Curriculum Map						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	**Section A: The Challenge of Natural Hazards** Natural Hazards and Tectonic Hazards	3.1.1.1 and 3.1.1.2 Students start off with a general look at hazrds with types, location and influences and then go on to look at tectonic hazrds to investigate the processes involved, impacts and responses to hazards and management.	Definition of a natural hazard.Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory.Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. 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.	Students have not previously studied hazards although themes of differing levels of development and varying impacts are spread throughout ks3	Tectonics physical unit in yr12	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.
Autumn 2	**Section A: The Challenge of Natural Hazards** Weather Hazards and climate change	3.1.1.3 Students look at the global circulation model and global climatic conditions and then look at the formation, and effects of tropical storms and the impact of storms in the UK	General atmospheric circulation model: pressure belts and surface winds. Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes 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. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. A named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change: natural factors human factors	Students study extreme wetather and related hazrds in yr7	Links to climate change which runs through the entire a level (physical)	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.
Spring 1	**Section B: The Living World** Rainforests	3.1.2.3 Students learn about the characteristics of major desert ecosystems, how they can be developed and the challenges of developing hot desert regions	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. A case study of a hot desert to illustrate: development opportunities in hot desert environments: mineral extraction, energy, farming, tourism challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.	As above	Resource use with the carbon cycle topic in yr13	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.
Spring 2	**Section B: The Living World** Deserts	3.1.2.3 Students learn about the characteristics of major desert ecosystems, how they can be developed and the challenges of developing hot desert regions	The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. A case study of a hot desert to illustrate: development opportunities in hot desert environments: mineral extraction, energy, farming, tourism challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.	As above	Resource use with the carbon cycle topic in yr13	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.

Summer 1	**Section C: Physical Landscapes in the UK** Uk Physical landscapes and Coastal landscapes in the UK	3.1.3.1 and 3.1.3.2 Students start off by looking at the major upland and lowland areas within the UK and location of major river systems before moving on to look at coastal processes, landforms and management with a case study of a coastal area (Holderness)	Content: Location of ohysical landscapes, coastal processes including weathering, mass movement, erosion, transport and deposition, landforms including; influence of geology and rock type, headlands and bays, cliffs and WCP, caves arches etc, beaches, dunes, spits and bars and an example of a coastline to identify its major landforms (Holderness), costs and benefits of hard and soft engineering and managed retreat and a case study of a scheme SKills: Atlas skills, OS map skills, Graph/Photo interpretation	Will be revisited for yr12 Coasts physical topic and within the fieldwork at GCSE and A-level	See previous box	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.
Summer 2	**Section C: Physical Landscapes in the UK** River Landscapes in the UK	3.1.3.3. Having learnt about the UK's major river systems students investigate how rivers change downstream, major river landforms and management strategies in relation to a case study	The changing cross profile of a river as it heads downstream due to erosion, transport and deposition, fluvial landforms including; *erosional* interlocking spurs, waterfalls and gorges *deposition and erosion* meanders and oxbow lakes *deposition* levees, floodplains and estuaries (an example of a river with its landforms Derwent), river management with costs and benefits of hard and soft engineering and an example.	Revisits floods work from ks3 which looks at the water cycle and drainage basin features leading to floods.	Wtare cycle in yr13 physical options	Exam question in every lesson/homework to be peer assessed and checked by teacher. Feedback on test and end of topic.