

**Geography PoS: Year 9 HT1 - The Geography of Crime**

Students will colour code as they work through the scheme of work.

Students will learn about map skills & the local area in our unit entitled "The Geography of Crime"		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b> Know about local places, and the impact of crime. Try to explain and give reasons for why geographical patterns of crime are how they are. Be able to talk about the similarities and differences of places.</p> <p><b>Patterns and Processes</b> Be able to identify and name things which are the same or different about places. Be able to give reasons why crimes occur where they do.</p> <p><b>Environmental Change</b> Know that people like to improve their environment. Know that people should take care of environments to protect them for the future to ensure personal safety.</p> <p><b>Geographical Skills and Enquiry</b> Be able to use geographical skills for example letter and number co-ordinates, compass points, use large scale maps and collect evidence. Be able to use various sources of evidence to answer some geographical questions. Be beginning to use some geographical words to describe what they have found out about a place or environment. Be able to make use of GIS on the police.com website/App to learn about crime at a local level.</p>	<p><b>Places</b> Know about several places in the local area and how crime has influenced these places. Be aware of where important places are in the world. Be aware of how places are linked to and have connections with others in relation to global crime.</p> <p><b>Patterns and Processes</b> Be able to recognise, describe and be beginning to explain patterns in the geography of crime. Be able to describe how these processes can lead to similarities and differences between places and peoples' lives.</p> <p><b>Environmental Change</b> Be able to suggest explanations of how people cause changes to the environment. Be able to explain the different views people may have. Be able to recognise how environments can be managed.</p> <p><b>Geographical Skills and Enquiry</b> Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding. Be able to select which skills and evidence they are going to use. Be able to present their work in suitable ways (writing, graphs, charts etc.) and be able to reach a conclusion based upon their findings. Be able to use 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. maps and understand thematic maps. Be beginning to make links between different pieces of information available by GIS on the police.com website/App to learn about crime at a local level.</p>	<p><b>Places</b> Be able to demonstrate their knowledge and understanding of a wide range of local places and environments, through a range of geographical skills. Be able to locate several crime hotspots in the local area and give clear explanations why these are high risk areas.</p> <p><b>Patterns and Processes</b> Be able to describe how physical and human processes work together or interact in relation to crime. Be able to work independently to show how these interactions create patterns and help change places.</p> <p><b>Environmental Change</b> Be able to explain the changes in environments based on their understanding of both local and global crime. Understand that an environment and peoples' lives can be affected by actions and events in other places.</p> <p><b>Geographical Skills and Enquiry</b> Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work. Be able to effectively use a wide range of geographical skills to investigate a place or issue. Be able to choose suitable sources of evidence to use. Be able to evaluate the sources of evidence. Be able to make use of GIS on the police.com website/App to learn about crime at a local level, to reach good conclusions, backing them up with up-to-date evidence.</p>
<p>Assessment</p> <p>Assessment will be based on an end of unit exam-style test on the "Geography of crime".</p>		

**Geography PoS: Year 9 HT2 - Me and the Planet**

Students will colour code as they work through the scheme of work.

Students will learn about basic environmental Geography in our unit entitled “Me & The Planet”		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b> Know about local places, somewhere else in Europe and/or the world. Be able to talk about the similarities and differences of two places.</p> <p><b>Patterns and Processes</b> Be able to identify and name things which are the same or different about places. Be able to give reasons why features are where they are.</p> <p><b>Environmental Change</b> Know that people like to improve their environment. Know that people should take care of environments to protect them for the future. Have their own views about environmental issues.</p> <p><b>Geographical Skills and Enquiry</b> Be able to use geographical skills for example letter and number co-ordinates, compass points, use large scale maps and collect evidence. Be able to use various sources of evidence to answer some geographical questions. Be beginning to use some geographical words to describe what they have found out about a place or environment.</p>	<p><b>Places</b> Be aware of where important places are in the world. Be aware of how places are linked to and have connections with others in relation to environmental Geography.</p> <p><b>Patterns and Processes</b> Be able to recognise, describe and be beginning to explain physical and human processes. Be able to describe how these processes lead to similarities and differences between places and peoples’ lives.</p> <p><b>Environmental Change</b> Be able to suggest explanations of how people cause changes to the environment. Be able to explain the different views people may have. Be able to recognise how environments can be managed sustainably for future generations. Understand that an environment and peoples’ lives can be affected by actions and events in other places.</p> <p><b>Geographical Skills and Enquiry</b> Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding. Be able to select which skills and types of evidence they are going to use. Be able to present their work in suitable ways (writing, graphs, charts etc.). Be able to reach a conclusion based upon their findings. Be beginning to make links between different pieces of information.</p>	<p><b>Places</b> Be able to demonstrate their knowledge and understanding of a wide range of places and environments, local to global, through a range of geographical skills. Be able to locate several counties in each continent.</p> <p><b>Patterns and Processes</b> Be able to describe how physical and human processes work together or interact. Be able to work independently to show how these interactions create patterns and help change places.</p> <p><b>Environmental Change</b> Understand the many factors, including peoples’ values and attitudes, influence the decisions made about environments. Be able to explain the changes in environments based on their understanding and sustainable development. Understand that actions, including their own, may have unintended consequences. Understand that environment changes may lead to disagreements.</p> <p><b>Geographical Skills and Enquiry</b> Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work. Be able to effectively use a wide range of geographical skills to investigate a place or issue. Be able to choose suitable sources of evidence to use. Be able to evaluate the sources of evidence. Be able to reach good conclusions, backing them up with evidence.</p>
Assessment		
Assessment will be based on an end of unit GCSE exam-style test on “Me & The Planet”.		

**Geography PoS: Year 9 HT3**

Students will colour code as they work through the scheme of work.

Students will learn about basic Economic Activity and Population in our unit entitled "The UK Today"		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b>            Know about local places in the UK.            Have compared the natural and man-made features of 2 places they know about in the UK.            Try to explain and give reasons for why geographical features are where they are.            Be able to talk about the similarities and differences of two places within the UK.</p> <p><b>Patterns and Processes</b>            Be able to identify and name things which are the same or different about places.            Be able to give reasons why features are where they are.</p> <p><b>Environmental Change</b>            Know that people like to improve their environment.            Know that people should take care of environments to protect them for the future.            Have their own views about environmental issues.</p> <p><b>Geographical Skills and Enquiry</b>            Be able to use geographical skills for example letter and number co-ordinates, compass points, use large scale maps and collect evidence.            Be able to use various sources of evidence to answer some geographical questions.            Be beginning to use some geographical words to describe what they have found out about a place or environment.</p>	<p><b>Places</b>            Know about several places across the UK and be able to locate some of these on a map.            Be aware of where important places are in the UK.            Be aware of how the UK is linked to and has connections with other countries.</p> <p><b>Patterns and Processes</b>            Be able to recognise, describe and be beginning to explain physical and human processes that have shaped the UK today.            Be able to describe how these processes can lead to similarities and differences between places and peoples' lives.</p> <p><b>Environmental Change</b>            Be able to suggest explanations of how people cause changes to the environment.            Be able to explain the different views people may have.            Be able to recognise how environments can be managed sustainably for future generations.</p> <p><b>Geographical Skills and Enquiry</b>            Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding.            Be able to select which skills and types of evidence they are going to use.            Be able to present my work in suitable ways (writing, graphs, charts etc).            Be able to reach a conclusion based upon their findings.            Be beginning to make links between different pieces of information.</p>	<p><b>Places</b>            Know the nations of the UK and their capital cities.            Be able to demonstrate their knowledge and understanding of a wide range of places and environments across the UK, local to national, through a range of geographical skills.            Be able to locate several places of importance and physical features across the UK.</p> <p><b>Patterns and Processes</b>            Be able to describe how physical and human processes work together or interact across the UK.            Be able to work independently to show how these interactions create patterns and help change places.</p> <p><b>Environmental Change</b>            Understand that an environment and peoples' lives can be affected by actions and events in other places.            Understand that actions, including their own, may have unintended consequences.            Understand that environment changes may lead to disagreements and know what is meant by sustainable development.</p> <p><b>Geographical Skills and Enquiry</b>            Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work.            Be able to effectively use a wide range of geographical skills to investigate a place or issue.            Be able to choose suitable sources of evidence to use.            Be able to evaluate the sources of evidence.            Be able to reach good conclusions, backing them up with evidence.</p>
Assessment		
Assessment for this unit is based on a written leaflet on the features of London as a tourist destination		

**Geography PoS: Year 9 HT4**

Students will colour code as they work through the scheme of work.

Students will learn about basic Hydrology in our unit entitled "Raging Rivers"		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b> Know about local rivers. Try to explain and give reasons for why geographical features are where they are.</p> <p><b>Patterns and Processes</b> Be able to identify and name things which are the same or different about each stage of the river. Be able to give reasons why features are where they are.</p> <p><b>Environmental Change</b> Know that people like to improve their environment. Know that people should take care of environments to protect them for the future. Have their own views about environmental issues.</p> <p><b>Geographical Skills and Enquiry</b> Be able to use geographical skills for example letter and number co-ordinates, compass points, use large scale maps and collect evidence. Be able to use various sources of evidence to answer some geographical questions. Be beginning to use some geographical words to describe what they have found out about a place or environment.</p>	<p><b>Places</b> Know about several rivers in the UK and abroad. Be aware of where important rivers are in the world.</p> <p><b>Patterns and Processes</b> Be able to recognise, describe and be beginning to explain patterns in the river course. Be able to recognise, describe and be beginning to explain physical and human processes.</p> <p><b>Environmental Change</b> Be able to suggest explanations of how people cause changes to the environment. Be able to explain the different views people may have. Be able to recognise how environments can be managed sustainably for future generations.</p> <p><b>Geographical Skills and Enquiry</b> Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding. Be able to select which skills and types of evidence they are going to use. Be able to present their work in suitable ways (writing, graphs, charts etc). Be able to use 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. maps and understand thematic maps. Be beginning to make links between different pieces of information.</p>	<p><b>Places</b> Know the major rivers of the world and their source countries. Be able to demonstrate their knowledge and understanding of a wide range of places and environments, local to global, through a range of geographical skills.</p> <p><b>Patterns and Processes</b> Be able to describe how physical and human processes work together or interact along the course of the river. Be able to work independently to show how these interactions create patterns and help change places.</p> <p><b>Environmental Change</b> Understand the many factors, including peoples' values and attitudes, that influence the decisions made about environments. Understand what is meant by sustainable development.</p> <p><b>Geographical Skills and Enquiry</b> Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work. Be able to effectively use a wide range of geographical skills to investigate a river feature or hydrological process. Be able to choose suitable sources of evidence to use. Be able to evaluate the sources of evidence. Be able to reach good conclusions, backing them up with evidence.</p>
<p>Assessment</p> <p>Assessment for this unit is based on a written exam-style paper on the entire unit.</p>		

**Geography PoS: Year 9 HT5 - Geology**

Students will colour code as they work through the scheme of work.

Students will learn about... Geology		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b> Have compared the natural and man-made features of 2 places they know about.</p> <p>Try to explain and give reasons for why geographical features are where they are.</p> <p><b>Patterns and Processes</b> Be able to identify and name things which are the same or different about places.</p> <p>Be able to give reasons why features are where they are.</p> <p><b>Environmental Change</b> Know that people should take care of environments to protect them for the future.</p> <p><b>Geographical Skills and Enquiry</b> Be able to use geographical skills for example letter and number co-ordinates, compass points, use large scale maps and collect evidence.</p> <p>Be beginning to use some geographical words to describe what they have found out about a place or environment.</p>	<p><b>Places</b> Be aware of the geology of important places in the world.</p> <p>Be aware of how rock types are linked to and have connections with others.</p> <p><b>Patterns and Processes</b> Be able to recognise, describe and be beginning to explain patterns in geography.</p> <p>Be able to recognise, describe and be beginning to explain physical processes.</p> <p>Be able to describe how these geological processes can lead to similarities and differences between places.</p> <p><b>Environmental Change</b> Be able to suggest explanations of how people cause changes to the environment.</p> <p>Be able to recognise how environments can be managed sustainably for future generations.</p> <p><b>Geographical Skills and Enquiry</b> Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding.</p> <p>Be able to use 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. maps &amp; understand thematic maps.</p> <p>Be beginning to make links between different pieces of information.</p>	<p><b>Places</b> Know the main rock types and how they are interconnected.</p> <p>Be able to locate several rock types in both the UK and in each continent.</p> <p><b>Patterns and Processes</b> Be able to describe how physical and human processes work together or interact.</p> <p>Be able to work independently to show how these interactions create patterns and help change places over geological time.</p> <p><b>Environmental Change</b> Understand the many factors, including peoples' values and attitudes, that influence the decisions made about environments.</p> <p>Understand what is meant by sustainable development.</p> <p><b>Geographical Skills and Enquiry</b> Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work.</p> <p>Be able to choose suitable sources of evidence to use.</p> <p>Be able to evaluate the sources of evidence.</p> <p>Be able to reach good conclusions, backing them up with evidence.</p>
<p>Assessment</p> <p>Written assessment on Geology &amp; Geological Timeframes.</p>		

**Geography PoS: Year 9 HT6 - Map Skills & Personal Geography research project**

Students will colour code as they work through the scheme of work.

Students will learn about... Map Skills & Personal Geography research project		
Grade 1-3	Grade 4-6	Grade 7-9
<p><b>Places</b> Know about local places, somewhere else in Europe and/or the world.</p> <p>Try to explain and give reasons for why geographical features are where they are.</p> <p>Be able to talk about the similarities and differences of two places.</p> <p><b>Patterns and Processes</b> Be able to identify and name things which are the same or different about places from a map.</p> <p>Be able to give reasons why features are where they are.</p> <p><b>Environmental Change</b> Know that people should take care of environments to protect them for the future.</p> <p>Have their own views about environmental issues.</p> <p><b>Geographical Skills and Enquiry</b> Be able to use geographical skills for example letter and number co-ordinates, compass points and use large scale maps.</p> <p>Be able to use various sources of evidence to answer some geographical questions.</p> <p>Be beginning to use some geographical words to describe what they have found out about a place or environment.</p>	<p><b>Places</b> Know about several places around the world and be able to locate places using an atlas.</p> <p>Be aware of where important places are in the world.</p> <p>Be aware of how places are linked to and have connections with others.</p> <p><b>Patterns and Processes</b> Be able to recognise, describe and be beginning to explain patterns on an OS Map.</p> <p>Be able to recognise, describe and be beginning to explain physical and human processes.</p> <p><b>Environmental Change</b> Be able to suggest explanations of how people cause changes to the environment.</p> <p>Be able to explain the different views people may have.</p> <p><b>Geographical Skills and Enquiry</b> Be able to suggest relevant geographical questions and issues to investigate a place or issue, based on their knowledge and understanding.</p> <p>Be able to select which skills and types of evidence they are going to use.</p> <p>Be able to present their work in suitable ways (writing, graphs, charts etc).</p> <p>Be able to use 6 figure grid references, interpret relief maps, follow routes and describe features on O.S. Maps &amp; understand thematic maps.</p>	<p><b>Places</b> Know the countries of the European Union and their capital cities.</p> <p>Be able to demonstrate their knowledge and understanding of a wide range of places and environments, local to global, through a range of skills.</p> <p>Be able to locate several countries in each continent.</p> <p><b>Patterns and Processes</b> Be able to describe how physical and human processes work together or interact by looking at an OS Map.</p> <p>Be able to work independently to show how these interactions create patterns and help change places over time.</p> <p><b>Environmental Change</b> Understand that peoples' values and attitudes influence the decisions made about environments.</p> <p>Be able to explain changes in environments based on their understanding and be able to link this to sustainable development.</p> <p><b>Geographical Skills and Enquiry</b> Be able to work independently to suggest suitable questions, and the order in which they are going to answer them, for their work.</p> <p>Be able to effectively use a wide range of geographical skills to investigate a place or issue. My map &amp; atlas skills are excellent.</p> <p>Be able to choose suitable sources of evidence to use.</p> <p>Be able to evaluate the sources of evidence.</p> <p>Be able to reach good conclusions, backing them up with evidence.</p>
<p>Assessment</p> <p>Assessment based on personal Geography research project.</p>		