

## GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24

### YEAR 9 SPRING TERM

| UNIT 1 LIVING WITH THE PHYSICAL ENVIRONMENT: THE LIVING WORLD   |  |   |  |   |   |
|---|--|---|--|---|---|
| No of lessons   | Key knowledge and skills   | Resources                               | Progression and links  | SEND/ More able   | Assessment & recording; factual recall checks |
| <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components</p> <p>4 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>One example of a small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle</li> <li>The balance between components. The impact on the ecosystem of changing one component</li> <li>An overview of the distribution and characteristics of large scale, natural, global ecosystems</li> </ul> | <p><a href="#">Lesson resources</a></p> | <p><b>Opportunities for fieldwork</b></p> <p>Investigation of a small scale ecosystem and the pressures of human use</p> | <ul style="list-style-type: none"> <li>Introduce the major components of an ecosystem (Flora/Fauna/Climate/Rock/Soil). Photographs – Visual biomass (compare – why?)</li> <li>Discussion to consider the inter-relationships within the natural system and impact of changing components</li> <li>Relate the idea to a small ecosystem (UK)</li> <li>Use an atlas to identify the major biomes</li> <li>Visual images to identify specific characteristics (highlight tropical rainforest and second choice of ecosystem)</li> <li>Basic link to climate as a significant driving factor</li> </ul> | <p>KITS tests at start of every lesson</p>    |
| <p>Tropical rainforest ecosystems have a range of distinctive characteristics</p> <p>4 HOURS</p>                              | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>The physical characteristics of a tropical rainforest</li> <li>The interdependence of climate, water, soils, plants, animals and people</li> </ul>  | <p><a href="#">Lesson resources</a></p> |  | <ul style="list-style-type: none"> <li>Location and climate (complete climate graph/identity key points.)</li> <li>Identify the main characteristics (visual) and plant/animal adaptation. Annotated diagram of five-layer selva, describing and explaining each layer</li> </ul>   | <p>KITS tests at start of every lesson</p>    |

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|  | <ul style="list-style-type: none"> <li>• How plants and animals adapt to the physical environment</li> <li>• Issues related to biodiversity</li> </ul>  |   |  |  |  |
| <p>Deforestation has economic and environmental impacts</p> <p>4 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• Changing rates of deforestation</li> <li>• A case study of a tropical rainforest to illustrate: <ul style="list-style-type: none"> <li>○ causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth</li> <li>○ impacts of deforestation - economic development, soil erosion, loss of biodiversity, contribution to climate change</li> </ul> </li> </ul> | <p><a href="#">Lesson resources</a></p> |  | <ul style="list-style-type: none"> <li>• Case study of an area of tropical rainforest to illustrate: Discussion about the importance of this tropical rainforest (WWF/conservation international website). Idea of physical/social/environmental value (local and global scale).</li> <li>○ Describe and explain causes of deforestation: link to value of the rainforest</li> <li>○ This can include looking at the links between deforestation and development using this <a href="#">guided reading activity called <u>Deforestation and development: a decolonial perspective from Indonesia</u></a> by Tania Murray Li from Decolonising Geography. Provide definitions of key terms: colonial; anti-colonial; concessions; plantations; racialised; imperial. NB the document could be amended to make it more readable for students with different needs</li> <li>○ Students can carry out guided reading of this document and make notes/complete tasks in the spaces provided. Additional space/instruction could be included for pupils to summarise the text using dual coding</li> <li>○ Describe, explain and evaluate impacts of deforestation: include the voices of Indigenous people who depend on rainforests and have ancestral knowledge of managing rainforests.</li> </ul> | <p>KITS tests at start of every lesson</p> |

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|   |   |   |   | <p><b>Opportunities for Issue evaluation</b></p> <ul style="list-style-type: none"> <li>Consider the issues relating to economic/environmental conflict in terms of an area under pressure. (Coal-mining: Kalimavition)</li> </ul>  |   |
| <p>Tropical rainforests need to be managed to be sustainable</p> <p>3 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>Value of tropical rainforests to people and the environment</li> <li>Strategies used to manage the rainforest sustainably: <ul style="list-style-type: none"> <li>selective logging and replanting</li> <li>conservation and education</li> <li>ecotourism and international agreements about the use of tropical hardwoods</li> <li>debt reduction</li> </ul> </li> </ul> | <p><a href="#">Lesson resources</a></p> | <p>Read an article and watch a video on the UN website: <a href="#">Indigenous People and the Nature They Protect, UNEP</a> (5 minutes)</p> <p>Read an article Amazon frontlines: <a href="#">Indigenous-led conservation</a> (10 minutes)</p> <p>Read an article on Nature.com: <a href="#">Mapping the irrecoverable carbon in Earth's ecosystems</a> (15 minutes)</p> <p>Read an article on EcoMena website: <a href="#">Islamic principles on sustainable development</a> (5 minutes)</p> | <ul style="list-style-type: none"> <li>Provide/recap definition and criteria for sustainability (social, economic and environmental).</li> <li>Provide students with different methods for managing the rainforest. Pupils could assess how sustainable each method is, using criteria for sustainability. This could involve ranking them from most to least sustainable. Within these methods, include a range of examples of sustainable ecosystem management</li> </ul> | <p>KITS tests at start of every lesson</p> <p>Tropical rainforests summative assessment</p> |

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|   |   |   | <p>Read an article on the UN website about: <a href="#">How Islam can represent a model for environmental stewardship</a> (5 minutes)</p> <p>Read an article on The Independent: <a href="#">Ugandan people fighting against deforestation</a> (10 minutes).</p> |  |  |
| <p>Hot desert ecosystems have a range of distinctive characteristics</p> <p>6 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• The physical characteristics of a hot desert</li> <li>• The interdependence of climate, water, soils, plants, animals and people</li> <li>• How plants and animals adapt to the physical conditions</li> <li>• Issues related to biodiversity</li> </ul> | <p><a href="#">Lesson resources</a></p> |  | <p>Could be project/presentation-based research with a choice of environment.</p> <ul style="list-style-type: none"> <li>• Provide pupils with a set of research criteria, including:</li> <li>• Identify the physical characteristics and how plants/animals adapt to the conditions.</li> <li>• Information on indigenous people in hot desert environments, how they depend on the environment and how they have adapted to it. Try this resource from National Geographic Kids on the <a href="#">Western Desert USA</a>.</li> <li>• Pupils present findings to classmates, who make notes to collate key information</li> </ul> |  |
| <p>Development of hot desert environments creates</p>                                   | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• A case study of a hot desert to illustrate:</li> </ul>   | <p><a href="#">Lesson resources</a></p> | <p><a href="#">Western Desert USA – How legal and cultural</a></p>   | <ul style="list-style-type: none"> <li>• Development opportunities.</li> </ul>   |  |

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| <p>opportunities and challenges</p> <p>2 HOURS</p>                                      | <ul style="list-style-type: none"> <li>development opportunities in hot desert environments: mineral extraction, energy, farming, tourism</li> <li>challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility</li> </ul>  |   | <p><u>barriers keep Indigenous people from protecting sacred spaces off tribal land.</u></p> <p><u>Western Desert USA – A corporation wants to mine for gold near death valley – native tribes are fighting it.</u></p> | <ul style="list-style-type: none"> <li>The challenge of development. Include information on challenges/risks to indigenous people in hot deserts and how they are resisting this:</li> </ul> <p><b>Opportunities for Issue evaluation</b></p> <p>Opportunity to investigate, 'the pressures on the environment/the conflict between development and conservation/effectiveness of different strategies to manage the environment.</p>  |  |
| <p>Areas on the fringe of hot deserts are at risk of desertification</p> <p>2 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>Causes of desertification: <ul style="list-style-type: none"> <li>climate change</li> <li>population growth</li> <li>removal of fuel wood</li> <li>overgrazing</li> <li>over-cultivation and soil erosion</li> </ul> </li> <li>Strategies used to reduce the risk of desertification: <ul style="list-style-type: none"> <li>water and soil management,</li> <li>tree planting and use of appropriate technology</li> </ul> </li> </ul> | <p><a href="#">Lesson resources</a></p> |   | <p>Describe, explain and evaluate:</p> <ul style="list-style-type: none"> <li>The physical and human causes of desertification.</li> <li>How the risk of desertification can be reduced</li> <li>Possible resource to use is from <a href="#">Africa's Great Green Wall</a> website. It includes information and a video.</li> <li>Use this alongside information on the progress of the scheme: <ul style="list-style-type: none"> <li><a href="#">Africa's Great Green Wall just 4% complete halfway through schedule</a></li> <li><a href="#">How to make Africa's Great Green Wall a success.</a></li> </ul> </li> </ul> | <p>KITS tests at start of every lesson</p> <p>Hot deserts summative assessment</p> |
| <p>Cold environments (polar and tundra) have a range of</p>                             | <p><b>Specification content</b></p>  | <p><a href="#">Lesson resources</a></p> |   | <p>Could be project/presentation based research with a choice of environment.</p>  |  |

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| <p>distinctive characteristics</p> <p>2 HOURS</p>   | <ul style="list-style-type: none"> <li>The physical characteristics of a cold environment</li> <li>The interdependence of climate, permafrost, soils, plants, animals and people</li> <li>How animals adapt to the physical conditions</li> <li>Issues related to biodiversity</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>Identify the physical characteristics and how plants/animals adopt to the conditions.</li> <li>Read this article by National Geographic on <a href="#">adaptation and survival</a> (6 minutes).</li> <li>Read this article by Internet geography on <a href="#">adaptation and survival</a> (5 minutes).</li> </ul>  |  |
| <p>Development of cold environments creates opportunities and challenges</p> <p>2 HOURS</p> | <p><b>Specification content:</b><br/>A case study of a cold environment to illustrate:</p> <ul style="list-style-type: none"> <li>Development opportunities in cold environments: mineral extraction, energy, fishing and tourism</li> </ul> <p>Challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure</p> | <p><a href="#">Lesson resources</a></p> | <p>Read an article on Cultural Survival <a href="#">Alaska Natives mount resistance to latest ANWR drilling legislation</a> (5 minutes)</p> <p>Read an article on BBC news <a href="#">Native Alaskans say oil drilling threatens way of life</a> (5 minutes).</p> | <ul style="list-style-type: none"> <li>Provide pupils with information on each development opportunity. Pupils make links to characteristics of the cold environment. Pupils write connective chains to explain the opportunities and evaluate them by ranking them from most to least significant.</li> <li>Think, pair, share task to identify challenges of developing cold environments</li> <li>Include information on the impacts development has on indigenous communities, and how they are resisting this</li> <li>Task to evaluate the extent to which cold environments provide opportunities, weighing up positives and negatives. This can be scaffolded for lower attaining students by providing a writing frame, helping them to organise their ideas and practice written evaluations.</li> </ul> <p><b>Opportunities for Issue evaluation</b></p> <p>Opportunity to investigate, 'the pressures on the environment/the conflict between development and</p> | <p>KITS tests at start of every lesson</p> |

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|   |   |   |  | conservation/effectiveness of different strategies to manage the environment.   |  |
| <p>Cold environments are at risk from economic development</p> <p>4 HOURS</p> | <p><b>Specification content</b></p> <ul style="list-style-type: none"> <li>• The value of cold environments as wilderness areas and why these fragile environments should be protected</li> <li>• Strategies used to balance the needs of economic development and conservation in cold environments: <ul style="list-style-type: none"> <li>○ use of technology</li> <li>○ role of governments</li> <li>○ international agreements</li> <li>○ conservation groups</li> </ul> </li> </ul> | <p><a href="#">Lesson resources</a></p> |  | <p>Describe and explain:</p> <ul style="list-style-type: none"> <li>• The value of cold environments and why they should be protected</li> <li>• The different strategies used to balance the needs of economic development and conservation</li> <li>• Include Indigenous conservation of cold environments using this resource on <a href="#">Arctic conservation by indigenous people</a></li> </ul> | <p>KITS tests at start of every lesson</p> <p>Cold environments summative assessment</p> |