Long-term planning

Geography - Year 9

Year 9 Themes	Frozen Frontiers	The Restless Earth	Worlds Apart	Connected World
	Students will know that			
	• **Ice exists today** in polar regions, tundra environments and high mountain areas, each with distinct climates and ecosystems. • Much of **Britain was glaciated during the last Ice Age**, shaping the physical landscape seen today. • The ways people lived during the **last Ice Age** help us understand how humans adapt to extreme environments. • Glaciers form through **accumulation of snow and ice** and shrink through **ablation**, and the balance between these processes controls glacial advance and retreat. • Glacial landscapes are shaped by key **processes**, including **freeze–thaw weathering**, **abrasion**, **plucking**, **transportation** and **deposition**. • These processes create distinctive **glacial landforms**, including **corries**, **arêtes**, **pyramidal peaks**, and **U-shaped valleys**, many of which are found in the UK (e.g. the Lake District). • Glaciated landscapes such as the Lake District bring **opportunities** (tourism, recreation) and **conflict** between different land-use groups. • **Ice can be used as a resource**, providing freshwater, hydropower and livelihood opportunities for people in cold and high-mountain environments.	• The Earth has a **layered internal structure** (crust, mantle, outer core, inner core), and heat inside the mantle drives **convection currents** that move tectonic plates. • **Plate margins** (constructive, destructive, conservative) create different types of **tectonic hazards**, including earthquakes, volcanoes and tsunamis. • **Earthquakes** are caused by stress building up along **fault lines** until it is released as seismic waves. • The strength of an earthquake can be recorded using **seismographs** and measured on magnitude scales. • People can reduce earthquake risk through **prediction**, **protection** (building design, engineering) and **preparation** (education, drills, emergency planning). • **Tsunamis** are large ocean waves caused mainly by **undersea earthquakes** that displace large volumes of water. • **Japan** is highly vulnerable to earthquakes and tsunamis because of its position on multiple plate margins, high population density and concentration of infrastructure. • The **2011 Tōhoku earthquake and tsunami** caused major social, economic and environmental impacts, including loss of life, destruction of communities and the Fukushima nuclear accident. • **Volcanoes** form at constructive and destructive plate margins, and while they pose hazards, they also bring	• **Development** describes how countries improve economically, socially and politically, and students will understand the key ideas behind what makes a country “developed”. • **Quality of life** and **standard of living** are different concepts, and students will know how each reflects people’s wellbeing and access to opportunities. • **Social measures of development** (such as literacy rates, life expectancy and healthcare access) and **economic measures** (such as GDP and GNI per capita) help compare levels of development between countries. • Development data can be presented and analysed using **choropleth maps**, helping students identify spatial patterns across regions and continents. • **Scatter graphs** can be used to explore relationships between different development indicators, revealing trends and correlations.	• **Globalisation** is increasing the interconnectedness of people, places and economies through flows of goods, information, culture and investment. • Globalisation has **economic, cultural and political** dimensions that shape how countries and communities interact with each other. • **Deindustrialisation** led to major job losses in the UK’s traditional manufacturing regions, and students will understand how this relates to global shifts in production. • **Global supply chains** show how products move from design to manufacture to consumption, linking workers and consumers across continents. • Case studies such as the **jeans industry** and garment production in **Bangladesh** reveal the global journey of everyday items and the

	• People use innovative **adaptation strategies** such as **ice stupas** (Chewang Norphel's artificial glaciers) to manage water scarcity in mountain regions. • **Russia** contains vast cold-region ecosystems and its **physical geography** influences climate, permafrost, and land use. • Russia's **human geography** shows an uneven population distribution linked to climate severity, accessibility, and economic opportunities. • Russia contains a variety of **ecosystems**, from tundra to taiga, each with unique biodiversity and environmental challenges. • Russia's population is **changing over time**, influenced by migration, ageing and economic shifts. • Russia's economy relies heavily on **oil and gas resources**, creating opportunities for development but also environmental and geopolitical challenges.	benefits such as fertile soils, geothermal energy and tourism. • **GIS mapping** helps identify global patterns of tectonic hazards, enabling governments and scientists to understand risk and plan responses.	• Students will understand **global patterns of development**, recognising where countries are improving and where inequalities remain. • The **development gap** exists due to historical factors (colonialism), physical factors (climate, resources), economic factors (trade, debt), and political factors (governance, conflict). • **Fairtrade** helps reduce the development gap by improving incomes, working conditions and market access for farmers in LICs and NEEs. • Different types of **aid** (emergency, long-term, bilateral, multilateral, voluntary) support countries in different ways, and students will know their strengths and limitations. • **Tourism** can act as a development strategy, creating jobs and income, but also poses environmental and cultural challenges.	impacts on workers, businesses and consumers. • **Sweatshops** highlight poor working conditions, low wages and exploitation in some parts of global supply chains. • **NGOs**, trade unions and informed consumers can influence companies and encourage better standards through campaigns, certifications and ethical choices. • Globalisation creates both **winners and losers**, offering opportunities for economic growth but also contributing to inequality and environmental pressures. • **Fairtrade** and **ethical consumption** are examples of responses that aim to make global trade fairer and more sustainable.
	Students will know how to			
	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.	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.	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.	To define globalisation terms; explain deindustrialisation; map supply chains; analyse case studies; evaluate NGOs/consumers; debate pros/cons; write evaluative essays.

	Vocabulary and the concepts they link to			
	Glacier, accumulation, ablation, freeze-thaw, corrie, arête, permafrost, tundra, taiga, adaptation, geopolitics.	Convection currents, plate margin, earthquake, seismograph, Richter, Mercalli, tsunami, volcano, lava, prediction, GIS.	Development, HDI, choropleth, correlation, anomaly, inequality, colonialism, trade, Fairtrade, aid, sustainable tourism.	Globalisation, interdependence, outsourcing, supply chain, sweatshop, exploitation, fair trade, inequality.
	Assessment			
	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Explanatory responses** demonstrating understanding of how glacial erosion creates distinctive landforms. • **Extended evaluative writing**, using geographical knowledge and evidence to assess the extent to which tourism is both a benefit and a burden in the Lake District • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Extended evaluative writing**, using evidence to assess the extent to which the most catastrophic impacts of the Japan tsunami were economic. • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Data analysis tasks**, interpreting and analysing a scatter graph to explore the relationship between Gross National Income (GNI) and life expectancy. • **Extended evaluative writing**, using geographical knowledge and evidence to assess the extent to which emergency aid is the most effective type of aid for Ghana. • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Extended evaluative writing**, using geographical knowledge and evidence to assess the extent to which globalisation benefits different groups of people around the world. • **A Synoptic end of unit test**
	Diversity & development of cultural capital			
	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. They learn how communities in places like the	Students learn how tectonic hazards affect people differently around the world, comparing global patterns of risk with specific examples such as **Japan's 2011 earthquake and tsunami**. They develop awareness of how culture, wealth,	Students explore how people's lives vary widely across the world by comparing countries at different stages of development. They learn how inequality is	Students explore how people around the world are linked through global trade, culture and communication, gaining awareness of the diverse

	Himalayas and **Russia** adapt to harsh conditions, use ice as a resource and face environmental and economic challenges. By examining conflicts in the **Lake District**, innovative adaptation such as **ice stupas**, 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.	technology and governance shape a country's ability to prepare for and respond to disasters. By exploring why communities live near volcanoes or fault lines and how nations use **GIS**, engineering and education to stay safe, students gain global perspective, empathy and understanding of human resilience in hazardous environments.	shaped by history, culture, environment and global systems, and consider how strategies such as **Fairtrade**, **aid**, and **tourism** can support fairer opportunities for communities. Through analysing global development patterns, students develop empathy, global awareness and an understanding of how interconnected the modern world is.	experiences of workers and consumers in different countries. They learn about inequality in global supply chains, the realities of life in places like **Bangladesh**, and how organisations and individuals can promote fairness and ethical behaviour. By examining globalisation's winners and losers, students develop empathy, global awareness and a sense of responsibility as informed global citizens.
	Cross-curricular opportunities and enrichment			
	Science (glaciation/climate), history (Ice Age), literacy (Chewang Norphel reading). **Careers:** Glaciologist, Energy Analyst.	Science (earth processes), maths (graphs), ICT (GIS). **Careers:** Seismologist, Disaster risk manager	Maths (graphs/maps), citizenship (global inequality, aid responsibility). **Careers:** Economist, Aid worker.	Business/economics (trade, TNCs), citizenship (ethical consumption), literacy (debates). **Careers:** Economist, Logistics Manager.