

Ursuline College Curriculum Implementation: Geography



Curriculum Intent

'I have come so that they may have life and have it to the full.' John 10: Chapter 10. V 10

Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential.

In delivering our Geography curriculum, the school sets a clear intent that is ambitious and designed to provide all pupils with a deep and broad understanding of the subject. The geography curriculum is carefully sequenced to ensure progression and coherence from year 7 to year 13, with a focus on developing key geographical knowledge, skills, and understanding. The intent is not only to meet the National Curriculum requirements but to inspire a lifelong interest and appreciation for the world around us.

The intent also includes promoting cultural awareness and global citizenship among pupils. This involves exploring a wide range of geographical contexts, issues, and perspectives to engender a respect for diversity and a sense of responsibility towards environmental and social challenges facing our planet today.

Respecting each other, helping each other and bearing with each other: Getting better never stops.

Year 9 Intent

As we advance into Year 9, our geography curriculum continues to build on the knowledge and skills acquired in previous years, while also introducing new concepts and challenges to deepen our understanding of the world around us. In this stage of our academic journey, the geography intent for Year 9 students is carefully crafted to foster intellectual growth, critical thinking, and a broader perspective on global issues.

This intent is designed to seamlessly link to the learning experiences of previous years, particularly in Year 7 and Year 8, where students were introduced to fundamental geographical concepts such as physical landscapes, human settlement patterns, and the interconnectedness of the natural world. Building on this foundation, year 9 students will delve deeper into these topics, exploring more intricate relationships between human activities and the environment, and engaging in discussions on sustainable development and social responsibility.

Moreover, the geography intent for Year 9 students is carefully structured to help them make connections between local, national, and global issues, encouraging them to think critically about the impact of human actions on different scales. By contextualising their learning within real-world examples and case studies, students will develop a more profound understanding of the complexities of our planet and the diverse challenges it faces.

	Cycle 1	
	Term 1 – What are the challenges and opportunities for countries in Africa? 7 weeks	Term 2 – How does ice change the world? 7 weeks
Focus & Skills	This unit is an important aspect in terms of student’s world contextual knowledge, building on the regional studies in year 7 and 8, towards a matrix of understanding of places in the world. This is the second of two continental scale regional study units. Key learning for this unit: - The physical and human geography of Africa. - The influence of Europe’s colonial past on countries in Africa. - Some of the challenges facing the continent. - Some of the opportunities for countries in Africa to develop and change. There are opportunities to further progress use of atlas maps, locating places using latitude and longitude, climate graphs, the Development Compass Rose, news articles, population pyramids, online resources, such as, Gapminder, to progress critical thinking. Opportunities are provided throughout the unit for pupils to consider different points of view, to reach their own conclusions about the challenges and opportunities for countries within the continent.	The unit progresses pupils’ locational knowledge investigating glacial landscapes. This unit further progresses pupils’ understanding of the processes of erosion, deposition and transportation, as part of the rock cycle, and further progresses understanding of how the Earth works, and the changing interaction between the Earth’s spheres. Key learning for this unit: - How ice changes the world. - How erosion, transportation and deposition create glacial landforms. - About the importance of glaciers to how the Earth’s systems work. - How to identify glacial landforms on OS maps. - How the distribution of ice around the world changes through time Pupils will be provided with further opportunities to interpret a variety of OS maps, photographs and satellite images at different scales to understand glacial landforms and their formation.
Links to CST	This unit relates to Catholic Social Teaching (CST) through key principles that guide ethical responses to social and economic issues: Human Dignity: CST emphasises the intrinsic worth of every person. Addressing poverty, inequality, and access to basic needs in Africa aligns with protecting human dignity. Solidarity: Recognising global interconnectedness, CST calls for international support for African nations through fair trade, debt relief, and aid to combat conflict, disease, and underdevelopment. Common Good: CST advocates for social systems that benefit all. For Africa, this means creating policies for social justice, economic growth, and sustainable development, combating corruption, and ensuring resource equity.	This topic links to Catholic Social Teaching (CST) through several key principles: Stewardship of Creation: Ice regulates the Earth's climate. Melting ice due to global warming calls for responsible care of the environment. Preferential Option for the Poor: Climate change impacts the poor most severely. Melting ice contributes to rising sea levels and extreme weather, worsening poverty and inequality. Solidarity: Addressing the global issue of melting ice requires international cooperation and unity. Common Good: Melting ice threatens natural resources, health, and safety. Protecting the environment is necessary for the common good.

	Preferential Option for the Poor: Prioritising the needs of the most vulnerable, CST encourages tackling extreme poverty, improving healthcare, education, and infrastructure in Africa. Subsidiarity: CST supports empowering local authorities to handle issues. In Africa, this involves fostering local entrepreneurship and grassroots initiatives for more effective solutions. Care for Creation: Environmental stewardship in CST calls for sustainable development. Addressing environmental challenges like deforestation and climate change in Africa aligns with this principle.	Dignity of Work and Rights of Workers: Climate change affects jobs and economic stability. Policies must protect workers and create sustainable opportunities.
Explicit Skill Content	• interpret climate maps and graphs for Africa • use atlas maps and photos to investigate Africa • use latitude and longitude to locate places in Africa • interpret statistics, graphs, population density maps and population pyramids to investigate population change • consider different points of view and decisions that people make to change • apply understanding of migration and urbanisation to analyse a range of geographical data about Ethiopia • apply understanding of development and Sustainable Development Goals to Africa • use enquiry questions to describe places in Africa • use a Development Compass Rose to classify and critically think about different viewpoints.	• compare OS maps with aerial and ground-level photos to identify glacial landforms • use OS maps to draw cross-sections to show glacial features • describe and explain how people use glacial landforms, using OS maps • use evidence to describe how the world's glaciers are changing.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 1 assessment - Case study analysis	- Diamond rank - Case study analysis - Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment

Disciplinary Literacy Vocab	• Berlin Conference • Colonialism • Colonisation • Imperialist • Desertification • Migrate • Poverty • income G • DP per capita • global air circulation • Hadley cell • Biomes • savanna;	• Famine • Vulnerability • Drought • population density • urbanisation • push and pull factors • linear economy • circular economy • trade • exports • investments	• abrasion • arête; corrie • crevasses • drumlins • erratics • fjords • glacier • glacial till • glaciologist • hanging valley • ice age • ice cores • ice sheet • lateral moraine • medial moraine • meltwater	• misfit river • moraine • outwash plain • plucking • pyramidal peak • repeat photography • ribbon lake • snout • striations • tarn • terminal moraine • truncated spur • U-shaped valley • zone of ablation • zone of accumulation
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Google Earth Worksheets Atlases/maps Relevant newspaper articles		Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Images/graphs Relevant newspaper articles Dollar Street website.	
KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.2.1 Section A: Urban issues and challenges. AQA: 3.2.2 Section B: The changing economic world		GCSE (9–1) Geography specifications 2016: AQA: 3.1.3.4 Glacial landscapes in the UK.	
	Cycle 2			
	Term 3 – Why is the Middle East an important world region? 6 weeks		Term 4 – What issues do we face in the 21 st Century 6 weeks	
Focus & Skills	This unit is an important aspect in terms of their world contextual knowledge, building on the place-based studies of Russia and Asia, and the continent of Africa, towards a matrix of understanding of places in the world. This unit introduces the concept of a region. It is the final locational unit in the course. Key learning for this unit: - Where the Middle East region is located. - What countries make up the region		This unit looks at fast fashion, plastic pollution, and global health which are deeply intertwined with geography learning. In understanding fast fashion, students delve into global trade networks, environmental impacts, and cultural geography. Plastic pollution connects to marine geography, urban and industrial landscapes, and sustainable development practices. Global health and pandemics link to geography through the study of disease distribution, environmental and socio-	

	- The physical landscape of the Middle East. - The human geography of the region. - Examples of conflict and controversy in the Middle East. - How important the region is to the world. The unit further progresses pupils' understanding of many of the concepts introduced in earlier units, most notably economy, trade, natural resources, how the Earth's systems work – plate tectonics, climate, development, population change and distribution, migration and the impact of European colonialism. The Middle East is of major world importance and is often in the news. It is important that pupils understand the reasons for this.	economic factors, mobility patterns, and the planning of public health interventions and disaster preparedness. Key learning for this unit: - Global trade networks - Environmental impacts of production and consumption - Ethical issues of fast fashion - The social and economic implications for workers in the industry - Knowledge of marine geography - The impact of plastic on marine life and habitats - Strategies for sustainable development and waste reduction. - The main health issues the globe faces - The causes and impacts of Covid 19 - How choices made by people can create vulnerability to pandemics This unit allows exploring connections with other fields like environmental science and economics, preparing for upcoming global challenges and changes, recognising the interdependence of societies worldwide and aligning with goals for sustainable development.
Links to CST	The importance of the Middle East as a world region links to Catholic Social Teaching (CST) in several key ways: Human Dignity and Rights: CST stresses the dignity of every person. It calls for respecting the diverse populations and protecting the rights of all people in the Middle East. Peace and Conflict Resolution: CST advocates for peace and condemns violence, urging efforts for dialogue and reconciliation to address the region's conflicts. Solidarity: CST highlights unity and mutual support. It encourages the global community to stand with the Middle East in facing challenges like poverty and displacement. Option for the Poor and Vulnerable: CST prioritizes the needs of the poor and vulnerable. It calls for aiding those affected by poverty and war in the region.	This topic links to Catholic Social Teaching (CST) in a variety of ways: Human Dignity: CST addresses poverty, inequality, and human rights violations, emphasizing the worth of every person. Social Justice and Solidarity: CST advocates for equitable resource distribution, peace, and support for refugees, fostering global solidarity. Option for the Poor and Vulnerable: CST prioritises addressing poverty, homelessness, and marginalisation, promoting opportunities for all. Care for Creation: CST emphasises stewardship of the environment, advocating for its protection and preservation. Dignity of Work and Rights of Workers: CST supports fair wages, safe working conditions, and labour rights, respecting the dignity of work. Solidarity and Subsidiarity: CST promotes solidarity and subsidiarity, empowering communities to address their own needs.

	Care for God's Creation: CST promotes environmental stewardship. It urges sustainable practices to address the Middle East's environmental challenges. Economic Justice: CST emphasizes fair resource distribution and economic policies that provide fair opportunities and address inequality in the region. Promotion of Common Good: CST focuses on the common good, advocating for policies that benefit all people and foster inclusive societies in the Middle East.	Rights and Responsibilities: CST asserts the interconnectedness of rights and responsibilities, promoting the common good and human dignity.
Explicit Skill Content	• use atlas maps and photographs to investigate the Middle East • interpret statistics, graphs, population density maps and population pyramids to investigate population change • consider different points of view and decisions that people make to change • describe and explain the impact of plate tectonics on the Middle East • apply understanding of development, population and economy to investigate UAE and Yemen, using a variety of geographical data	• use atlas maps to identify regions most affected by fast fashion manufacturing, plastic pollution in oceans and waterways, and piracy routes. • interpret statistics and graphs • understand the interconnectedness of economies and the impact of globalisation on both developed and developing countries. • analysis of spatial distribution • assessing environmental impacts
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment	- Knowledge tests - Peer/self-assessment. - Decision making - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment
Disciplinary Literacy Vocab	• circular economy • Desalination • Diversifying • drip irrigation • forced migration • hydrocarbons • international migrant workers	• fast fashion • sweat shops • globalisation • sustainable • ethical • single use plastics • microplastics

	• Mediterranean climate • population pyramid • refugees • region • water scarcity • Underpopulated	• reduce, reuse, refuse, recycle, redesign • hijacking • counter piracy • maritime piracy
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles
KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.2.1 Section A: Urban issues and challenges. AQA: 3.2.2 Section B: The changing economic world	GCSE (9–1) Geography specifications 2016 AQA: 3.2.1 Section A: Urban issues and challenges. AQA: 3.2.2 Section B: The changing economic world
	Cycle 3	
	Term 5 – GCSE – What are the challenges of tectonic hazards? 5 weeks	Term 6 – GCSE – What are the challenges of weather hazards? 7 weeks
Focus & Skills	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. Key learning for this unit: - Natural hazards pose major risks to people and property. - Earthquakes and volcanic eruptions are the result of physical processes. - The effects of, and responses to, a tectonic hazard varies between areas of contrasting levels of wealth. - Management can reduce the effects of a tectonic hazard. The aim of this topic is to help students understand the causes, impacts, and responses to tectonic activity. The topic uses case studies to illustrate real-world examples, emphasising the role of human activity in hazard impacts and the importance of planning, education, and technology in managing risks.	This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. Key learning for this unit: - Global atmospheric circulation helps to determine patterns of weather and climate. - Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. - Tropical storms have significant effects on people and the environment. - The UK is affected by a number of weather hazards. - How and why scientists predict, plan and prepare for these hazards. - Extreme weather events in the UK have impacts on human activity. The aim of this topic is to develop students' understanding of the causes, impacts, and responses to weather-related hazards. Pupils study real-world case studies to understand the causes, effects, and management of weather events, emphasising the importance of preparedness and adaptation.

Links to CST	Linking natural hazards to Catholic Social Teaching (CST) can be summarized under key CST headings: Life and Dignity of the Human Person: Natural hazards threaten human life and dignity. CST calls for protecting people and aiding those affected. Call to Family, Community, and Participation: Communities must come together to prepare for and recover from disasters, supporting vulnerable members. Rights and Responsibilities: Everyone has the right to safety. Individuals, communities, and governments must take proactive disaster measures. Option for the Poor and Vulnerable: Disasters disproportionately affect the poor. CST prioritises aiding those most at risk. The Dignity of Work and the Rights of Workers: Disasters disrupt economies and livelihoods. CST supports protecting jobs and fair working conditions during recovery. Solidarity: CST emphasizes global cooperation and assistance in disaster response, ensuring aid reaches all in need. Care for God's Creation: Environmental degradation and climate change worsen natural hazards. CST promotes environmental stewardship and sustainable practices to mitigate these effects.	" Understanding why volcanoes and earthquakes occur is important for several reasons, and this understanding can be linked to Catholic Social Teaching (CST) in various ways: Life and Dignity of the Human Person: Mitigating weather hazards respects human life and ensures safety. Call to Family, Community, and Participation: Supporting community resilience and recovery promotes family stability and participation. Rights and Responsibilities: Governments and organizations must protect people's rights to safety and aid during disasters. Option for the Poor and Vulnerable: Prioritising aid for poor and marginalized communities aligns with CST's call to support the vulnerable. The Dignity of Work and the Rights of Workers: Protecting workers and rebuilding livelihoods after disasters maintains human dignity and economic stability. Solidarity: Collective efforts to prevent and respond to disasters reflect our interconnectedness and common good. Care for God's Creation: Addressing environmental issues and climate change helps reduce weather hazards and aligns with caring for creation.
Explicit Skill Content	• Interpreting seismic and volcanic data. • Understanding tectonic features on maps. • Analysing causes and effects. • Evaluating hazard management options. • Using GIS for analysis. • Understanding hazard probabilities. • Exploring community responses.	• Analysing weather data from maps and charts. • Grasping the causes and effects of weather hazards. • Investigating real-world events like hurricanes. • Evaluating hazard management strategies. • Using maps and GIS for analysis. • Presenting findings clearly. • Integrating information and assessing different perspectives.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept,	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept,

	retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills.	retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Create a mind map to identify the interconnections in this unit - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment	- Knowledge tests - Concept maps - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - End of topic test
Disciplinary Literacy Vocab	• convergent boundary • composite cones • distributions • divergent boundary • epicentre • focus • lava • lithospheric or tectonic plates • magma • seafloor spreading • mid-ocean ridges • moment magnitude scale • mountain belts and folds • natural disaster • natural hazard • ocean trench • pattern • plate tectonics • prediction • preparation • protection • relationships • ridge push • shield volcanoes • seismic waves • slab pull • subduction	• Weather hazards • Tropical storms • Hurricanes • Typhoons • Cyclones • Floods • Flash floods • River floods • Coastal floods • Droughts • Heatwaves • Atmospheric pressure • Air masses • Fronts • Storm surge • Evaporation • Condensation • Precipitation • Humidity • Climate change
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites ArcGIS story map Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles
KS4 Links	GCSE (9–1) Geography specifications 2016 AQA: 3.1.1.1 Natural hazards AQA: 3.1.1.2 Tectonic Hazards	GCSE (9–1) Geography specifications 2016 AQA: 3.1.1.3 Weather Hazards