

## Year 9

### Key Theme.

Location Knowledge and Places.

Understanding of Physical Geographical Processes.

Understanding of Human Geographical Processes.

Geographical Skills.

Enquiry Skills/ Decision Making, Applying Knowledge.

In Year 9 we want students to have the opportunity to consolidate their skills development from year 7 along with their locational application from Year 8 to link this together through the study of truly global issues. We want to model for students how best to study global issues and demonstrate the importance of considering **differing world perspectives, effective evaluation of information about geographical processes and the role of different global players in solving world problems.**

### Autumn Term.

#### Tectonic Hazards.

Building on the evaluation skills students have picked up through their extreme weather unit. Yr9 groups consider the **impact on tectonic hazards across the world.**

We start with the foundational theory that students need in order to understand the processes that lead to tectonic hazards. Students will examine the **structure of the earth** and learn about the role of **convection currents and slab and pull theory in causing continental drift.** Within this unit we take a snapshot look at the **evidence** for continental drift and the impact that this has had on our earth today.

Students will appreciate the process of tectonics at **different boundaries.** Considering **landforms, processes and environments found at each boundary,** students will develop their mapping and global locational skills in exploring these areas. Students will also have the opportunity to consider how the role of **people** and **climate** can lead to long-term changes to these boundaries.

Students will study a range of **tectonic events (earthquakes, volcanic eruptions and tsunamis)** to consider the causes of these events and the **wide ranging primary and secondary effects** these events can have. Students will be able to study **examples of events within countries at different levels of development, in order to consider the relationship between event severity and a country's level of wealth.**

Finally, students will learn the various **mitigation strategies** that countries use through considering the **three Ps (Protection, Prediction and Preparation).** Students will learn about modern day advances in these and **evaluate their effectiveness in reducing risk globally.**

#### Climate Change

Building on their meteorological understanding, students will now learn about the causes, consequences and responses to climate change. Not only do we feel that this is the most impending global issue in geography we also feel that it is best delivered in Year 9, when students have the **academic training in geography to consider varied perspectives and bias in information.**

We start by learning about the fundamentals of modern day climate change and the challenges of the Anthropocene. We develop **a range of graphs on historic climate change to help students develop statistical analysis skills.** . We cover this to help support students in Yr11 where we again explore this in further detail and cover a wider range of evidence bases. We feel it is important that students understand the historical, political and social context of the current day climate change agenda.

We introduce students to the **enhanced greenhouse gas effect**, alongside considering some of the **positive feedback mechanisms** that are accelerating the process.

We consider the **winners and losers of climate change** - through undertaking detailed research about **a range of places and their experience of a warming climate**. We take the time to compare these experiences and establish the relationship between those that have contributed to climate change and those that are impacted most by the global impacts of climate change. **We then go on to consider the resilience of destinations in withstanding the effects.**

The main case-specific focus for this unit is **Tuvalu**, a small island nation in the continent of Australia which is expected to be the first country submerged entirely as a result of climate change-induced sea level rise.

Through considering the varying scales of impacts, students go on **to evaluate countries' reticence or passion for change developing an awareness of shared attempts to mitigate change and the politics behind these policy decisions**. We explore contemporary issues surrounding climate change mitigation and **critically evaluate** the success of strategies at **local, national and global levels**. We place an emphasis not just on what we can do as individuals and members of institutions, but also what our leaders can do, with a key focus on the **COP26 summit**.

## **Spring Term**

### **Globalisation**

Our final KS3 unit is the study of globalisation. We want students to have a good understanding of **global business and the varied interconnections between places, trading blocs and business**. We felt that this was essential as so many of our students are likely to be employed globally and need a base understanding of the opportunities and challenges of globalisation.

We start by considering the elements of the **global supply chain, asking the important question of where our things are made, we consider the industries of food, clothing and electronics and move on to reflect on the sustainability of these supply chains**. Students are given the opportunity to research and present particular brands of interest. We are seeking here to develop students skills in **presenting and conducting strong research about their chosen brand**.

We explore the role of **technology in developing global connections, moving on to plotting global trade routes, students will consider the geopolitical context of some of these routes and the historical importance to global development**.

We consider the continuing problem of **sweatshop labour across the world and conduct a deep look into the process by which these are created, run and unchallenged**. Students reflect on the different elements of global business and the role of corporate social responsibility.

Finally we consider varying solutions to the negatives of globalisation, through studying examples of **ethical consumerism, government intervention and global awareness, through this students will reflect on their own roles as consumers and influencers**.

### **Social Activism Project**

We have built Yr9's curriculum around global issues that are certainly going to have an impact on students' future lives. We want students to finish KS3 geography with a strong sense of global citizenship and a care

for the world's environment and its people whether they carry on their geographical studies to GCSE or not. We believe it is important for all world citizens to develop geographical skills and learn about new places - our moral imperative is that BMS students care about our world and are able to reflect upon their role within it.

This is why we end our Key Stage 3 journey by undertaking a project encouraging **Social Activism**. This will be in the same light as the Around the World project students undertook in year 8, in that students will have the opportunity to demonstrate a **variety of skills** which they have learned throughout Key stage 3 and to **apply these skills** to a cause they are passionate about.

Students will be given the choice of a **Non Governmental Organisation** which they want to represent and they must research the NGO over the course of 6 weeks. Through this, they will reflect on what the **contemporary challenges** are facing this group, how this group aims to overcome it and how this group can get their message across. Students will undertake an independent project where they will **create a campaign** for their chosen organisation and provide potential solutions to the issues they are facing.

This project will encourage students to embrace interpersonal skills such as **teamwork, leadership and delegation** as well as key geographical skills such as **decision making, interpretation and presentation of information and problem solving**.

At the end of Yr9 we begin to start GCSE study on development, we do this to help soften the transition between KS3 and the more intense and rigorous study of GCSE. We have found that by this point students are often ready to tackle more complex theory and are ready to learn about more intellectual geographical ideas.