|  |  |  |  |
| --- | --- | --- | --- |
| Subject: Geography Year 9 Curriculum Map 2025-2026 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | Natural Disasters  To understand how plate tectonics aid tourism  To define tourism, describe how plate tectonics help tourism, explain how tourism is good or bad for the countries.    To understand how vulnerabilities, affect natural disasters  Identify the impacts of droughts, understand social and economic vulnerabilities, evaluate the vulnerability of a country  Are vulnerabilities a choice?  Locate the Philippines, describe why the Philippines is a hazardous country, identify the Philippines vulnerabilities, assess whether vulnerability is a choice.  To understand how countries, prepare for tropical cyclones  Describe what a tropical storm is, describe how countries prepare for a tropical storm, compare and contrast Typhoon Hagibis and Cyclone Idai preparations.  To understand the responses to tropical storms  Define a response, describe the types of responses to natural disasters, explain how international organisations respond to natural disasters.  To understand how the Christchurch earthquake affected New Zealand  Locate Christchurch, describe the impacts of the Christchurch earthquake, describe how they prepared for the earthquake, explain how they responded to the earthquake.  To understand how the Kathmandu earthquake affected Nepal  Locate Nepal and Kathmandu, describe the impacts of the Nepal earthquake, explain how they responded to the earthquake  To understand how the New Zealand and Nepal earthquakes differed.  Compare the impacts of the Nepal and Christchurch earthquakes, describe how the vulnerability of the two earthquakes differs, explain which natural disaster is more hazardous. | <https://nationalcareers.service.gov.uk/job-profiles/aid-worker> | <https://maritime.rivoagency.com/admin/wp-content/uploads/sites/20/2022/10/KO-HT2-International-Organisations-and-Natural-Disasters.pdf> |
| Half term 2 | 1. Introduction  What makes a country more developed than another?  2. Rostow’s Modernisation Theory  How did western Europe develop?  3. The Modernisation of Japan  How did Japan modernise?  4. The IMF and the World Bank  Why did the world begin to give aid?  5. The Kariba Dam  Was the Kariba Dam good for everyone?  6. Nigeria  Why is Nigeria not a developed country yet?  7. Frank’s Dependency Theory  Can all countries modernise?  8. Costa Rica: Defying the Odds?  Is Costa Rica a good model for development?  9. Aid or Trade?  Should the world still be giving aid to developing nations? | <https://info.lse.ac.uk/current-students/careers/information-and-resources/employment-sectors/international-development> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B905E024C-A74D-5C33-A830-053467852FE7%7D&file=KO%20-%20HT2%20Aid%20or%20Trade.pptx&action=edit&mobileredirect=true> |
| Half term 3 | 1. Introduction  What does the River Ganges look like?  2. Birthing the Ganges: The Himalayas  What created the source of the Ganges?  3. Journey from Haridwar to Triveni  4. Ganges and economy.  To explore how local economies are affected by the river in its basin.  5. What factors are leading to pollution in the Ganges  To explore why the Ganges is so polluted.  6. The Indian Monsoon  How does the Indian Monsoon affect the Ganges?  7. The Ganges Floodplain  Why do rivers wiggle and bend in their middle course?  8. Life in the Ganges Drainage Basin  How does the Monsoon affect life in the Ganges Drainage basin?  9. Kolkata  Why is Kolkata at such a risk of flooding? | <https://theriverstrust.org/about-us/careers>  <https://www.prospects.ac.uk/jobs-and-work-experience/working-abroad/work-in-india> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7BB6742A93-FEAF-57D0-CF8C-0394F6F61FF8%7D&file=KO%20-%20HT1%20The%20River%20Ganges.pptx&action=edit&mobileredirect=true> |
| Half term 4 | 1. What is to blame for climate change?  To examine the factors leading to climate change  2. Are we in the Anthropocene?  To investigate global cyclic climate patterns  3. Climate Change: A problem for the rich?  To investigate who climate changes poses the greatest risk to  4. What are the global consequences of climate change?  To explore the global impact of climate change  5. Should Turkey be allowed to build the Ilisu Dam?  To investigate the pros and cons of a hydroelectric dam.  6. How is Bangladesh adapting to climate change?  To investigate how people adapt to climate change, particularly in the developing world  7. Was the 2015 Paris Agreement effective?  To investigate the impact of international treaties on climate change  8. How can we mitigate climate change?  To explore methods used in an attempt to limit climate change  9. When should the UK go carbon neutral?  To explore when the uk should go carbon neutral if ever. | <https://nationalcareers.service.gov.uk/careers-advice/green-careers> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7BF8B09315-9C16-5924-E0D7-1EBF0F5E8BEA%7D&file=KO%20-%20Y9%20Earth%27s%20Biggest%20Challenge.pptx&action=edit&mobileredirect=true> |
| Half term 5 | **L1 – Why are places cold**  Introduces the climatic and geographical reasons why certain parts of the Earth experience extremely cold temperatures, including latitude, altitude, and atmospheric circulation.  **L2 – Human Uses of Cold Environments**  Explores how people live in and utilise cold environments, including natural resource extraction, research stations, tourism, and challenges to development.  **L3 – Arctic vs Antarctica**  A comparison of the Arctic and Antarctica in terms of climate, ecosystems, governance, and levels of human activity.  **L4 – Who Owns the North Pole**  Investigates territorial claims and international interest in the Arctic, focusing on legal disputes, sovereignty, and potential resource conflicts.  **L5 – Threats to the Arctic**  Covers the main environmental and political threats facing the Arctic, including global warming, melting ice caps, oil exploration, and habitat destruction.  **L7 – Antarctic Treaty**  Examines the international agreement that protects Antarctica from military activity and commercial exploitation while encouraging scientific cooperation.  **L8 – Human Activity in Antarctica**  Looks at how people engage with Antarctica through research, tourism, and environmental monitoring, along with the rules that govern this activity.  **L9 – What is Russia**  Provides a geographical overview of Russia, its climate, resources, population, and the country’s strategic interests in the Arctic region.  **L10 – Topic Test**  A summative assessment to evaluate student knowledge and understanding of cold environments, their use, and the geopolitical issues they raise.  **L11 – Whole Class Feedback**  A follow-up session reviewing the topic test, addressing common errors, reinforcing key content, and identifying areas for improvement. | **1. The Polar Regions Research**   * **Website**: [www.bas.ac.uk](https://www.bas.ac.uk) * **Description**: The British Antarctic Survey (BAS) is a leader in polar science. It offers educational resources and information on the importance of protecting cold environments, with opportunities for students to learn about careers in polar research and conservation.   **2. The Carbon Trust**   * **Website**: [www.carbontrust.com](https://www.carbontrust.com) * **Description**: The Carbon Trust helps businesses and governments reduce their carbon footprints and protect the environment. They offer resources on tackling climate change, with a focus on how reducing emissions helps protect cold environments like the Arctic and Antarctica.   **3. The WWF – Polar Regions**   * **Website**: [www.wwf.org.uk](https://www.wwf.org.uk) * **Description**: The World Wildlife Fund (WWF) is active in protecting the world’s cold environments, particularly the Arctic and Antarctic. Their website provides educational materials and campaigns aimed at raising awareness of environmental issues affecting polar regions.   **4. Scott Polar Research Institute**   * **Website**: www.spri.cam.ac.uk * **Description**: Based at the University of Cambridge, this institute is dedicated to polar research. It offers students the opportunity to explore the science and conservation of cold environments, with resources about ongoing research and the role of polar scientists.   **5. Friends of the Earth – Climate Change**   * **Website**: [www.foe.co.uk](https://www.foe.co.uk) * **Description**: Friends of the Earth is a UK-based environmental organization focusing on climate change and conservation. Their website includes information on how climate change is affecting polar regions and cold environments, and how we can protect them.   **6. The Arctic Council**   * **Website**: [www.arctic-council.org](https://www.arctic-council.org) * **Description**: An intergovernmental forum promoting cooperation among Arctic. Its website offers resources on the region's unique environmental challenges and the collaborative efforts to protect it.   **7. National Snow and Ice Data Center (NSIDC)**   * **Website**: [www.nsidc.org](https://www.nsidc.org) * **Description**: Based in the United States, the NSIDC provides data and research on snow, ice, and the cryosphere. While US-based, the center’s data is valuable for students in the UK looking to understand the importance of cold environments and the ongoing efforts to monitor and protect them.   **8. Antarctic Science - Natural Environment Research Council (NERC)**   * **Website**: [www.nerc.ac.uk](https://www.nerc.ac.uk) * **Description**: NERC supports scientific research in the polar regions. Its website provides resources on Antarctic and Arctic science, including how climate change impacts these areas and the ongoing research aimed at protecting cold environments.   **9. Natural Resources Wales - Climate Change and Biodiversity**   * **Website**: [www.naturalresources.wales](https://www.naturalresources.wales) * **Description**: This UK-based organization focuses on protecting natural environments, including cold habitats. It provides resources on climate change impacts, biodiversity, and conservation efforts that can help protect cold environments globally.   **10. Greenpeace – Arctic Campaign**   * **Website**: [www.greenpeace.org.uk](https://www.greenpeace.org.uk) * **Description**: Greenpeace runs campaigns to protect the Arctic from environmental threats like oil drilling and climate change. Their website features educational materials, campaigns, and ways for students to get involved in efforts to protect polar environments.   These websites and resources provide valuable insights into the protection of cold environments and offer students the chance to explore this important field, from scientific research to activism | [RUSSIA KNOWLEGE ORGANISER.PNG](https://ormistonacademiestrust.sharepoint.com/:i:/r/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/Year%209/RUSSIA%20KNOWLEGE%20ORGANISER.PNG?csf=1&web=1&e=bH5jUF) |
| Half term 6 | **L1- Greater Grimsby**  Investigating the area of Grimsby town and surrounding areas geographical and cartographically through a range of mediums.  **L2 Port Town**  Looking at the historical significance and ramifications of Grimsby being a port town and how this legacy has affected us.  **L3- Cod wars**  How have the restrictions placed upon the UK by the European union and the conflict between the UK and Iceland and our territorial waters affected the town and led to great inequality and socio economic issues.  **L4- Deprivation in Grimsby**  Looking at what constitutes deprivation and the distribution of this within the town geographically.  **L5- Crime Rates**  Distribution of crime within Grimsby and the surrounding areas and how tis correlates with the socio-economic conditions and access to services/unemployment within the town.  **L6-Improvement**  How can Grimsby by regenerated and rejuvenated in order to reverse some of the economic and social damage done through declining fishing and improve society.  **L7- New Town Deal**  A recent monetary incentive to improve coastal towns, specific to Grimsby and its development.  **L8- Employment**  Unemployment in Grimsby and the link between this, self esteem and outlook, wealth, health, happiness and deprivation.  **L9- Tourism**  Can tourism aid Grimsby in its transition from declining economy and unemployment to thriving coastal community?  **L10- My Grimsby**  Linking the pride of local communities to the town and encouraging engagement locally to improve and inspire the residents. | **Royal Town Planning Institute (RTPI)**   * **Website**: [www.rtpi.org.uk](https://www.rtpi.org.uk) * **Description**: The RTPI is the professional body for town planners in the UK. It offers resources on the principles of town planning, career advice, and insights into the role of planners in shaping communities and urban environments.   **2. Urban Design Group**   * **Website**: [www.udg.org.uk](https://www.udg.org.uk) * **Description**: The Urban Design Group is dedicated to promoting the practice of urban design. It offers educational resources, events, and career advice for students interested in the design and planning of cities and towns.   **3. Planning Portal**   * **Website**: [www.planningportal.co.uk](https://www.planningportal.co.uk) * **Description**: The Planning Portal is the UK government’s online service for planning and building regulations. It offers resources on the planning process, building developments, and urban growth, making it a useful tool for students exploring town planning.   **4. The Town and Country Planning Association (TCPA)**   * **Website**: [www.tcpa.org.uk](https://www.tcpa.org.uk) * **Description**: The TCPA is a charity that promotes sustainable urban development. Their website includes resources on sustainable town planning, the history of planning, and how planning impacts communities, making it a great resource for students interested in the subject.   **5. Government Planning Policy - Department for Levelling Up, Housing & Communities**   * **Website**: www.gov.uk/government/organisations/department-for-levelling-up-housing-and-communities * **Description**: This government department oversees planning and development policies in the UK. The website provides resources on planning laws, housing policies, and sustainable development, helping students understand the role of government in town planning. | [Knowledge Organiser - Grimsby.docx](https://ormistonacademiestrust.sharepoint.com/:w:/r/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/Year%209/Knowledge%20Organiser%20-%20Grimsby.docx?d=w227142f0798046b6b8eec00fe23295cd&csf=1&web=1&e=xmzVdD) |