

**GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24
YEAR 9 AUTUMN TERM**

UNIT 1 LIVING WITH THE PHYSICAL ENVIRONMENT: CHALLENGE OF NATURAL HAZARDS					
No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<p>3.1.1.1 Natural hazards Natural hazards pose major risks to people and property</p> <p>1 HOUR</p>	<p>Specification content</p> <ul style="list-style-type: none"> • Definition of a natural hazard • Types of natural hazard • Factors affecting hazard risk 	<p>Lesson resources</p>		<p>Use of newspaper headlines to express the idea of a hazard (where people and property are affected)</p> <ul style="list-style-type: none"> ○ Visual images to identify a range of hazards ○ Spider diagram. • Activity to classify (geophysical/earth, weather climate). <p>Discussion groups: Identify factors that affect risk (magnitude, location, vulnerability) and report back or make brief notes</p>	<p>KITS tests at start of every lesson</p> <p>Natural hazards summative assessment</p>
<p>3.1.1.2 Tectonic hazards Earthquakes and volcanic eruptions are the result of physical processes</p> <p>3 HOURS</p>	<p>Specification content</p> <ul style="list-style-type: none"> • Plate tectonics theory • Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins • The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity 	<p>Lesson resources</p>		<ul style="list-style-type: none"> • Basic exercise to illustrate continental drift (shape of continents/geology/fossils etc). • Use an atlas to identify plates (label on blank map). • Use latitude/longitude to locate particular events on the map to illustrate the relationship between plate margins and earthquakes/volcanic activity (data from USGS website). • Confirm the idea by using world map (USGS website). • Potential to use a visual (YouTube) clip to show plate movement. • Animations to illustrate each type of plate movement. • Annotated diagrams of each type of plate movement 	<p>KITS tests at start of every lesson</p>

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				<ul style="list-style-type: none"> Refer back to original map and put on arrows to identify direction of movement (link to earthquake/volcanic activity) 	
<p>3.1.1.2 Tectonic hazards The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth</p> <p>3 HOURS</p>	<p>Specification content</p> <ul style="list-style-type: none"> Plate tectonics theory Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins The physical processes taking place at different types of plate margins (constructive, destructive and conservative) that lead to earthquakes and volcanic activity 	<p>Lesson resources</p>	<p>GA Teaching Geography article 'Racial Capitalism and School Geography' to inform teaching/planning, so that students can make critical observations about the impacts/responses and make links to the context of the case study.</p> <p>For a free alternative please read 'Rethinking Racial Capitalism' on the decolonising geography website</p> <p>Compare the risk and vulnerability of two case studies through:</p> <ul style="list-style-type: none"> Written tasks Sorting and organising of information Debates. 	<ul style="list-style-type: none"> Identify two appropriate examples in order to make comparative points. Use news/visual images to introduce the key idea. Contextualise chosen case studies with students: <ul style="list-style-type: none"> Level of development and brief overview of the historical, economic and social reasons for this How this level of development created vulnerability to tectonic hazards. Create factsheets for each case study. Table of impacts of the events. Include voices of those impacted by the hazard and information on how the impacts varied across different social groups. Students can: <ul style="list-style-type: none"> Categorise impacts into primary and secondary, and social, economic and environmental Assess the significance of different impacts For higher attainers: explain the impacts making links back to vulnerability and context of the country Same activity can be done for responses, including an evaluation on the effectiveness <p>Opportunities for Issue evaluation</p>	<p>KITS tests at start of every lesson</p>

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				<p>Investigate question based on the idea the LIC/NEE may be more vulnerable</p> <ul style="list-style-type: none"> • Research two examples • Present information • Offer analysis based on original questions • Evaluate findings/conclusion 	
<p>3.1.1.2 Tectonic hazards Management can reduce the effects of a tectonic hazard 1 HOUR</p>	<p>Specification content</p> <ul style="list-style-type: none"> • Reasons why people continue to live in areas at risk from a tectonic hazard • How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard 	<p>Lesson resources</p>		<ul style="list-style-type: none"> • Discussion/group work: report back, identifying a range of reasons (spider diagram/mind map). Could use visual prompts. • Introduce and define each term. Relate the ideas back to examples previously used and link back to the idea of vulnerability <p>Opportunities for Issue evaluation Identify different methods of risk reduction and consider how appropriate they might be in relation to levels of development</p>	<p>KITS tests at start of every lesson</p> <p>Tectonic hazards summative assessment</p>
<p>3.1.1.3 Weather hazards Global atmospheric circulation helps determine patterns of weather and climate 1 HOUR</p>	<p>Specification content General atmospheric circulation model: pressure belts and surface winds</p>	<p>Lesson resources</p>	<p>Read How I teach...Global Atmospheric Circulation Model by Team Geography</p>	<ul style="list-style-type: none"> • Basic diagram showing the general circulation model/major cells/rising and sinking air masses. • Basic link to pressures (high/low) and winds 	<p>KITS tests at start of every lesson</p>
<p>3.1.1.3 Weather hazards Tropical storms (hurricanes, cyclones,</p>	<p>Specification content</p> <ul style="list-style-type: none"> • Global distribution of tropical storms 	<p>Lesson resources</p>		<ul style="list-style-type: none"> • Atlas/textbook to identify the distribution of tropical storms. • Use locational understanding to suggest why tropical storms develop (conditions). 	<p>KITS tests at start of every lesson</p>

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<p>typhoons) develop as a result of particular physical conditions</p> <p>6 HOURS</p>	<p>(hurricanes, cyclones, typhoons)</p> <ul style="list-style-type: none"> An understanding of the relationship between tropical storms and general atmospheric circulation Cause of tropical storms and the sequence of their formation and development The structure and features of a tropical storm How climate change might affect the distribution, frequency and intensity of tropical storms How climate change might affect the distribution, frequency and intensity of tropical storms 			<p>NOAA website is a useful resource for this.</p> <ul style="list-style-type: none"> Visual (YouTube) aircraft flying through a tropical storm. Annotated diagram to identify the key characteristics. Revisit the idea of Ocean temperatures. Relate the idea of high ocean temperatures to: <ul style="list-style-type: none"> Larger area with required temperature for storm formation. Higher ocean temperature, greater energy. <p>Longer storm season</p>	
<p>3.1.1.3 Weather hazards</p> <p>Tropical storms have significant effects on people and the environment</p> <p>2 HOURS</p>	<p>Specification content</p> <ul style="list-style-type: none"> Primary and secondary effects of tropical storms Immediate and long-term responses to tropical storms Use a named example of a tropical storm to show its effects and responses 	<p>Lesson resources</p>		<ul style="list-style-type: none"> Contextualise chosen case study with students: <ul style="list-style-type: none"> Development level of country/region and a brief overview of the historical, economic and social reasons for this How this level of development created vulnerability to weather hazards Evaluate the extent to which this vulnerability led to impacts seen after weather event. Create factsheets for each case study. 	<p>KITS tests at start of every lesson</p>

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	<ul style="list-style-type: none"> How monitoring, prediction, protection and planning can reduce the effects of tropical storms 			<ul style="list-style-type: none"> Table of impacts of the events. Include voices of those impacted by the hazard and information on how the impacts varied across different social groups. Students can: <ul style="list-style-type: none"> Categorise impacts into primary and secondary, and social, economic and environmental Assess the significance of different impacts For higher attainers: explain the impacts making links back to vulnerability and context of the country <p>Same activity can be done for responses, including an evaluation on the effectiveness</p>	
3.1.1.3 Weather hazards The UK is affected by a number of weather hazards 1 HOUR	Specification content Overview of types of weather hazard experienced in the UK	Lesson resources		<ul style="list-style-type: none"> Identify causes and specific data (Met Office). Research by looking at newspaper reports/visual images. Write a report describing the impacts. Describe what has been done/could be done to reduce future risks 	KITS tests at start of every lesson
3.1.1.3 Weather hazards Extreme weather events in the UK have impacts on human activity 1 HOUR	Specification content <ul style="list-style-type: none"> One example of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> causes social, economic and environmental impacts how management strategies can reduce risk 	Lesson resources	Read an article on socially vulnerable groups sensitive to climate impacts by Climate Just	<ul style="list-style-type: none"> Define what is meant by 'extreme' (newspaper headlines/personal experiences). Build up an inventory of extreme weather events (could look at one year) Met Office Data. Evidence of UK weather becoming more extreme (Met Office Data). Explore how the impacts of extreme weather affect people differently, particularly socially vulnerable groups 	KITS tests at start of every lesson Weather hazards summative assessment

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	<ul style="list-style-type: none"> ○ evidence that weather is becoming more extreme in the UK 				
<p>3.1.1.4 Climate change Climate change is the result of natural and human factors and has a range of effects</p> <p>4 HOURS</p>	<p>Specification content</p> <ul style="list-style-type: none"> • Evidence for climate change from the beginning of the Quaternary period to the present day • Possible causes of climate change • Natural factors: orbital changes, volcanic activity and solar output • Human factors: use of fossil fuels, agriculture and deforestation • Overview of the effects of climate change on people and the environment 	<p>Lesson resources</p>	<p>Little Ice Age: explore as both human AND natural cause of climate change. This article on BBC news America colonisation 'cooled Earth's climate' highlights evidence of volcanic activity, but also how genocide of indigenous people affected the climate at the time. Explore human causes prior to period of industrialization. In 2022, the IPCC named colonialism as a driver of climate change and an ongoing issue affecting communities' vulnerability to it</p> <ul style="list-style-type: none"> ○ Further information on the inclusion of this in the IPCC report ○ Read an article about How did colonialism create climate change from Open Democracy UK <p>Read: Eradicating 'extreme poverty' would raise global emissions by less than 1% on Carbon Brief website. It includes some useful maps and bar charts</p> <p>Read: The most important number you've never heard of on BBC Future</p> <p>Pupils can explore the concept of environmental racism using</p>	<ul style="list-style-type: none"> • Evidence of climate change: Graphs to show temperature change; Evidence of geological climate change (eg ice ages) and recent change (glacial retreat/climate patterns etc). • Natural causes of climate change: examine evidence of these theories, eg the Little Ice Age, evidence of temperature changes and correlation with sunspot cycles. • Human causes of climate change: reading and comprehension tasks using the resources from the lists below. Students could complete guided reading activities using amended copies of these resources; or they could do dual coding by drawing diagrams and symbols next to areas of text to summarise the meaning. Maps can be described and analysed. • Students annotate diagram of enhanced greenhouse effect and/or place statements describing this process into correct order. <ul style="list-style-type: none"> • Spatial distribution of carbon emissions and links to wealth (to tackle misconceptions around 'overpopulation'). • Use article 'Carbon Capitalism' which shows how the UK hides its carbon emissions and environmental impacts in the global south. Also use carbon emissions and GNI maps. 	<p>KITS tests at start of every lesson</p>

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			<p>environmental racism; explained in terms simple enough for a child Provide pupils with a definition</p> <p>The following resources can be used to create resources demonstrating the disproportionate impacts of climate change</p> <ul style="list-style-type: none"> ○ Read: Climate change is an increasing threat to Africa on United Nations Climate Change website ○ Read this article on BBC news, Impacts of Hurricane Ida on New York immigrants (7 minutes) ○ Read this article on BBC news ‘Climate change is inherently racist’ (11 minutes) ○ Read an article by Yale School of the environment, ‘Unequal impact: The deep links between racism and climate change’ (12 minutes) ○ Greenpeace and Runnymede Trust: Confronting Injustice: racism and the global emergency (1 hour) <p>With this information, students could:</p> <ul style="list-style-type: none"> ○ Identify where environmental racism has occurred, allowing the teacher to assess their understanding of the concept (eg get pupils to explain how these case studies are 	<ul style="list-style-type: none"> • Students describe distribution of carbon emissions and make connections to GNI, explaining the link <p>Opportunities for Issue evaluation Could be flood plan management/coastal management</p>	
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			<p>examples of environmental racism), or;</p> <ul style="list-style-type: none"> ○ Complete comprehension tasks on articles, or; ○ Write connective chains to explain the links between racism and climate change. This can be scaffolded for lower attaining students by providing sentence starters for connective chains, which they complete using key words. Or pupils place pre-written statements in order to accurately explain the link between racism and climate change ○ For lower attainers, articles can be amended to include dual coding to help pupils understand concepts. The Flat Icon website is useful for finding useful icons. <p>Opportunities for fieldwork Investigate local planning strategies which reduce the risks from climate change (adaptation)</p>		
<p>3.1.1.4 Climate change Managing climate change involves both mitigation (reducing causes) and adaptation</p>	<p>Specification content Managing climate change:</p> <ul style="list-style-type: none"> • Mitigation: alternative energy production, carbon capture, planting trees, international agreements 	<p>Lesson resources</p>	<p>Opportunities for extension Provide definition of natural hazard, and highlight its distinction from natural disaster. Look at the concept of a natural disaster and how this is socially constructed, using resources from No Natural Disasters. Discuss with</p>	<p>Definition of mitigation and adaptation</p> <ul style="list-style-type: none"> ○ Definition of mitigation and adaptation ○ Provide pupils with examples of mitigation and adaptation. Use dual coding where pupils draw diagrams 	<p>KITS tests at start of every lesson</p> <p>Climate change</p>

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<p>(responding to change)</p> <p>2 HOURS</p>	<ul style="list-style-type: none"> Adaptation: change in agricultural systems, managing water supply, reducing risk from rising sea levels 		<p>pupils that some hazards might be natural and unavoidable. However, the resulting disasters almost always have been made by human actions and decisions.</p> <ul style="list-style-type: none"> Teachers should familiarise themselves with this notion using these resources prior to teaching students Student debate on the human causes of 'natural disasters' using their knowledge of the case studies taught throughout this unit (this would also be a good revision exercise) Examine the causes of vulnerability to hazards, which highlights the role of racial capitalism in creating vulnerability. <ul style="list-style-type: none"> Provide students with a definition of racial capitalism Continue to explore this concept when introducing and exploring case studies within this unit. 	<p>of each example and add labels to explain how they work.</p> <ul style="list-style-type: none"> Individual group work identifying examples of each . Report back and build up a spider diagram showing each. Students should consider a range of solutions to climate change. The following resources provide useful information: <ul style="list-style-type: none"> Indigenous solutions to climate change Indigenous activists in Glasgow 2021: these images could be used as a starter activity/discussion point 5 Indigenous activists and movements you should know about. <p>Opportunities for Issue evaluation</p> <p>'Is mitigation or adaptation more important when managing the risks of climate change?'</p> <ul style="list-style-type: none"> Evidence (effects) Examples of mitigation/adaptation Analysis/conclusion Evaluation (limitations of evidence) <p>Task to aid lower attainers: provide profiles of different people and pupils have to identify who is more at risk and explain why. Information that could be provided include (you could select 2 or 3): location; proximity to hazard; financial status; access to vehicle and evacuation route; context of country and its management strategies. This could be followed by a discussion about the human</p>	<p>summative assessment</p>
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				causes of natural disasters, so that students can make this connection	
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