

## **Geography – Year 9**

### **Curriculum Intent**

In Year 9, Geography brings together physical and human geography to explore complex global challenges and contested futures. Students develop more evaluative geographical thinking, strengthen extended writing skills and begin to engage with GCSE-style questions and concepts. The curriculum is sequenced to build on prior learning about climate, development and physical processes, while preparing students to evaluate their own opinions through greater depth, independence and synoptic understanding.

---

### **What Students Will Study Across the Year**

#### **Autumn Term – Will Everyone Love to Live by the Sea?**

Students study coastal environments as dynamic systems. They explore the importance of oceans, ocean currents and coral reefs, and examine coastal processes such as erosion, transportation and deposition. Using UK examples, including Dawlish Warren, students investigate landforms, sediment cells and coastal management, culminating in a day of fieldwork looking at a variety of aspects including physical processes and management. They evaluate why people live by the coast and consider the risks posed by climate change and rising sea levels.

#### **Autumn Term – Is Russia a Prisoner of Geography?**

Students examine Russia as a large and diverse country shaped by physical geography, climate, resources and population patterns. They investigate biomes, climate, development, energy and food supply, and explore how geography influences Russia's power and future. Students consider geopolitical change and conflict, using evidence to make judgements about whether the combination of human and physical geography limits or enables development.

#### **Spring Term – Climate Change or Climate Emergency?**

Students investigate climate change as a global issue, exploring evidence of past and present climate change and examining natural and human causes. They study the carbon cycle, greenhouse effect and tipping points, and evaluate how climate change affects people and ecosystems at different scales. Students consider local, national and global responses and debate whether climate change should be viewed as an emergency. This unit builds directly on Year 8 weather and climate learning and develops evaluative writing and use of evidence.

#### **Summer Term – What Is the Future for the Middle East?**

Students explore the Middle East as a region shaped by physical geography, resources, conflict and rapid change. They investigate perceptions and stereotypes, locate key countries, and examine issues linked to climate, water scarcity, energy, population and sustainability. Students evaluate social, economic and environmental challenges and consider how sustainable development may shape the region's future. This unit strengthens understanding of geopolitics and human–environment interaction.

#### **Summer Term – The Living World: Ecosystems and Tropical Rainforests**

Students experience the blend of KS3 study on ecosystems and biomes with more GCSE Geography style content through the study of tropical rainforests. They explore global biomes, ecosystem processes and interdependence, and investigate the causes, impacts and management of deforestation in tropical rainforests. Students are taught GCSE-style extended questions and begin to apply structured evaluative writing, supporting transition into Key Stage 4.

---

**Assessment and Progression** Students are assessed through knowledge checks, data and map interpretation, extended written responses and synoptic tasks. Assessment focuses on explanation of processes, evaluation of viewpoints, use of evidence and structured writing. By the end of Year 9, students can integrate physical and human geography, apply concepts independently and are well prepared for the demands of GCSE Geography.