



Edition 10  
May  
2025

# GEOGRAPHY

## Curriculum Newsletter

### YEAR 9

#### Contact



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# Curriculum Intent

At Wickersley Partnership Trust we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations.

We want all students to leave able and qualified to play their full part in an ever-changing world through an ambitious, creative and innovative curriculum, which empowers students with the skills, knowledge and attributes to allow them to succeed in their next phase of education and their working life.

The Geography curriculum is designed to develop curiosity about the world and its people to unlock the key to their future.

## Year 9 Curriculum

In Year 9, the Geography curriculum is delivered through three lessons every fortnight. Click the topics below to explore.

### Coasts

Through this topic, students learn about a variety of coastal processes, how and why coastal landscapes are so dynamic and the importance of protecting such areas due to their huge economic benefit. This topic also builds upon physical processes learnt during the Y7 rivers topic.

### Globalisation

Students learn about the 'journey of the dollar' while considering some key questions along the way; where does our money go after we've spent it? What is the future of manufacturing? Why are Chinese companies investing in Africa? What are TNC's? The aim of this topic is for students to understand the concept of globalisation and how they contribute to this process.

### Tectonics

This unit focuses on the themes of sustainability, risk and resilience. It is a crucial topic that acts as a foundation to several other themes such as climate change and development, and allows students to explore how the human world can both help and hinder the natural world through the study of plate tectonics, earthquakes and volcanic eruptions.

### Middle East

This topic showcases how a major economic region has changed over time and project to change in the future, while the themes of sustainability and development are pinned throughout.

### Tropical Rainforests

This topic looks at the importance and uses of the rainforest to humans, animals and plants, and allows students to explore the threats that these biomes face and how these threats can be mitigated against.

### Africa

The aim of this module is to introduce students to the huge variation in geography that exists within the complex continent of Africa. Ultimately, students will learn that improving people's lives in a continent that is often perceived to be a 'hopeless case' is dependent on a range of physical and human factors.



## Assessment Points




In Year 9, students are assessed each half term in class using a range of skills. These skills include location and map skills, geographical understanding, field work, communication, decision making, synoptic links and numeracy skills. This then generates a grade which is either working towards entry level, entry level, working towards expected, expected, working towards greater depth and greater depth.

### Immerse Yourself

BBC Bitesize Geography 

KS3 Seneca Geography 

Map Zone 

-  Get Revising Quicker!
-  Videos, Links and Games
-  Study Support and Revision

Students can use KS3 BBC Bitesize, along with a range of books:

- Rainforests: 'Bloomin' Rainforests Reloaded' - Horrible Geography series
- Africa: 'Desperate Deserts' - Horrible Geography series
- Tectonics: 'Violent Volcanoes' & 'Earth-shattering Earthquakes' - Horrible Geography series
- Coasts: 'Cracking Coasts' - Horrible Geography series
- Globalisation: Factfulness by Hans Rosling

## Test Your Knowledge with Quizlet...

Quizlet's Y9 Geography flashcards are a fantastic way to memorise relevant Geography terms to help you with your studies. Click on the icon below to start!





# Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

## CLASSROOM LEVEL REWARDS

Awarded for: working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

Rewarded by: praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

## SUBJECT LEVEL REWARDS

Reward scheme: Star of the Week, Curriculum Awards (Subject/School Way, Participation, Working with Pride, Embracing the Whole Curriculum), High Flyer, Extra Mile, Most Improved.

Rewarded by: names displayed on reward boards, certificates, social media posts.

# Broadening Horizons

Our intent is that all students have a full understanding of how to develop themselves as well rounded citizens, maintain healthy relationships and understand how to keep themselves safe both online and in their day-to-day life.

We want all students to know what options are open to them in the future and understand the routes they have in order to progress on their life journey.

Our curriculum will include for all:

- Experiential learning through visitors, guest speakers and trips. Y9 visit Flamborough Head on the east Yorkshire Coast, to see first hand the coastal processes and landforms they have been studying in the classroom.
- Hands-on experiences in and out of the classroom
- Extra-curricular enrichment through activities in Geography Week and Activity Weeks
- Wider opportunities through residential, Camps International, charitable work and our Duke of Edinburgh provision.



## Nature and Environmental Charities

If we want to have a planet we're proud of, and one that's capable of sustaining future generations, we have to act now to protect and preserve it. There are many things you can do day-to-day to make a difference, such as recycling household waste correctly and taking unwanted items to charity shops rather than throwing them away. Click the logo to find out more.

## Understanding Globalisation

Globalisation is a bit of a tricky concept to wrap your head around, but this animated explainer — produced for RMIT University — makes it super easy to understand. Click on the logo to watch the video!





# Careers

We run a series of 'Careers in the Curriculum' weeks in our school. For Geography, this week takes place in May. Students take part in activities to encourage them to think about how what they learn in the classroom can be applied in a number of future careers.

A great career option discussed was working for the British Red Cross, their vision is of a world in which everyone receives the help they need in a crisis. Their core purpose is to mobilise the power of humanity so that individuals and communities have the capacity to prepare for, deal with and recover from crisis. Click on the logo to watch a video and find out more!



# The Geography Way

The Geography Way is followed and referred to in all lessons. The Geography Way has two main purposes. Firstly, to teach students the vital skills they need to achieve their full potential and gain the very best grades they can. Secondly, to teach students how each subject relates to the wider world, incorporating the life skills they will learn.

**THE  
GEOGRAPHY  
WAY**

**WE EXPLAIN OUR REASONS USING CONNECTIVES**

*We explain both sides of the geographical argument when asked to*

**WE USE OUR OWN EXPERIENCES OF THE WORLD**

*We consider our global responsibilities*

**We analyse & interpret data & graphs to the BEST of our ability**

*We learn & use geography key terms*

**We use maps & refer to locations**

*We use real world examples*

**We always make links to the question**

*We use diagrams & data to help with our learning*

**We complete fieldwork safely & accurately**

*We learn & use geography key terms*

**SUBJECT WAYS**

Have your say! ✨

At WPT we're always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please click on the title to fill out a short feedback form.