

Fairfield High School Curriculum Overview – Year 9

Subject	Geography	Why do we study these units in Year 9?
Lessons per fortnight	3	<p>Year 9 in Geography begins with Earthquakes and Tsunamis. This revisits the theory of plate tectonics which students first encounter in Year 7 (volcanoes). We consider a case study approach to hazards and focus on recall of specific detailed information applied to more theoretical content. Term 2 focuses on Ecosystems, specifically Tropical Rainforests. We consider the components of ecosystems, flora and fauna adaptations and then a strong emphasis on deforestation following through a cause-effect-response sequence to this understanding. Students are given the opportunity to visit The Eden Project. Term 3 introduces Globalisation as a human process and we contextualise this in the Global Fashion industry as it is felt this is close to students' own lived experience and Global Citizenship is explored through sensitising students to the global effects of individual consumer choices. Term 4 continues the Global Citizenship theme but it is expanded to introduce the idea of "Global Commons" and how human activity has extreme impacts. This is very topical in its coverage of contemporary issues such as climate change and plastic pollution. Term 5 Revisits ecosystems but covers a contrasting biome – Hot Deserts. The ecosystem is again considered from a physical Geography perspective (Climate, Soil, flora and fauna adaptations, landforms) before moving on to a more human Geography approach by considering the challenge of desertification and revisiting cause-effect-response. Term 6 considers resource management with a focus on energy issues, specifically</p>

		the idea of “energy security”. All topics are selected to be Global in their scope but aim to emphasise the importance of local actions, with global impacts.
Setting	Tutor groups.	

<p>Students are encouraged to be Responsible Global Citizens through activities/content on... The curriculum has a strong focus on sustainability as understood through the 3-spheres model and the UN Sustainable Development Goals. Common UNSDGs throughout the year are: 3 – Good Health, 6 – Clean Water and Sanitation, 8 – Good Jobs and Economic Growth, 10 – Reduced Inequalities, 12 – Responsible Consumption, 14 – Life Below Water, and 15 – Life on Land.</p>
<p>We ensure all students experience high challenge in the subject by including... promoting effective peer assessment and ensuring all lessons have an open-ended enquiry question that allows students scope to further explore an issue. Geography uses a special SMHW group in order to provide further challenge outside of school. Assessments tailored with practical literacy and numeracy GCSE skills practiced and given summative feedback to help develop skills necessary for KS4.</p>
<p>Literacy work this year includes... Academic language in Geography is promoted each lesson. High challenge, GCSE-style assessments that develop content and structure in extended written answers. Language from the UNSDGs used throughout the year to help develop subject-specific vocabulary.</p>
<p>Innovation and Creativity opportunities this year include... Students are encouraged to think innovatively about issues presented in each topic (e.g., how their decisions may affect people around the world).</p>
<p>Employability opportunities/skills covered this year are... the focus on sustainability throughout the year encourages students’ to reflect on their own position in the world and help formulate their values that may help in deciding future job positions.</p>

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Tectonic Hazards: Earthquakes	Tectonic plate theory, causes-effects-responses to earthquakes, role of economic development on earthquakes.	Plotting geographical data onto a map, analysing geographic data.	9-mark GCSE question (Choice of 2)
2	Contrasting Ecosystems: Tropical Rainforests	Formation of rainforests, climate, animal and plant adaptations, location, cause-effect-response to deforestation.	Cartographic skills, extended writing.	9-mark GCSE question.
3	Globalisation: Global Fashion	Positives/negatives of globalisation, impacts of global fashion industry, sustainability of fashion.	Data presentation on maps, graphical numeracy skills, extended argumentative writing.	9-mark GCSE question.
4	Extreme Human Impacts: Global Commons	Climate change through the concept of 'global commons' especially Antarctica, causes-impacts-solutions of plastic pollution in seas.	Producing proportional symbol map, DMEs, debates.	9-mark GCSE question.
5	Contrasting Ecosystems: Hot Deserts	Location, plant and animal adaptations, landforms, social uses, causes-effects-responses to desertification.	Locational skills, diagram drawing and annotation, extended writing.	9-mark GCSE question.

6	Resource Management: Energy	Causes-impacts-solutions of energy insecurity, conflict over resources, sustainable futures.	Extended writing, graphical numeracy skills.	9-mark GCSE question.
---	--------------------------------	--	--	-----------------------