



Golden Threads

Year 9 follow a sequence of learning which is completed through a programme of booklets. Each topic for year 9 is delivered through learning booklets created by the geography department which tailor the lessons and booklet to complement each other and enhance student learning experience.

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>The first topic which is covered in year 9 is weather. Students will delve into the multifaceted ideas spanning meteorological concepts to the intricate dynamics of atmospheric processes. Students will gain an understanding of predicting and forecasting weather, measuring weather and weather processes in the UK.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • What is weather • What is climate • Why does it rain • Rainfall in the UK • Measuring weather • Weather instruments • Weather systems • Winter storms • Extreme weather in the UK • Snow – what is needed for a white Christmas? • Drought in the UK • Climate change • Global warming 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples 	<p>Students will complete a range of questions surrounding rainfall in the UK. This assessment will comprise of a fill in the gap's activity, using maps and data to analyse patterns between topography and rainfall and utilising their own knowledge to explain this phenomenon.</p>	<p>One common misconception is the belief that weather, and climate are the same thing, failing to distinguish between short-term atmospheric conditions and long-term patterns. Another misconception is that weather events, such as hurricanes or heatwaves, are solely caused by human activities, overlooking the natural variability and complexity of atmospheric processes. Additionally, students may incorrectly assume that weather forecasts are always accurate and deterministic, disregarding the inherent uncertainties and limitations in predicting complex weather systems. Students will utilise a range of data, figures and sources to explore the complexities of these concepts. Videos are also used to detail the main concepts of this scheme of learning.</p>	<p>Temperature Precipitation Humidity Air pressure Wind speed Wind direction Cloud cover Visibility Front Thunderstorm Hurricane Tornado Heatwave Cold front Warm front Weather forecast Weather map Atmosphere Evaporation Condensation Climate Climate change Greenhouse gases Global warming Weather instruments</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>Term 2 offers students the opportunity to explore plastic waste and its associated issues. Beginning with an introduction to the sources and lifecycle of ocean plastics, students delve into the environmental, social, and economic impacts of plastic pollution on marine ecosystems and coastal communities. They investigate innovative solutions and mitigation strategies, ranging from technological interventions to community-based initiatives and policy advocacy.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • Ocean introduction • Oceans around the world • Ocean gyres • The great Pacific garbage patch • Ocean plastics • The journey of a plastic bag • Case Study: Kenya and the issues of plastic • Case Study: Lamu and its challenges with ocean plastics • Plastic management in Kenya • Plastic management in the UK • The 3 R's - Reduce, reuse and recycle • The war on plastic • Case Study: exporting of the waste to other countries 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples 	<p>Students will complete an extended piece of writing debating their views and opinions surrounding plastic waste. Students will need to utilise their own knowledge and sources of information to develop a formal argument. Students will need to form this using an introduction, two paragraphs and a conclusion.</p>	<p>One common misconception is the belief that ocean plastics pollution is solely caused by large visible items like plastic bottles and bags, overlooking the significant contribution of microplastics and nano plastics to marine pollution. Additionally, students may incorrectly assume that plastic pollution only affects marine animals, neglecting its broader ecological impacts on marine ecosystems and biodiversity. Furthermore, there could be a misconception that ocean plastics pollution is confined to coastal areas, disregarding the widespread distribution of plastics across all oceanic regions, including remote areas and the deep sea. Using various case studies, solidified knowledge and a consistent approach to their learning, students will be able to explore the concepts and apply these to a range of scenarios.</p>	<ul style="list-style-type: none"> • Ocean Plastics • Plastic Pollution • Microplastics • Nano plastics • Marine Debris • Plastic Waste • Plastic Recycling • Plastic Production • Single-Use Plastics • Plastic Packaging • Environmental Impacts • Ecological Consequences • Marine Ecosystems • Marine Biodiversity • Coastal Communities • Waste Management • Pollution Prevention • Plastic Cleanup • Policy Interventions • Advocacy Initiatives • The 3 R's: Reduce, Reuse and Recycle 	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 3	<p>This topic explores global biomes and climates. Students delve into the diverse array of biomes across the world, from tropical rainforests to polar tundra. They investigate the unique characteristics, biodiversity, and human impacts of each biome, while also examining the broader implications of climate change on these fragile ecosystems. By the end of the topic, students emerge with a deep understanding of the interconnectedness of Earth's systems and the urgent need for conservation and preservation efforts to safeguard these biomes in the face of environmental challenges.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> Global climates Global biomes Biomes: key features and characteristics Climate graphs Deserts and their key features Case study: the Gobi Desert Desertification Savannah and their key features Case study: The Great Green Wall Case Study: Tanzania and Kenya and The Maasai Ma Students are required to create a survival guide for a biome of their choice, utilising core information to consider the potential challenges and threats for humans. Students will need to develop detailed information and consider a range of features which exist their existing biomes to develop a detailed guide. ra Adaptations of plants and animals Opportunities and threats Tropical rainforests and their key features Case study: the Amazon rainforest Tundra and its key features Case study: The Arctic National Wildlife Reserve, Alaska 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Carefully planned lessons and schemes of work Class discussions and debates Group work activities Independent tasks Extended writing opportunities Assessments A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories Quizzes Creative activities Educational games Research tasks Questioning and curiosity Core case studies and real-world examples 	<p>Students are required to create a survival guide for a biome of their choice, utilising core information to consider the potential challenges and threats for humans. Students will need to develop detailed information and consider a range of features which exist their existing biomes to develop a detailed guide.</p>	<p>One common misconception is the belief that climate and weather are the same, overlooking the long-term patterns and regional variations that characterize climates compared to the short-term atmospheric conditions of weather. Another misconception is that biomes are static and unchanging, failing to recognize the dynamic nature of ecosystems and their responses to environmental factors such as climate change and human activities. Additionally, students may incorrectly assume that all regions within a biome experience identical condition, neglecting the local variations and microclimates that can exist within a biome. Furthermore, there could be a misconception that human actions have minimal impact on global biomes and climates, disregarding the significant role of human activities such as deforestation, pollution, and greenhouse gas emissions in driving changes to Earth's ecosystems and climate patterns. Addressing these misconceptions through inquiry-based learning and real-world examples can help students develop a more accurate understanding of the complexities of global biomes and climates and their interconnectedness with human societies and the environment.</p>	<ul style="list-style-type: none"> Biomes Climates Ecosystems Biodiversity Climate Zones Tropical Rainforest Temperate Deciduous Forest Taiga/Tundra Grasslands Desert Tundra Aquatic Biomes Oceans Freshwater Ecosystems Polar Regions Adaptations Conservation Human Impacts Climate Change Sustainability 	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> Regular classroom discussions to promote the opportunity for students to articulate their ideas Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers Assessment for learning through formative and summative activities Questioning (both open and closed) of students in class Book looks Consistent teaching strategies and approaches to learning and teaching Peer assessment Self-assessment Feedback lessons following assessments using the departmental feedback system Class quizzes



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4	<p>This topic introduces students to the structure, biodiversity, and importance of coral reef ecosystems. Students will explore threats facing coral reefs including climate change, pollution and overfishing. Students will explore conservation strategies aimed at protecting these vital ecosystems. By the end of the topic, students develop a deep understanding of coral reefs' significance and the urgency of conservation efforts, along with critical thinking skills and a sense of environmental responsibility.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • The structure of a coral reef • The biodiversity of a coral reef: plants and animals • Where in the world coral reef systems can be found • The importance of coral reef systems • Human activity in coral reef systems • Threats to the coral reef • Impacts of coral reef devastation • Management and mitigation of coral reef destruction • Core case study: Timor Leste and its coral triangle • The future of coral reefs 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples 	<p>This assessment uses exam style questions similar to those which would be found at GCSE level. Students need to use a range of sources, as well as their own knowledge to develop. Students will answer a range of 1, 2, 3-, 4-, 6- and 9-mark questions. This will allow students to utilise different writing skills and techniques throughout the assessment.</p>	<p>Students may struggle to understand the importance of coral reef systems on global patterns and ecosystems around the world. Students commonly mistake coral reefs as plants rather than animals. Students may also perceive corals as fixed organisms which do not move, when in reality corals are ever changing systems. There may be a lack of understanding that corals are highly sensitive organisms and slight changes to their environment can cause huge damage to the system. Addressing these misconceptions through education and exploration of scientific concepts can help develop a more accurate understanding of coral reefs and the challenges they face. This understanding is essential for fostering environmental stewardship and promoting conservation efforts among young people.</p>	<ul style="list-style-type: none"> Coral reefs Biodiversity Ecosystems Coral polyps Symbiotic algae Calcium carbonate Marine habitats Threats Conservative Climate change Coral bleaching Ocean acidification Pollution Overfishing Marine protected areas Sustainable practices Adaption Resilience Community-based conservation Environmental stewardship 	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 5	<p>Understanding global population trends is crucial for students to grasp the complexities of human societies worldwide. The global population has been increasing due to factors such as improved healthcare and agriculture, leading to longer life expectancy and lower mortality rates. Countries undergo demographic transitions, with varying birth and death rates shaping population growth. This growth impacts resources, healthcare, and education systems, while declining populations pose challenges such as labour shortages.</p> <p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Carefully planned lessons and schemes of work Class discussions and debates Group work activities Independent tasks Extended writing opportunities Assessments A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories Quizzes Creative activities Educational games Research tasks Questioning and curiosity Core case studies and real-world examples 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> Carefully planned lessons and schemes of work Class discussions and debates Group work activities Independent tasks Extended writing opportunities Assessments A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories Quizzes Creative activities Educational games Research tasks Questioning and curiosity Core case studies and real-world examples 	<p>Students will complete an assessment surrounding China's one child policy. Students will first read a news article about the positives and negatives of the policy. Students will need to utilise this information to produce an extended piece of writing discussing overall whether the one child policy is a successful implementation by the government. They must draw on information from the news article in their answer.</p>	<p>Addressing misconceptions about global populations, including those of China and India, is vital for Key Stage 3 students to develop an accurate understanding of demographic trends. Contrary to the misconception that population growth is solely detrimental, students should recognize its complexities. While overpopulation can strain resources, it's essential to understand the demographic transition model, where birth rates decline with development. Moreover, assumptions about population control policies in China and India, like the one-child policy, need contextualization. While such policies existed, they're not universally applicable, and both countries have shifted focus towards voluntary family planning programs. By dispelling misconceptions, students can appreciate the diverse factors shaping global populations and engage critically with demographic challenges and solutions.</p>	<p>Asia China Population density Aging populations Urbanisation Rural-urban migration One Child Policy Population control Governmental policies Population census Technological advancements Push factors Pull factors Population distribution Factors of influence Quality of life Living standards Opportunities Challenges Poverty alleviation Socio-economic inequality Slum upgrading Employment Marginalised communities Sanitation Formal and informal economy Relative poverty</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> Regular classroom discussions to promote the opportunity for students to articulate their ideas Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers Assessment for learning through formative and summative activities Questioning (both open and closed) of students in class Book looks Consistent teaching strategies and approaches to learning and teaching Peer assessment Self-assessment Feedback lessons following assessments using the departmental feedback system Class quizzes



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 6	<p>The final topic explored during the academic year is globalisation. Globalisation describes the increasing interconnectedness of economies, societies, and cultures worldwide. Driven by technological advancements, trade and large corporations, goods and ideas can flow and move around the world. Globalisation brings economic growth, job opportunities, and cultural exchange but also raises concerns about inequality, cultural homogenisation and environmental damage. Studying globalisation allows students to comprehend the complexities of today's interconnected world.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> • What is globalisation • Where in the world does globalisation take place • The UK and globalisation • Case Study: Nike: behind the swoosh (tick) • Who benefits from the globalisation process? • Case study: Apple: where does your phone come from • How globalised are we? • Economic globalisation • Cultural globalisation • Environmental globalisation • Global interdependence 	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> • Carefully planned lessons and schemes of work • Class discussions and debates • Group work activities • Independent tasks • Extended writing opportunities • Assessments • A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories • Quizzes • Creative activities • Educational games • Research tasks • Questioning and curiosity • Core case studies and real-world examples 	<p>Students will spend time accumulating various items they have at home and in school. They will explore the labels and discover where these items were made and score this on a chart. Students will then use this information to produce a news article displaying how Sheldon School sits within part of a globalised world.</p>	<p>Dispelling misconceptions about globalization is vital for Key Stage 3 students to grasp its complexities accurately. Contrary to the belief that it solely favours wealthy nations, globalization's impacts vary, offering both opportunities and challenges, especially for developing countries. While it can spur economic growth, it also engenders uneven distributions of benefits. Additionally, the idea of globalization eroding cultural identity overlooks the dynamic nature of cultural exchange and adaptation. Recognizing globalization's multifaceted nature across economic, social, cultural, political, and environmental realms is crucial. By fostering critical thinking, students can develop a nuanced understanding to navigate its impacts and engage effectively with global issues.</p>	<p>Interconnectedness</p> <p>Economic integration</p> <p>Trade</p> <p>Transnational Corporations</p> <p>Multinational Corporations</p> <p>International trade</p> <p>Cultural exchange</p> <p>Technology</p> <p>Outsourcing</p> <p>Information flow</p> <p>Communication networks</p> <p>Markets</p> <p>Stocks and flows</p> <p>Capital mobility</p> <p>Labour mobility</p> <p>Cultural homogenisation</p> <p>Global supply chains</p> <p>Exploitation</p> <p>Distribution</p> <p>Low income, middle income and high income</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> • Regular classroom discussions to promote the opportunity for students to articulate their ideas • Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers • Assessment for learning through formative and summative activities • Questioning (both open and closed) of students in class • Book looks • Consistent teaching strategies and approaches to learning and teaching • Peer assessment • Self-assessment • Feedback lessons following assessments using the departmental feedback system • Class quizzes