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

Class **– Venture 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 (8035) **Paper 1 Living with the physical environment**	**Topic: Section A The challenges of natural hazards** – 1 Natural hazards, 2 Tectonic plates. **Key questions:** **Key skills and knowledge:** 1 Natural hazards. 1.1 What are natural hazards? • explain what is meant by a natural hazard. • give examples of different types of natural hazards and be able to distinguish between atmospheric, flooding and geological hazards. • understand how various factors have increased the number of people at risk of natural hazards. 2 Tectonic plates.	**Topic: Section A The challenges of natural hazards** – 3 Weather hazards. **Key questions:** **Key skills and knowledge:** 3 Weather hazards. 3.1 Global atmospheric circulation. • explain how global atmospheric circulation works. • understand how global atmospheric circulation influences weather and climate in different parts of the world. 3.2 Where are tropical storms formed? • explain what is meant by a tropical storm.	**Topic: Section A The challenges of natural hazards** – 4 Climate change. **Key questions:** **Key skills and knowledge:** 4 Climate change. 4.1 What is the evidence for climate change? • describe the pattern of global temperatures during the Quaternary period to the present. • describe the pattern of average global temperatures from 1860 to the present. • understand what is meant by global warming and climate change. • give examples of some of the global	**Topic: Section B The living world** – 5 Ecosystems, 6 Tropical rainforests. **Key questions:** **Key skills and knowledge:** 5 Ecosystems. 5.1 A small-scale UK ecosystem – freshwater pond. • understand that ecosystems can be found at different scales • identify and describe the components of a small-scale ecosystem • describe the role of producers, consumers, and decomposers • understand the concept of interrelationships and interdependence.	**Topic: Section B The living world** – 7 Hot deserts. **Key questions:** **Key skills and knowledge:** 7 Hot deserts. 7.1 Physical characteristics of hot deserts. • describe the distribution and location of hot deserts • outline the physical characteristics of hot deserts • describe and explain the characteristics of hot desert soils • understand interdependence in hot deserts. • Adapting to hot desert environments	**Topic: Section B The living world** – 8 Cold environments. **Key questions:** **Key skills and knowledge:** 8 Cold environments. 8.1 Physical characteristics of cold environments. • describe the distribution and location of cold environments (polar/tundra) • contrast the characteristics of cold environments – polar and tundra • understand interdependence in cold environments • describe the impact of climate change on cold environments. 8.2 Adapting to cold environments.

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	2.1 Plate tectonic theory. • explain what is meant by plate tectonics theory • describe the characteristics of oceanic and continental crust • outline the direction of plate movement at constructive, destructive, and conservative plate margins • explain why tectonic plates move. 2.2 Distribution of earthquakes and volcanoes. • explain why an earthquake occurs • describe and explain the global distribution of earthquakes • describe and explain the global distribution of volcanoes. 2.3 Physical processes at plate margins. • describe the physical processes taking place at constructive, destructive, and conservative plate margins.	• describe the distribution of tropical storms. • outline the physical conditions that are needed for tropical storm formation. • explain how aspects of global atmospheric circulation affect tropical storms. 3.3 The formation and structure of tropical storms. • explain the causes of tropical storms. • describe the structure and main features of a tropical storm. • describe how the weather changes in different parts of the tropical storm. 3.4 How might climate change affect tropical storms? • suggest how climate change may affect the distribution, frequency, and intensity of tropical storms in the future. 3.5 Cyclone Idai – a tropical storm. • understand the difference between primary and secondary effects, and immediate and	effects of climate change. • describe recent evidence for climate change. 4.2 What are the natural causes of climate change? • explain the three Milankovitch cycles, and how each one affects global climate • understand how variation in sunspot activity affects global climate • explain how volcanic eruptions can temporarily affect global temperatures. 4.3 What are the human causes of climate change? • explain the greenhouse effect • explain how fossil fuel usage, agriculture, and deforestation are contributing to greenhouse gases • explain how increasing amounts of greenhouse gases in the atmosphere are leading to climate change.	5.2 How does change affect ecosystems? • understand the causes and effects of change to ecosystems (natural and human activities) • explain how change can have an impact on the balance between components in a freshwater pond ecosystem • explain how management can help to restore balance in Stow Bedon freshwater pond. 5.3 Introducing global ecosystems. • understand that global ecosystems are defined by their dominant vegetation type • describe and explain the distribution of global ecosystems • outline the characteristics of global ecosystems (climate, vegetation, animals) • explain how the climate and characteristics of global ecosystems	• describe the extreme climatic characteristics experienced in hot deserts • describe and explain the adaptations of plants and animals • explain the issues threatening biodiversity • construct and make comparisons between two climate graphs • calculate temperature range and mean (average) annual rainfall. 7.2 Opportunities for development in hot deserts. • describe the location of the Thar Desert • identify valuable minerals extracted • suggest how tourism creates opportunities for development • describe opportunities for energy developments • explain how irrigation has	• describe the extreme climatic characteristics • describe and explain the adaptations of plants and animals • explain the issues threatening biodiversity • construct and make comparisons between two climate graphs • calculate temperature range and mean (average) annual rainfall. 8.3 Opportunities for development in cold environments. • describe the location of Svalbard • identify valuable minerals extracted in Svalbard • describe opportunities for energy developments in Svalbard • outline opportunities for fishing in Svalbard • suggest how tourism creates opportunities for development in Svalbard. 8.4 Challenges of developing cold environments. • outline the challenges associated with extreme temperatures

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	2.4 The effects of earthquakes. • describe the primary and secondary effects of the Japan and the Nepal earthquakes. • explain how wealth influenced the impacts of the two earthquakes. 2.5 Responses to earthquakes. • describe and compare the immediate and long-term responses to the Japan and the Nepal earthquakes. • explain how wealth influenced the responses to the two earthquakes. 2.6 Living with the risks from tectonic hazards. • identify densely populated areas that are located on plate margins. • suggest reasons why people live in areas at risk from earthquakes and volcanic eruptions. • explain how people in Iceland benefit from living in a country on a plate margin.	long-term responses. • describe the primary and secondary effects of Cyclone Idai. • describe the immediate and long-term responses to Cyclone Idai. 3.6 Reducing the effects of tropical storms. • explain what is meant by monitoring, prediction, protection, and planning • explain and give examples of how the impacts from tropical storms can be reduced. 3.7 Weather hazards in the UK. • understand the difference between weather and climate. • explain what is meant by extreme weather. • give examples of different types of weather hazards experienced in the UK. • suggest reasons why the UK experiences a wide	4.4 Managing climate change – mitigation explain what is meant by mitigation. • explain how alternative energy production, carbon capture and storage, planting trees, and international agreements can mitigate the causes of climate change. 4.5 Managing climate change – adaptation explain what is meant by adaptation. • describe the effects that climate change will have on agriculture, and how farmers can adapt to these changes • explain the strategies that can be used to manage water supply • describe some of the effects of sea level rise on coastal areas • describe how the Maldives are managing the impacts of rising sea levels. 4.6 Graphs and charts. • calculate percentages and	are linked to global atmospheric circulation. 6 Tropical rainforests. 6.1 Physical characteristics of rainforests. • describe the distribution and location of tropical rainforests • outline the physical characteristics of tropical rainforests • describe and explain the characteristics of tropical rainforest soils • understand nutrient cycling in tropical rainforests. 6.2 Adaptation and biodiversity in rainforests. • describe the characteristic stratification of vegetation in tropical rainforests • describe and explain the adaptations of plants and animals to the physical conditions in tropical rainforests • describe and suggest reasons for the huge biodiversity in tropical rainforests	revolutionised farming. 7.3 Challenges of developing hot deserts. • outline the challenges associated with extreme temperatures • describe the sources of water • understand the importance of irrigation in supporting agriculture • understand how extreme temperatures, water supply and inaccessibility present challenges for development in hot deserts. 7.4 Causes of desertification in hot deserts. • explain why desert margins are at greatest risk from desertification • suggest how human activities contribute to desertification • outline the causes of desertification in the Badia • evaluate the extent to which poor land management	• explain why Svalbard faces challenges associated with inaccessibility • understand why permafrost creates challenges in the provision of buildings and infrastructure • understand how extreme temperatures and provision of buildings present challenges for development in cold environments. 8.5 Value of cold environments as wilderness areas. • describe the characteristics of cold environment wilderness areas • understand why cold environment wilderness areas are fragile • suggest how cold environment wilderness areas are at risk from human activities • explain why cold environment wilderness areas should be protected. 8.6 Managing cold environments. • understand how technology has helped to conserve

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	2.7 Reducing the risks from tectonic hazards. • explain what is meant by monitoring, prediction, protection, and planning. • explain and give examples of how the risks from earthquakes can be reduced. • explain and give examples of how the risks from volcanoes can be reduced. 2.8 Dispersion graphs. • construct a dispersion graph showing earthquake depth values for a destructive plate margin. • calculate mean, median, range, lower quartile, upper quartile, and inter-quartile range. • compare earthquake depths at different types of plate margin. • suggest reasons for the variation in earthquake depths between different types of plate margin.	range of different types of extreme weather. 3.8 Extreme weather in the UK. • give examples of different extreme weather events in the UK • suggest reasons why the frequency of extreme weather events in the UK is increasing. 3.9 The Somerset Levels floods, 2014. • describe the location and environment of the Somerset Levels. • explain the causes of the floods in 2014. • describe the social, economic, and environmental impacts of the floods. • describe the immediate responses to the flood event. • explain what has been done to reduce the risk of future flooding. 3.10 OS maps (1:25 000) and photo skills • use a variety of OS map skills including four- and six-figure grid references to locate places, symbols to identify features, scale to	use a variety of techniques to present data – line graph, divided bar chart and pie chart • use and calculate measures of central tendency – mean and median • evaluate the usefulness of Arctic Sea ice data as an indicator of climate change • evaluate the effectiveness of different measures of central tendency – mean, median and mode • describe the effects of climate change on the Arctic.	• explain the issues threatening biodiversity in tropical rainforests. 6.3 Causes of deforestation in Malaysia. • describe the changing global rate of deforestation (2002–2019) • describe the changing rate of deforestation in Malaysia • describe and explain the causes of deforestation in Malaysia, such as road building and energy developments. 6.4 Impacts of deforestation in Malaysia. • contrast the positive and negative economic impacts of deforestation • describe the sequence of events leading to soil erosion • suggest reasons why deforestation can contribute to climate change • explain how deforestation can	contributes towards desertification. 7.5 Reducing the risk of desertification in hot deserts. • describe the process of salinisation and explain how it can contribute to desertification • explain how water and soil management has helped to reduce desertification in the Badia • explain how tree planting can reduce the risk of desertification • understand how intermediate technology can help to reduce the risk of desertification.	the natural environment in Alaska through the construction of the trans-Alaska oil pipeline • outline the role of government (Alaska), international agreements (Antarctic Treaty) and conservation groups (WWF, Canada) in managing cold environments • understand that managing cold environments involves balancing economic development and conservation.

	• evaluate mean and median as different measures of central tendency.	calculate distance, direction to describe location, and contours to describe the relief of the land • be able to compare maps with photographs • use OS maps and photographic evidence to explain why an area is at risk of flooding • use OS maps and photographic evidence to suggest impacts of flooding • evaluate the use of OS maps and aerial photographs in devising flood management strategies.		have environmental impacts. 6.5 The value of tropical rainforests. • describe how indigenous people live sustainably in tropical rainforests • identify the medicinal value of tropical rainforest plants and animals • outline the value of resources found in tropical rainforests • understand the value of tropical rainforests to the environment • discuss whether tropical rainforests are more valuable left intact or deforested. 6.6 Sustainable management of tropical rainforests. • understand the reasons why rainforests need to be managed sustainably • describe the selective logging and replanting system • describe the characteristics of ecotourism • explain how strategies, such as		

				ecotourism and international agreements (such as hardwood forestry and debt relief), can help to manage tropical rainforests sustainably. 6.7 Graphs. • calculate rates of deforestation and extrapolate into the future • construct a bar chart showing the loss of primary rainforest • draw a line graph to show the changing rate of deforestation in Malaysia • calculate percentages and construct a pie chart • interpret a satellite image showing deforestation for an oil palm plantation • use graphical and satellite photo evidence to describe and suggest reasons for trends in deforestation. **Assessment outcomes:**		
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	Assessment outcomes: Sample student answer. Practice questions. Past paper.	Sample student answer. Practice questions. Past paper.	**Assessment outcomes:** Sample student answer. Practice questions. Past paper.	Sample student answer. Practice questions. Past paper.	**Assessment outcomes:** Sample student answer. Practice questions. Past paper.	**Assessment outcomes:** Sample student answer. Practice questions. Past paper.
Links to Gatsby Benchmarks:	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	**Gatsby Benchmark** 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in.