

# Long-term planning

## Geography - Year 9

Year 9 Themes	Worlds apart (the Development Gap)	The Restless Earth (Tectonics)	Frozen Frontiers (Glaciation)	Connected World (Globalisation)
<b>Students will know that</b>				
	<ul style="list-style-type: none"> <li>• <b>Development</b> describes how countries improve economically, socially and politically, and students will understand the key ideas behind what makes a country “developed”.</li> <li>• <b>Quality of life</b> and <b>standard of living</b> are different concepts, and students will know how each reflects people’s wellbeing and access to opportunities.</li> <li>• <b>Social measures of development</b> (such as literacy rates, life expectancy and healthcare access) and <b>economic measures</b> (such as GDP and GNI per capita) help compare levels of development between countries.</li> <li>• Development data can be presented and analysed using <b>choropleth maps</b>, helping students identify spatial patterns across regions and continents.</li> <li>• <b>Scatter graphs</b> can be used to explore relationships between different development indicators, revealing trends and correlations.</li> <li>• Students will understand <b>global patterns of development</b>, recognising where countries are improving and where inequalities remain.</li> <li>• The <b>development gap</b> exists due to historical factors (colonialism), physical factors (climate, resources), economic factors (trade, debt), and political factors (governance, conflict).</li> <li>• <b>Fairtrade</b> helps reduce the development gap by improving incomes, working</li> </ul>	<ul style="list-style-type: none"> <li>• The Earth has a <b>layered internal structure</b> (crust, mantle, outer core, inner core), and heat inside the mantle drives <b>convection currents</b> that move tectonic plates.</li> <li>• <b>Plate margins</b> (constructive, destructive, conservative) create different types of <b>tectonic hazards</b>, including earthquakes, volcanoes and tsunamis.</li> <li>• <b>Earthquakes</b> are caused by stress building up along <b>fault lines</b> until it is released as seismic waves.</li> <li>• The strength of an earthquake can be recorded using <b>seismographs</b> and measured on magnitude scales.</li> <li>• People can reduce earthquake risk through <b>prediction, protection</b> (building design, engineering) and <b>preparation</b> (education, drills, emergency planning).</li> <li>• <b>Tsunamis</b> are large ocean waves caused mainly by <b>undersea earthquakes</b> that displace large volumes of water.</li> <li>• <b>Japan</b> is highly vulnerable to earthquakes and tsunamis because of its position on multiple plate margins, high population density and concentration of infrastructure.</li> <li>• The <b>2011 Tōhoku earthquake and tsunami</b> caused major social, economic and environmental impacts, including loss of life, destruction of communities and the Fukushima nuclear accident.</li> <li>• <b>Volcanoes</b> form at constructive and destructive plate margins, and while they pose hazards, they also bring benefits such</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ice exists today</b> in polar regions, tundra environments and high mountain areas, each with distinct climates and ecosystems.</li> <li>• Much of <b>Britain was glaciated during the last Ice Age</b>, shaping the physical landscape seen today.</li> <li>• The ways people lived during the <b>last Ice Age</b> help us understand how humans adapt to extreme environments.</li> <li>• Glaciers form through <b>accumulation of snow and ice</b> and shrink through <b>ablation</b>, and the balance between these processes controls glacial advance and retreat.</li> <li>• Glacial landscapes are shaped by key <b>processes</b>, including <b>freeze–thaw weathering, abrasion, plucking, transportation</b> and <b>deposition</b>.</li> <li>• These processes create distinctive <b>glacial landforms</b>, including <b>corries, arêtes, pyramidal peaks</b>, and <b>U-shaped valleys</b>, many of which are found in the UK (e.g. the Lake District).</li> <li>• Glaciated landscapes such as the Lake District bring <b>opportunities</b> (tourism, recreation) and <b>conflict</b> between different land-use groups.</li> <li>• <b>Ice can be used as a resource</b>, providing freshwater, hydropower and livelihood opportunities for people in cold and high-mountain environments.</li> <li>• People use innovative <b>adaptation strategies</b> such as <b>ice stupas</b> (Chewang Norphel’s artificial glaciers) to manage water scarcity in mountain regions.</li> <li>• <b>Russia</b> contains vast cold-region ecosystems and its <b>physical geography</b> influences climate, permafrost, and land use.</li> <li>• Russia’s <b>human geography</b> shows an uneven population distribution linked to climate severity, accessibility, and economic opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Globalisation</b> is increasing the interconnectedness of people, places and economies through flows of goods, information, culture and investment.</li> <li>• Globalisation has <b>economic, cultural and political</b> dimensions that shape how countries and communities interact with each other.</li> <li>• <b>Deindustrialisation</b> led to major job losses in the UK’s traditional manufacturing regions, and students will understand how this relates to global shifts in production.</li> <li>• <b>Global supply chains</b> show how products move from design to manufacture to consumption, linking workers and consumers across continents.</li> <li>• Case studies such as the <b>jeans industry</b> and garment production in <b>Bangladesh</b> reveal the global journey of everyday items and the impacts on workers, businesses and consumers.</li> <li>• <b>Sweatshops</b> highlight poor working conditions, low wages and exploitation in some parts of global supply chains.</li> <li>• <b>NGOs</b>, trade unions and informed consumers can influence companies and encourage better standards through campaigns, certifications and ethical choices.</li> <li>• Globalisation creates both <b>winners and losers</b>, offering opportunities for economic growth but also contributing to inequality and environmental pressures.</li> </ul>

<p>conditions and market access for farmers in LICs and NEEs.</p> <ul style="list-style-type: none"> <li>• Different types of <b>aid</b> (emergency, long-term, bilateral, multilateral, voluntary) support countries in different ways, and students will know their strengths and limitations.</li> <li>• <b>Tourism</b> can act as a development strategy, creating jobs and income, but also poses environmental and cultural challenges.</li> </ul>	<p>as fertile soils, geothermal energy and tourism.</p> <ul style="list-style-type: none"> <li>• <b>GIS mapping</b> helps identify global patterns of tectonic hazards, enabling governments and scientists to understand risk and plan responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Russia contains a variety of <b>ecosystems</b>, from tundra to taiga, each with unique biodiversity and environmental challenges.</li> <li>• Russia's population is <b>changing over time</b>, influenced by migration, ageing and economic shifts.</li> <li>• Russia's economy relies heavily on <b>oil and gas resources</b>, creating opportunities for development but also environmental and geopolitical challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fairtrade</b> and <b>ethical consumption</b> are examples of responses that aim to make global trade fairer and more sustainable.</li> </ul>
<b>Students will know how</b>			
<p>To define development terms; interpret indicators; construct choropleth/scattergraphs; identify patterns; evaluate causes of inequality; simulate trade; assess Fairtrade and aid; make aid allocation decisions; evaluate tourism as development.</p>	<p>To use tectonic vocabulary; explain margin processes; interpret seismographs; apply case studies (Japan, Eyjafjallajökull); evaluate risk strategies (Three Ps); analyse with GIS; write evaluative essays.</p>	<p>To explain glacial processes and landforms; sketch and annotate; analyse case studies (ice stupas, Siberia); interpret Russian population maps; evaluate natural resource use; write evaluative responses.</p>	<p>To define globalisation terms; explain deindustrialisation; map supply chains; analyse case studies; evaluate NGOs/consumers; debate pros/cons; write evaluative essays.</p>
<b>Vocabulary and the concepts they link to</b>			
<p>Development, HDI, choropleth, correlation, anomaly, inequality, colonialism, trade, Fairtrade, aid, sustainable tourism.</p>	<p>Convection currents, plate margin, earthquake, seismograph, Richter, Mercalli, tsunami, volcano, lava, prediction, GIS.</p>	<p>Glacier, accumulation, ablation, freeze-thaw, corrie, arête, permafrost, tundra, taiga, adaptation, geopolitics.</p>	<p>Globalisation, interdependence, outsourcing, supply chain, sweatshop, exploitation, fair trade, inequality.</p>
<b>Assessment</b>			
<ul style="list-style-type: none"> <li>• <b>Ongoing recall and retrieval starters</b> at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.</li> <li>• <b>Data analysis tasks</b>, interpreting and analysing a scatter graph to explore the relationship between Gross National Income (GNI) and life expectancy.</li> <li>• <b>Extended evaluative writing</b>, using geographical knowledge and evidence to assess the extent to which emergency aid is the most effective type of aid for Ghana.</li> <li>• <b>A Synoptic end of unit test</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing recall and retrieval starters</b> at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.</li> <li>• <b>Extended evaluative writing</b>, using evidence to assess the extent to which the most catastrophic impacts of the Japan tsunami were economic.</li> <li>• <b>A Synoptic end of unit test</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing recall and retrieval starters</b> at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.</li> <li>• <b>Explanatory responses</b> demonstrating understanding of how glacial erosion creates distinctive landforms.</li> <li>• <b>Extended evaluative writing</b>, using geographical knowledge and evidence to assess the extent to which tourism is both a benefit and a burden in the Lake District.</li> <li>• <b>A Synoptic end of unit test</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing recall and retrieval starters</b> at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary.</li> <li>• <b>Extended evaluative writing</b>, using geographical knowledge and evidence to assess the extent to which globalisation benefits different groups of people around the world.</li> <li>• <b>A Synoptic end of unit test</b></li> </ul>

### Diversity & development of cultural capital

<p>Students explore how people's lives vary widely across the world by comparing countries at different stages of development.</p> <p>They learn how inequality is shaped by history, culture, environment and global systems, and consider how strategies such as <b>Fairtrade</b>, <b>aid</b>, and <b>tourism</b> can support fairer opportunities for communities.</p> <p>Through analysing global development patterns, students develop empathy, global awareness and an understanding of how interconnected the modern world is.</p>	<p>Students learn how tectonic hazards affect people differently around the world, comparing global patterns of risk with specific examples such as <b>Japan's 2011 earthquake and tsunami</b>.</p> <p>They develop awareness of how culture, wealth, technology and governance shape a country's ability to prepare for and respond to disasters.</p> <p>By exploring why communities live near volcanoes or fault lines and how nations use <b>GIS</b>, engineering and education to stay safe, students gain global perspective, empathy and understanding of human resilience in hazardous environments.</p>	<p>Students explore how people live in some of the world's most extreme environments, from Ice Age Britain to modern polar, mountain and tundra regions.</p> <p>They learn how communities in places like the <b>Himalayas</b> and <b>Russia</b> adapt to harsh conditions, use ice as a resource and face environmental and economic challenges.</p> <p>By examining conflicts in the <b>Lake District</b>, innovative adaptation such as <b>ice stupas</b>, and Russia's diverse cultures and landscapes, students develop global awareness, empathy and an understanding of how climate and environment shape different ways of life.</p>	<p>Students explore how people around the world are linked through global trade, culture and communication, gaining awareness of the diverse experiences of workers and consumers in different countries.</p> <p>They learn about inequality in global supply chains, the realities of life in places like <b>Bangladesh</b>, and how organisations and individuals can promote fairness and ethical behaviour.</p> <p>By examining globalisation's winners and losers, students develop empathy, global awareness and a sense of responsibility as informed global citizens.</p>
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### Cross-curricular opportunities and enrichment

<p>Maths (graphs/maps), citizenship (global inequality, aid responsibility).</p> <p><b>Careers:</b> Economist, Aid worker</p>	<p>Science (earth processes), maths (graphs), ICT (GIS).</p> <p><b>Careers:</b> Seismologist, Disaster risk manager</p>	<p>. Science (glaciation/climate), history (Ice Age), literacy (Chewang Norphel reading).</p> <p><b>Careers:</b> Glaciologist, Energy Analyst.</p>	<p>Business/economics (trade, TNCs), citizenship (ethical consumption), literacy (debates).</p> <p><b>Careers:</b> Economist, Logistics Manager.</p>
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