

Geography

We aim to inspire our students to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress through the subject, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Cornwallis Academy, we teach the National Curriculum for Geography, which aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 9 Geography

Term One

Content of study	Natural Resources and the Environment
What are the aims and objectives of this term?	• What are natural energy resources? • What does modern day fossil fuel use look like? ○ Case study of the Drax Power station [Coal usage and transition to more sustainable biomass] • What are the impacts of fossil fuel use on our environment and our lives? ○ Greenhouse effect ○ Enhanced Greenhouse Effect • What causes climate change, both natural and anthropogenic? • What historic changes occurred in climate? ○ Medieval Warm Period. ○ Little Ice Age. • Examine alternative sources of energy-Renewable ○ Case study of a wind turbine on the Isle of Lewis
What previous knowledge is required?	None of the units discussed so far would have directly discussed the issue of energy and its impacts on the environment, but aspects are touched upon. • Year 7 - Term 5: 'Natural Environments'. Resources like the sun for solar energy are referenced. • Year 8 - Term 3: 'Urbanisation'. One of the issues of urban living is air quality which is a result of fossil fuel usage. • Year 8 - Term 3: 'Development'. Concerned with relative wealth and energy usage, as well as the ability to change can be affected, so potentially linking in to this unit.

How will this term's content help with future learning?	GCSE Geography refers directly to climate change in Unit 1 and 2 of the AQA specification. It is believed that covering some of the related content surrounding the phenomenon of climate change now means they will find the GCSE course easier to comprehend when they reach it and it helps to develop a holistic understanding of the issues. It is specifically found in: • Unit 1/Section A - The Challenge of Natural Hazards [Taught in Term 3 of Year 11] • Unit 2/Section A - Urban Issues and Challenges [Taught in Term 1 and 2 of Year 10] • Unit 2/Section C - Challenge of Resource Management [Taught in Term 5 and 6 of Year 10]
Resources	Video clips to introduce the topic: Natural Resources for Kids
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • Locational Knowledge: ○ Case studies are located and reasoning behind locations are explored • Place Knowledge ○ Able to link the ability to produce renewable fuels to specific locations, i.e. Isle of Lewis-Wind power • Human and Physical Geography ○ Human and physical causes of climate change, physical cycles as well as the impact of enhanced greenhouse effect • Geographical Skills and Fieldwork ○ GIS is used to overlay information relating to topics ○ Case studies are located with Latitude and Longitude on blank maps using OS techniques, such as contouring. In Term 1 of Year 9, we teach about processes linking our usage of natural resources and climate change, covering the natural and anthropogenic changes. The national curriculum requires us to refer to locational knowledge, which we do when looking at where we can exploit those sources and where is likely to be affected by change. Place knowledge is addressed in the study of the Medieval Warm Period and the Little Ice Age.
Assessments	Assessments this term will take the form of three lower tariff, 1-mark questions, requiring a simple, knowledge-based response. There will be three 2-mark questions, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff question, for 6 marks will be posed, in this case referring to a case study of development.

Term Two

Content of study	Water World
What are the aims and objectives of this term?	• Water stores on earth and the hydrological cycle • Water stress - Define physical and economic in global terms and assess any patterns in locations. • Case study #1 - The Sahel. Issues associated with changing water supplies. • Desertification [Causes, effects and mitigation, i.e. diguettes in Ethiopia] • Case study #2 - The UK water context: Where is our water, do we have enough and how have we been managing the situation? Specific example of the Abingdon reservoir • Case study #3 - Las Vegas - Explore its issues, specifically the population density vs water availability, the sustainability of their usage and the solutions to the water shortage

What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed our SoW to have synoptic links; • In Year 7 Term 3, we study Population and examine the links between population density and carrying capacity, one aspect of which is water availability. • In Year 7 Term 5, we study hot deserts, examining the issues associated with water scarcity, which will be done so in more specific depth in this unit.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and how the 'human' interacts with the 'physical' so this unit encourages students to: • Link place to real world issues, such as water scarcity with the contemporary threat of global warming. • Illustrates how the physical limitations, such as lack of precipitation can affect the people. • Use previous knowledge to enhance what is being learnt now
Resources	Video clips to introduce the topic: Netflix-World's Water Crisis documentary
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • Locational Knowledge: ○ Case studies [Las Vegas water crisis, UK water management and Sahel desertification] are located in terms of contextually relevant information, i.e. climatic zones • Place Knowledge ○ Able to link the other connected factors, such as human behaviour, such as war that may compound issues. • Human and Physical Geography ○ Human and physical causes of water scarcity, physical cycles i.e. precipitation • Geographical Skills and Fieldwork ○ GIS can be used to overlay information related to the issue. ○ Case studies are located with Latitude and Longitude on blank maps, utilising data from secondary sources In Term 1 of Year 9, we teach students how we differentiate between less and more developed countries in the context of water as a universally needed but selectively available resource.
Assessments	Assessments this term will take the form of three lower tariff, 1-mark questions, requiring a simple, knowledge-based response, designed to be more accessible. There will be three 2-mark questions, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff question, for 6 marks will be posed, in this case referring to a decision-making task, using knowledge of Las Vegas's water crisis and of strategies that can be used to help relieve them.
Term Three	
Content of study	Globalisation
What are the aims and objectives of this term?	• Introduction to globalisation-Establish the reasons for it happening • Examine the socio-economic impacts of globalisation • What is trade? • Transnational corporations and their role in globalisation. • Impacts of globalisation-Focus on how people are affected. • Evidence of Globalisation: Case study #1 - Apple [China/Foxconn] ○ Exploitation of people and links to China's development. Trade connections with the USA

	- Case study #2 - Starbucks [Ethiopia] - Use of cooperatives to improve trade prices for coffee
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed our SoW to have synoptic links: - In Year 8 Term 5, we study Changing Asia with a focus on South Korea which includes the role it plays in a much more globalised world than from when it was developing in the 1990's. - In Year 8 Term 1, we study Development, linking the notion that well-connected countries are more likely to thrive, discussing issues found in globalisation, such as exploitation, but from the other end. We use it to help question if there is an inherent unfairness of trade and if it can be viewed as a consequence of globalisation.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and how the 'human' interacts with the 'physical' so this unit encourages students to; - Link place to real world issues, such as a three-tier world with exploitation accepted as the norm for the poorest - Illustrates how the physical limitations, such as distance or remoteness can be overcome through innovation and technology - Recognise that the human geography of a region/country, such as a population can be an asset and a trigger for development
Resources	Video clips to introduce the topic: What is Globalisation....? In 2 minutes
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf - Locational Knowledge: - Case studies [Las Vegas water crisis, UK water management and Sahel desertification] are located in terms of contextually relevant information, i.e. climatic zones - Place Knowledge - Able to link the other connected factors, such as human behaviour, such as war that may compound issues. - Human and Physical Geography - Human and physical causes of water scarcity, physical cycles i.e. precipitation - Geographical Skills and Fieldwork - GIS can be used to overlay information related to the issue. - Case studies are located with Latitude and Longitude on blank maps, utilising data from secondary sources In Term 1 of Year 9, we teach students how we differentiate between less and more developed countries in the context of water as a universally needed but selectively available resource.
Assessments	Assessments this term focus on theory and the issue of coffee in Ethiopia. It will take the form of three low tariff 1-mark questions, three 2-mark questions and a final high tariff 6-mark question. In this assessment, students are asked to question the role that well-known transnational corporations play in Ethiopia. Do they [the TNCs] exploit Ethiopia OR assist in its development?
Term Four	
Content of study	Opportunities and Challenges in Africa

What are the aims and objectives of this term?	• Misconceptions of Africa-Establish difference/similarities in 3 specific aspects • Examine what development in Uganda looks like • Effectiveness of tourism in Tunisia/limiting factors? • Food security in Kenya; What considerations may result in more/less security • Examine piracy in Somalian waters; ○ Reasons for it ○ Solutions to it ○ Limitations • Poverty in Malawi; What factors make it challenging to resolve in this country in particular? • Evaluate the role of Millennium Dev' Goals. Success?
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed our SoW to have synoptic links; • In Year 8 Term 5, we study Changing Asia which in some respects can illustrate what African nations are moving towards • In Year 8 Term 1, we study Development, linking the notion that better connected countries, like those in Africa, are more likely to thrive. However, issues such as exploitation, which in the case of Africa is a symptom of globalisation are discussed. • In Year 9 Term 3, we study globalisation, where the issues of the poorest doing worse out of globalisation than their wealthier counterparts are serious situations.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and how the 'human' interacts with the 'physical' so this unit encourages students to; • Link place to real world issues, such as a three-tier world with exploitation accepted as the norm for the poorest and where some are trapped in vicious cycles • Illustrates how the physical limitations, such as being landlocked [Malawi] seriously impacts development opportunities • Recognise that the diversity of a population, in a country or a continent, can be assets but need to be harnessed appropriately.
Resources	Video clips to introduce the topic: Food security in Kenya Ross Kemp in search of Somali pirates Dimensions of Poverty
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • Locational Knowledge: ○ Case study [Grand Renaissance Dam, Development in Uganda, Tourism in Tunisia, Poverty in Malawi and Food security in Kenya] are located in terms of contextually relevant information, i.e, physically determined zones, i.e. Climatic • Place Knowledge ○ Able to link the other connected factors, such as human behaviour, such as war that may compound issues. Examples seen in Ethiopia over GRD] • Human and Physical Geography ○ Human and physical causes of food scarcity, poverty, development links to piracy • Geographical Skills and Fieldwork ○ GIS can be used to overlay information related to the issue, such as using datasets to establish links between incidents of malnourishment with crop yields ○ Case studies are located with Latitude and Longitude on blank maps, utilising data from secondary sources

	From the beginning of Year 9, we teach students how we differentiate between less and more developed countries using a number of different metrics that have been learnt from not only in Y9 but over the key stage.
Assessments	Assessments this term focus on theory and the role of one country's attempt at development - in this case, Ethiopia and in the form of a new, large dam. It will take the form of three lower tariff 1-mark questions, three 2-mark questions and a final high tariff 6-mark question. In this case, it asks the candidates to evaluate the project. There is no correct answer but good responses are explained, with both perspectives discussed. We are able to stretch the most able with the longer questions while avoiding a detrimental lack of confidence in the less able, while still being able to assess progress when they succeed in the lower tariff Qs and attempt the subsequent ones.
Term Five	
Content of study	Tectonic Hazards
What are the aims and objectives of this term?	• Theory of Plate Tectonics - Introduction; Interior of the Earth • Plate margin characteristics and theory of continental drift. • What happens when earthquakes strike? • Earthquake named example: Haiti, 2010 or another topical example • Tsunami warnings - Physical causes, effects • Violent volcanic eruptions - Named example: Sakurajima or another topical example • Volcanic Hazards Top trumps
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed our SoW to have synoptic links: • In Year 8 Term 1, we study development which examines the reasons for inequalities of development but also the impacts of those differences. These link to current unit's content as they consider responses to hazards and why they differ.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and how the 'human' interacts with the 'physical' so this unit encourages students to; • Link place to real life tectonic events, utilising named examples to illustrate theory and how it can be applied. This is required in GCSE, in Year 11 Term 3 in the use of case studies • Illustrates how the physical risks can be mitigated, such as distance or remoteness can be overcome through innovation and technology • Recognise that the human geography of a region/country, such as a population density can be placing an area at greater risk
Resources	Video clips to introduce the topic: Tectonic Plate Theory
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • Locational Knowledge: - Case studies; ○ Haiti earthquake 2010 ○ Sakurajima, Japanese volcano ○ SE Asia tsunami 2011 • Place Knowledge

	○ Able to link the other connected factors, such as wealth, knowledge of mitigation, etc • Human and Physical Geography ○ Human and physical factors that exaggerate or reduce • Geographical Skills and Fieldwork ○ GIS can be used to overlay information related to the issue, such as using datasets to establish links between location of plate margins, population density and event occurrence. From the beginning of Year 9, we teach students how we differentiate between less and more developed countries using a number of different metrics that have been learnt from not only in Y9 but over the Key Stage.
Assessments	The assessment this term is focussing on hazards, specifically those emanating on the plate margins surrounding Japan. The high tariff question is on whether wealth can completely reduce the impacts of a hazard. Unlike previous terms, it will have a range of low tariff questions amounting to 14 marks and a final high tariff 6-mark question. In this case, it asks the candidates to evaluate the project. There is no correct answer but good responses are explained, with both perspectives discussed.
Term Six	
Content of study	Weather Hazards
What are the aims and objectives of this term?	• What influences our weather and climate? • Forming tropical storms; Examine the ingredients required for a tropical storm • Introducing tornadoes; Examine conditions that led to formation • Tornado impacts; Consider infrastructure, costs, etc • Mitigation against tornadoes; Evaluation of various shelters, considering a number of factors, like money, practicality, etc. • Named example of extreme UK weather: Beast from the East 2018 ○ Causes, primary/secondary effects ○ Immediate/long term responses
What previous knowledge is required?	The course can be taught with no prior teaching of the content, but we have designed our it to have synoptic links: • In Year 8 Term 3, we study weather and climate, which will allow students to move on to studying extreme example of the weather phenomenon we looked in Y8, such as precipitation, etc. • In Year 8 Term 1, we study Development, linking the notion that countries with high levels of socio-economic development are better suited to mitigating against serious impacts, both short and long term.
How will this term's content help with future learning?	Good Geographers are able to build on their place knowledge and how the 'human' interacts with the 'physical' so this unit encourages students to: • Link place to real world issues, such as how international aid in the face of such devastating natural hazards can be mobilised quickly and result in commitments to help long term, such as what is studied in Challenge of Living with Natural Hazards. [Term 3 & 4 of Year 11] • Illustrate how the limitations we experience in terms of what we can do to lessen the impacts when there is such a high intensity storm, even with the best observational satellites being used to help. This will assist with issue of Prediction [3 x 'P's] and despite us being able to, it may not prevent devastation.

	Recognise that the human geography of a region/country, such as the governance of a country can affect the seriousness of an event. This is relevant to the situation in seen in the case studies from both the tectonic and weather sections of 'Challenges of Living with Physical Hazards'.
Resources	Video clips to introduce the topic: Met Office; Atmospheric Circulation
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf - Locational Knowledge: - Case studies: - Example of tropical storm-Typhoon Haiyan [2013] - Example of extreme UK weather: Beast from the East [2018] - Specific characteristics of the place, such as sea surface temperatures, latitude [for 'Coriolis Force' etc. - Place Knowledge: - Able to link the other connected human factors, such as wealth, knowledge of mitigation, etc. - The characteristics of the population, for example, issues of 'fatalism' - Human and Physical Geography: - Human and physical factors that exaggerate or reduce the event being described. For instance, a major hazard in a country that's just suffered a terrible famine would see the event compounded. - Geographical Skills and Fieldwork: - Learn how to plot a storm on map with Latitude/Longitude and create a 'track cone' to predict course and landfall.
Assessments	The End of Year test will incorporate all topics learnt in Terms 1 to 4 and will have low and higher tariff questions in it, including numerous 6-mark questions.