

Class - Explorer Curriculum - Geography/2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 9 WJEC 6005 A3/C3/D3 Aw = 9 Cer = 17 Dip = 38	Topic: 6233 Responding to a major tectonic event Key questions: Key skills and knowledge: 1. Know that there are a range of tectonic events and that certain areas of the world are vulnerable to these events. • AC1.1 Outline some features of one tectonic event. • AC1.2 Identify and name areas of the world vulnerable to tectonic events. 2. Know how a tectonic event may impact on people's health and well being and the infrastructure and economy of the area affected. • AC2.1 Give some effects of a tectonic event on people's	Topic: 6233 Responding to a major tectonic event Key questions: Key skills and knowledge: 3. Know how people, organisations and the government in the UK can respond to a tectonic event to help reduce the impact of such hazards. • AC3.1 Outline how an individual in the UK can help people and countries affected by tectonic events. • AC3.2 Outline a range of aid that can be given by the British government. • AC3.3 Outline the work of a British charity or NGO that provides aid to people and areas affected by tectonic events.	Topic: 6234 Climate Change: Causes, Effects and Human Responses Key Questions: Key skills and knowledge: 1. Know about the causes of climate change. • AC1.1 Outline the evidence for climate change. • AC1.2 Give natural causes of climate change. • AC1.3 Outline ways in which human activity influences climate change and global warming. 2. Know about the effects of climate change. • AC2.1 Outline the major consequences of climate changes. • AC2.2 Give positive and negative effects of climate change in the UK.	Topic 6234 Climate Change: Causes, Effects and Human Responses Key Questions: Key skills and knowledge: 2. Know about the effects of climate change. • AC2.1 Outline the major consequences of climate changes. • AC2.2 Give positive and negative effects of climate change in the UK. 3. Know what individuals and the UK government can do to reduce the risk of climate change. • AC3.1 Outline renewable energy sources that could be used to meet future energy needs in the UK. • AC3.2 Outline what individuals can do to	Topic: 6230 Threatened Ecosystems Key Questions: Key skills and knowledge: 1. Know the features of a range of threatened ecosystems at a national and global scale and why they are endangered. • AC1.1 Identify one threatened ecosystem in the UK and one on a global scale. • AC1.2 Outline a range of features of both threatened ecosystems. • AC1.3 Give reasons why both ecosystems are endangered. 2. Know how people endanger the continued existence of threatened	Topic: 6230 Threatened Ecosystems Key Questions: Key skills and knowledge: 2. Know how people endanger the continued existence of threatened ecosystems at a national and global scale. • AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people. • AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people. 3. Know how threatened ecosystems can be protected at both national and global scales. • AC3.1 Outline how people can protect

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	<p>health and well being.</p> <ul style="list-style-type: none"> • AC2.2 Give some effects of a tectonic event on the infrastructure of an affected area. • AC2.3 Give some effects of a tectonic event on the economy of an area affected by a tectonic event. 	<ul style="list-style-type: none"> • AC3.4 Give ways in which the risks associated with a tectonic event may be reduced. 		<p>reduce the risk of climate change.</p> <ul style="list-style-type: none"> • AC3.3 Outline what the UK government can do to reduce the risk of climate change. 	<p>ecosystems at a national and global scale.</p> <ul style="list-style-type: none"> • AC2.1 Outline how one ecosystem in the UK has been threatened by the actions of people. • AC2.2 Outline how an ecosystem in other parts of the world can be threatened by the actions of people. 	<p>threatened ecosystems.</p> <ul style="list-style-type: none"> • AC3.2 Outline how governments and/or global organisations can protect a threatened ecosystem.
	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>	<p><u>Assessment outcomes:</u></p> <p>UAS portfolio.</p>
Links to Gatsby Benchmarks:	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>6. Experiences workplaces. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>