

GEOGRAPHY YEAR 9

Curriculum core purpose. Intent

Year 9 curriculum is culmination of the ideas and skills introduced in year 7 and 8. Geographical skills continues with critical geography looking at conflict and referring to skills developed in year 7 and 8, in particular looking at the links between human and physical geography. Curriculum is fit for 21st century by developing their critical thinking around current affairs, geopolitics and the interaction between human and physical geography of our planet. This updated regularly to ensure topics are up to date. Physical processes will be developed further from year 8 looking at tectonic and weather hazards, again linking the human and physical environments.

One key aim has been developing knowledge early so that key terms are confidently embedded within the geography classroom in order to achieve high success rates. In particular, focusing on key processes for physical geography, for example the creation of coastal landforms and the processes involved in this.

Our curriculum aims prepare students with the skills for their next steps by utilising the methods developed by English in their extended writing, looking at metacognition when breaking down questions. We have created a diverse and rich programme of study covering a variety of topics which is sustainable because it helps develop learners for their future not only academically but to make them well rounded citizens who are geographically aware.

This year is focused on further development of the skills introduced in year 7 through our spiral curriculum where each topic built upon each year throughout KS3.

Geography has responded to SMSC by looking at current affairs from local to global considering morality, ethics and having a safe space to discuss these (Such as in the geography of conflict unit).

Content-Knowledge and Skills.	Subject specific pedagogy	Resources and support
<p>The skills focussed on are; critical geography, changing landscapes, physical processes, wider world knowledge, people on our planet and an investigation unit. There is also a focus on revisiting geographical skills learnt in year 7 and 8 throughout all topics in order for these to be retained until GCSE.</p>	<p>In geography we teach geographical skills such as scale, grid references. We also teach them to be more analytical thinkers particularly when linking the human and physical environment. We also developed literacy for geography as high priority looking at PEEL paragraphs and describe, explain, to what extent? Evaluate, discuss and assess questions. Physical processes in geography is another key aim taught by using physical examples in order to bring abstract to reality. Linked to this is the investigation approach at the end of the year which brings in the practical element</p>	<p>We have developed structure strips in order to help students with extended writing tasks. Key terms are incorporated within every lesson. We have developed core, challenge and challenge+ tasks to encourage all students to aim high. Department has been well resourced with a consistent approach to teaching and learning throughout. All resources are stored on a shared one drive. We have invested in reading rulers, literacy mats, post its and have a very positive approach to behaviour to ensure all students achieve their potential in geography.</p>

	of geography, such as the investigation in to Iceland.	
Feedback, assessment and progress.		Habits
<p>How are students assessed? How does this demonstrate progress? <i>Students are assessed through weekly homework knowledge quizzes, attainment throughout each lesson is routinely assessment through formative methods. Students also undertake an end of term assessment which is cumulative in order to suitably prepare them for the rigors of GCSE. These are designed to reflect the current GCSE format and be accessible to all of our learners.</i></p> <p>How do children receive feedback on their learning? <i>Students are marked on extended writing tasks, including SpAG, use of terminology, their level of explanation and analysis and use of geographical examples. They respond to this through feedback DIRT lessons and feed forward. Next steps are always given. We use exemplar student examples to showcase models of good work. Peer and self-assessment are used regularly including colour coding and highlighting so that students can critique their own work.</i></p> <p>How is feedback used to inform planning/ SoL? <i>Lessons have been adapted to incorporate the 3 levels of challenge so that students are more driven and are able to self-regulate their learning. DIRT tasks have been developed so that feedback is both reflective, responsive and appropriate to the needs of the students. In class AfL is used to develop last lessons, last week, last year questions to address any gaps in knowledge.</i></p>		<p>Resilience – <i>don't accept don't knows, safe classroom environment where there is no worry to 'get it wrong'. Applying next steps, responding to teacher feedback.</i></p> <p>Independence – <i>Students thing of their own targets, independent work particularly on extended writing tasks.</i></p> <p>Ambition – <i>students encouraged to complete challenge and challenge + tasks. Positive praise and habit cards awarded.</i></p> <p>Collaboration – <i>many group activity tasks planned throughout. Lots of class discussion.</i></p> <p>Creativity – <i>explore different ways to look at problems – particularly looking at solutions. Within each unit there is a practical application task. For example, debates and rhetoric skills.</i></p>