are the different components of an ecosystem? What are food chains and food webs?	Biotic, abiotic, interrelationships, producer, consumer, nutrient cycle, habitat, food web, food chain, hierarchy, decomposer, micro-organism, detritus	a) <b><u>Subject Specific Skills</u></b> Drawing graphs Comparing and analysing data including graphs Locational skills Understanding latitude and longitude Knowledge of cause, effect & responses  b) <b><u>Numeracy</u></b> Interpreting figures Comparing and contrasting figures
		What is the difference between ecosystems and biomes? Where are world biomes distributed? Why are they distributed here? What are the characteristics of world biomes? How and why do they differ?	Biomes, vegetation, tropics, atmospheric circulation, characteristics, describe, polar, tundra, Mediterranean, savannah, deciduous, coniferous, steppe, mountainous	
		How is the rainforest structured? How do the different layers vary? What are the main characteristics of the different layers?	Emergent, canopy, understory, shrub layer, sunlight, algae	

<p>of knowledge on the topic of 'sustainability' which is introduced in 'Energy', Year 7 and 'Disease', Year 9.</p> <p><b>Laddering ...</b> Introduces key knowledge and skills used in the compulsory topic for AQA GCSE Paper 1 – Living with the physical environment</p>	<p>What is the climate like in the Rainforest? How does it differ to other biomes?</p>	<p>Equatorial zone, climate, temperature range, similarities, differences, rainfall, temperature, compare, complete, create</p>	<p>c) <b><u>Literacy</u></b> Interpretation of a variety of sources Planning for extended writing Extended writing Interpretation of key exam command words</p> <p>d) <b><u>Reading</u></b> Map Reading Atlas Reading Key Stage 3 Textbook</p> <p>e) <b><u>Cultural Capital</u></b> Knowledge of sustainability and the global impacts of deforestation. Developing an understanding of personal roles in deforestation and the global impacts. Developing an understanding of international and local roles in the causes as well as effects.</p> <p>f) <b><u>Links to National Curriculum</u></b> Extends locational knowledge and spatial awareness. Focuses on polar and hot desert regions and key physical characteristics. Students show an understanding of how human</p>
	<p>How have plants and animals adapted to surviving in the tropical rainforest? What are the main issues they have to overcome?</p>	<p>adaptation, buttress roots, drip tips, stilt roots, leaf angling, epiphytes, thin bark, red leaves</p>	
	<p>What are indigenous people? Why do they rely on the rainforest? What is the lifestyle like for indigenous people? How does it differ to westernised lifestyles?</p>	<p>Indigenous, tribe, uncontacted, threats, challenges, opportunities, tradition, protection</p>	
	<p>What is deforestation? What are the main causes of deforestation in Costa Rica?</p>	<p>Deforestation, threats, cattle ranching, commercial agriculture, palm oil, hydroelectric</p>	
	<p>What are the impacts of deforestation in Costa Rica?</p>	<p>Impact, erosion, biodiversity, environmental, climate change, economic, gains, losses</p>	
	<p>How can issues in the rainforest be managed sustainably in Costa Rica?</p>	<p>Sustainable, management, technique, strategy, logging, agreements, hardwood, ecotourism, conservation, carbon sinking, debt reduction</p>	
	<p>What are deserts and where are they located? What is the climate like in the desert?</p>	<p>Desert, biome, hemisphere, latitude, northern/southern, rainfall, temperature, humid, climate graph, range, annual</p>	
	<p>How do plants and animals adapt to desert conditions?</p>	<p>Spines, roots, transpiration, fire resistant, predator</p>	
<p>Why do people visit Australia's deserts?</p>	<p>Uluru, tourism, landmark, physical, location, impacts, Ayre's Rock</p>		

				process rely heavily on the functioning of natural systems.
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<b>4 Population Migration</b>	<p><b>Links to ...</b> Builds on prior knowledge of countries/continents. Improves locational knowledge and physical/human interaction. Builds on cartography skills.</p> <p>Builds upon key ideas about development and prior knowledge of development topic studied in year 8. This links to knowledge of</p>	<p><b>How is the world's population distributed?</b> Why are some places more populated than others?</p>	Sparsely, densely, distribution, density,	<p><b>a) <u>Subject Specific Skills</u></b></p> <p>Map skills Cause, effect, response Applying case study knowledge Cartography skills Interpreting data Constructing graphs</p> <p><b>b) <u>Numeracy</u></b></p> <p>Interpreting data Constructing graphs Data analysis</p> <p><b>c) <u>Literacy</u></b></p> <p>Interpretation of a variety of sources Planning for extended writing Extended writing Interpretation of key exam command words</p> <p><b>d) <u>Reading</u></b></p> <p>Map Reading Atlas Reading Key Stage 3 Textbook</p>
		<p>How and why is the world's population changing? What potential impacts could this changing population create?</p>	Population, increase, decrease, Birth rate, death rate, natural increase, natural decrease, access, clean water, pre-natal, vaccinate, diseases, healthcare, education, facilities, birth control, living standards	
		<p><b>What are the demographic transition model and population pyramids?</b> What do they show? How and why are they used? How can a LIC and HIC pyramid differ? What are the advantages and disadvantages of population pyramids?</p>	Structure, age, economically active, economically dependent, narrow, bulge, barrel, inverted, separated, category, birth rate, death rate, infant mortality, life expectancy	
		<p><b>What is an ageing population?</b> How does this link to the UK? What are the causes, effects and responses? How can an ageing population create both challenges and opportunities?</p>	Ageing population, cause, effect, response, strategies, pro-natalist, opportunities, challenges, taxes, grey pound, NHS, benefits, retirement, pension, distribution, density	
		<p>How do countries use policies to control their growing/ageing populations? <b>What is the difference between pro-natalist and anti-natalist approaches?</b> How do these strategies impact on Russia and China's society?</p>	Ageing population, cause, effect, response, strategies, pro-natalist, birth rate, death rate, anti-natalist, infanticide, opportunities, challenges, regime, propaganda, one child policy, career, infringement. fertility rate, policy, incentives	

	LIC / HIC differences.  <b>Laddering ...</b> Makes links to core themes in compulsory topic for AQA GCSE Paper 2 – Urban Environment	What is the definition of migration? How do the keywords differ? Why do people migrate? What are the advantages and disadvantages of migration?  Why do people migrate from LIC's to HIC's/ from LICs to LICs or Rural-Urban areas? Why did people migrate from Mexico to USA? What are the opportunities and challenges?	Migration, forced migration, refugee, immigrant, voluntary migration, dilemmas, attracted, journey, emigration, push and pull factors, source country, receiving country  Mexico, USA, push factor, pull factors, undernourished, legal, illegal, access, safe water, pollution, unemployment, mining, education, healthcare, government, opportunities, immigrant, alternative, cultures, inclusive, tradition, economy	<b>e) <u>Cultural Capital</u></b> Creating an awareness of countries with high / low populations. Knowledge of challenges of an increasing / decreasing population. Understanding population control.  <b>f) <u>Links to National Curriculum</u></b> Extends locational knowledge and spatial awareness.
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition</b>	<b>Key vocabulary</b>	<b>Skills and enrichment</b>
<b>5 Cold Environments</b>	<b>Links to ...</b> Builds on prior knowledge of countries/continents. Improves locational knowledge and physical/human interaction. Builds on cartography skills.	What are cold environments and where are they located? What challenges to plants and animals face in cold environments? How have vegetation and wildlife adapted to survive?  What is the climate like in cold environments? How does it differ throughout the year?  What is a glacier? Where are they located? How have glacial and interglacial periods impacted on the distribution over time?  How do glaciers form? What are the main glacial processes (weathering,	Polar, tundra, distribution, latitude adaptation, biotic, abiotic, interdependent, flora, fauna, permafrost, climate  Temperature, precipitation, bar graph, line graph, range  Glacier, glaciologist, meltwater, valley, trough, interglacial, ice age, ice sheets, temperature, climate change, distribution, upland, lowland  Weathering, erosion, freeze-thaw, plucking, abrasion, transportation, bulldozing,	<b>a) <u>Subject Specific Skill</u></b> Map skills Cause, effect, response Description Explanation Justification Significance Comparison  <b>b) <u>Numeracy</u></b> Interpreting data Constructing graphs Data analysis  <b>c) <u>Literacy</u></b>

<p>Builds on knowledge gained in the ecosystems topic studied in Year 9.</p> <p><b>Laddering ...</b> Makes links to optional topic for AQA GCSE Paper 1 &amp; 2</p>	<p>erosion, freeze-thaw, plucking and abrasion) How can each process be explained? <b>What impact to glacial processes have on the environment?</b></p>	<p>rotational slip, deposition, outwash, till, accumulation, ablation, moraine.</p>	<p><b>Interpretation of a variety of sources</b> Planning for extended writing Extended writing Interpretation of key exam command words</p> <p><b>d) <u>Reading</u></b> Map Reading Atlas Reading Key Stage 3 Textbook</p> <p><b>e) <u>Cultural Capital</u></b></p> <p><b>f) <u>Links to National Curriculum</u></b></p> <p>Extends locational knowledge and spatial awareness. Extends locational knowledge and spatial awareness. Focuses on polar regions and key physical characteristics. Students study how natural processes can shape the environment.</p>
	<p>What are the landforms of erosion? How are they formed (step by step)? What do these landforms look like on maps?</p>	<p>Erosion, corrie, arête, pyramidal peak, hanging valley, truncated spur, glacial trough, ribbon lakes, U-shaped valley</p>	
	<p>What are the landforms of deposition (Moraine, drumlin, erratic, esker) How are they formed (step by step)?</p>	<p>Moraine, drumlin, erratic, lateral, medial, ground, terminal</p>	
	<p>What glacial landforms are there in Cadair Idris, Snowdonia? How can we identify these on a map? How can we interpret images using geographical skills?</p>	<p>upland, national park, corrie, arête, pyramidal peak, grid references, interpretation, features</p>	
	<p>What are the opportunities for development are there in Svalbard? What challenges for development are there in Svalbard? How significant are these?</p>	<p>Opportunities, challenges, geothermal, extraction, environmentalists, controversial, construction, accessibility, interdependence, fishing, tourism, extreme temperature, inaccessibility, provision of buildings and infrastructure.</p>	
	<p>Are cold environments under threat? What are the main threats? How significant are these? Can the threats be categorised?</p>	<p>Unspoilt, remote, development, hostile, fragile, recover, polar, tundra, inhabited, indigenous, wilderness, conservation, fragile, resource, biodiversity.</p>	
	<p>How are the threats to cold environments being managed? Is the management sustainable?</p>	<p>Sustainability, mineral extraction, construction, restricted, accessibility, economy, geothermal, pollution, NGO (non-governmental organisation)</p>	

\*Bridging Gaps due to Covid19

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Substantive Knowledge

Disciplinary Knowledge