

# Malbank School Year 9 Geography Curriculum

# Year 9



Malbank School  
& Sixth Form College

## INTENT

*In Malbank's Geography Department we will develop inquisitive and skilled geographers giving opportunities to explore a range of environments and the human and physical factors that shape them, so pupils can develop the skills to understand global issues and the impact these may have on their lives now and in the future.*



Currency

Character

Culture

### Head

Understand how physical processes create different landscapes and show awareness of the impact of human activity on these landscapes.

### HEART

Understand how global issues can affect their own lives and show awareness of actions they can take in order to be considerate citizens of planet Earth

### HAND

Develop the skills to collect primary data and to use graph and map skills to present and analyse patterns in data sets. Develop the ability to read maps and interpret photographs, satellite images etc. in order to understand the world around them.

# Malbank School GEOGRAPHY Curriculum



<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>• Introduction. What is tourism? Key terms / types of tourism</li> <li>• Tourism survey ( class based) 2 lessons</li> <li>• ASSESSED</li> <li>• Why has tourism increased?</li> <li>• Jobs in tourism/ benefits of tourism</li> <li>• Problems of mass tourism / Tourism life cycle model</li> <li>• <b>Case study:</b> Blackpool</li> <li>• <b>Case study:</b> Majorca / Ibiza/ Benidorm</li> <li>• <b>Case study:</b> St. Lucia</li> <li>• Eco-tourism</li> </ul> <p><b>BIG IDEA:</b></p> <ul style="list-style-type: none"> <li>• <i>How can tourism be made more sustainable?</i></li> <li>• <i>Should all new tourist resorts have to be built in a sustainable way?</i></li> </ul> <p>END OF UNIT open book test</p>	<p><b>Self drive</b> and use of <b>initiative</b> to write own questions for questionnaires and collect data</p> <p><b>Self awareness, awareness of others,</b> Consideration of different cultures through studying different locations. Look at the impacts tourism has on the people and the environment</p> <p><b>Communication, creativity</b> and group work through the design of eco resort for given location.</p>	<p><b>Primary data collection,</b> graphs (draw a range of different types of graphs), interpretation and evaluation of data collected. Consideration of ways to improve own data collection</p> <p>Applying the tourism life cycle model to real life locations. Identifying similarities and differences between the two</p> <p><b>Leadership skills</b> and <b>communication</b> skills in group activities. <b>Creative</b> - design an eco-resort and promote its features</p>
<p><b>Natural Hazards</b></p> <ul style="list-style-type: none"> <li>• What is a hazard? Where do they occur? Atlas based work</li> <li>• Plate tectonic theory</li> <li>• volcanoes - key terms</li> <li>• causes of a volcanic eruption ( link to PT theory)</li> <li>• Killer volcanoes</li> <li>• compare 2 types of volcano ( composite and shield). What hazards are associated with an eruption</li> <li>• Case study: Montserrat ( 2 lessons)</li> <li>• How can we prepare and plan for volcano hazard?</li> <li>• Benefits of living near volcanoes</li> <li>• Earthquakes terminology plus Richter Scale</li> <li>• distribution of earthquakes and reasons ( link to PT)</li> <li>• primary and secondary impacts of earthquakes</li> <li>• preparation and planning for earthquakes</li> <li>• Case study: Japan 2011 ( 2 lessons)</li> </ul> <p>END OF UNIT TEST</p>	<p><b>Awareness of others</b> and the implications of living in hazard zones</p> <p><b>Creativity</b>—some students opt to create a model to show the features of a volcano</p> <p><b>Organisation</b> skills in compiling a case study</p> <p><b>Awareness of others,</b> implications of earthquake on their lives</p>	<p><b>Map and atlas skills</b>—using a range of maps to identify patterns</p> <p>Annotated diagrams to show the main features at plate boundaries and of volcanoes</p> <p>Use of case studies and different sources for information</p> <p>Use of different sources of information</p> <p>Create an advice leaflet to show understanding of living in volcanic regions</p> <p><b>Map/atlas skills</b></p> <p><b>Recall of facts, understanding unfamiliar resources, understanding command words</b></p>

# Malbank School GEOGRAPHY Curriculum



<ul style="list-style-type: none"> <li>• Tropical storms - what are they and where?</li> <li>• Features and how they are formed</li> <li>• Impacts and a case study (2 lessons)</li> <li>• how to prepare and protect against tropical storm hazards</li> <li>• OPEN BOOK TEST</li> </ul> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Can the risk be mitigated?</li> <li>• Is it worth living in a 'danger' zone?</li> </ul> <p><b>Urban Areas</b></p> <ul style="list-style-type: none"> <li>• Urban growth/Urban land use models / parts of a settlement</li> <li>• Why does the UK need more houses?</li> <li>• Investigate your local area ICT (crime, flood risk etc.)</li> <li>• Evaluate your local area ( top set only?)</li> <li>• Greenfield / Brownfield sites</li> <li>• Case study: Lead shot Tower in Chester and /or Tarporley planner TV programme</li> <li>• Sustainable settlements - key features</li> <li>• <b>Case study:</b> BEDZED, MASDAR etc.</li> <li>• Design and advertise your own eco-town ( 2 lessons)</li> <li>• Investigate impact of new housing estate at Kingsbourne ( 2 lessons)</li> </ul> <p><b>Big Idea</b></p> <ul style="list-style-type: none"> <li>• <i>Plan a fieldwork investigation to assess the impact of new housing estate</i></li> <li>• <i>Design a new retail park or shopping centre for Crewe (peer review it)</i></li> </ul> <p>This topic is on end of year exam</p> <p><b>Exam prep ( 3 lessons)</b></p> <p>revision sheets /Doddle / Watch video clips</p> <p><b>SUMMER EXAM CYCLE</b></p> <p><b>Followed by Therapy</b></p> <p><b>After exams</b></p> <p>independent investigation ( choice of topics)</p> <p>OR climate change and extreme weather ( relate to their option choices and / or current events)</p> <p><b>OPTIONS TASTER WEEK</b></p> <p>Issue evaluation ( E.g. Water scarcity or road building in Peru )</p>	<p><b>Awareness of others</b></p> <p><b>Awareness of others</b>—considering the current social situation and why more houses will be needed in the future</p> <p>Awareness of the local area— application of learning to the students local area</p> <p><b>Creativity, leadership</b></p> <p><b>Initiative</b>—choosing a topic and how to investigate it.</p> <p><b>Independence.</b></p>	<p><b>Atlas skills</b></p> <p><b>ICT - research skills</b></p> <p>Application of model to real life, interpreting Burgess Model.</p> <p><b>ICT and research skills</b></p> <p>Use <b>GIS</b> to investigate how the local area has changed. Police.co.uk and Environment Agency websites plus DIGIMAPS</p> <p>Use of <b>OS map skills</b></p> <p><b>Decision making</b> exercise—consider evidence to decide if development should go ahead. <b>Literacy</b>—write a speech for planning meeting</p> <p><b>Application of theoretical knowledge</b> to case study example</p> <p><b>Group work</b>—opportunity for students to take a leadership role as well as use of their communication skills</p> <p><b>ICT skills.</b> Use of a wide range of resources. Selecting appropriate ways to communicate the information.</p> <p><b>Making links</b> between topic areas.</p> <p>Recognise links between Geography and other curriculum areas in KS4 Options</p>
---	--	--