Curriculum Summary Document

Year 9 - Geography

Do we live in an equal world?

Module/ Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Do we live in an equal world?	Autumn 1	Students will explore the social and economic factors that contribute to uneven development at regional, national and international scales. Students will compare countries at different levels of development, interpret development indicators and examine the causes and impacts of inequality within and between countries.	This unit builds a strong foundation by developing students' understanding of development, inequality and the factors that influence quality of life at different scales. Students strengthen their ability to interpret data, compare places and evaluate strategies to reduce inequalities.	Citizenship: Exploring human rights, social justice and poverty. Business and Economics: Investigating trade, employment, income, investment and the factors influencing economic growth. History: Exploring how colonialism has shaped development inequalities.
What power do earth movements have?	Autumn 2	Students will learn how plate tectonics cause earthquakes and volcanic eruptions, exploring the global distribution of hazards and the processes occurring at different plate boundaries. They will investigate the impacts of tectonic hazards on people, the environment and the economy, comparing how countries at different levels of wealth prepare for, respond to and recover from disasters.	This unit builds a strong foundation by developing students' understanding of physical processes and the interactions between people and the environment. Students strengthen their compare case studies and evaluate how wealth influences vulnerability, preparedness and recovery.	English: Developing extended explanations, using scientific and constructing evidence-based arguments. Oracy: Debating how wealth influences disaster preparedness and recovery. Citizenship: Exploring global inequality and emergency planning and the responsibilities of governments in protecting populations.

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Is global conflict a growing problem?	Spring 1	Students will learn how human decisions have shaped historical and modern-day conflicts, exploring the influence of political boundaries, colonialism and competition for natural resources. They will investigate the geographical causes and impacts of conflict on people, places and environments, considering how these vary across different regions.	This unit builds a broad and strong foundation by helping students understand how human decisions, political boundaries, colonialism and competition for resources can create conflict and shape places around the world. Students develop an understanding of the links between people, power, resources and environments, while exploring how conflict affects communities at different scales.	Citizenship and Politics: Understanding power, sovereignty, international relations, human rights and the role of governments and international organisations. Economics and Business: Investigating competition for natural resources, trade, inequality and the economic impacts of conflict.
Why is the global currency the dollar?	Spring 2	Students will learn how globalisation connects countries through trade, investment, technology and the movement of goods and services. They will investigate patterns of global trade and the role of transnational corporations (TNCs), exploring their economic, social and environmental impacts on different places. Students will evaluate the opportunities and challenges globalisation creates for countries at different levels of development and consider how changing technology, political decisions and sustainability may shape the future of world trade.	This unit builds a broad and strong foundation by helping students understand how countries, economies and people are interconnected through global trade. Students explore how globalisation creates opportunities and challenges for different places, developing an understanding of inequality, interdependence and sustainability.	History: Investigating how colonialism, industrialisation and changing trade relationships have shaped the global economy. Citizenship and Politics: Examining the influence of governments, trade agreements, tariffs and international organisations on global trade. Environmental Science: Considering the environmental impacts of global supply chains, transport, resource use and consumerism, alongside sustainable trade.

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Is there enough food to feed the world?	Summer 1	Students will learn about global food security and the factors that influence the availability, accessibility, affordability and sustainability of food. They will investigate how population growth, climate change, conflict, trade and resource use affect food supplies at local, national and global scales. Students will explore inequalities in food production and distribution, evaluating sustainable strategies such as improving agricultural technology, reducing food waste and supporting local food systems.	This unit builds a broad and strong foundation by helping students understand the connections between population, resources, climate, conflict and global development. Students explore why food insecurity affects places differently and how human and physical processes influence food production and distribution.	Mathematics: Interpreting graphs, statistics and data on food production, and food distribution. Citizenship: Considering food poverty, social justice, inequality and the responsibilities of governments. Politics: Exploring how conflict, government policies and international relations influence food security and global cooperation.
Why are ecosystems under pressure?	Summer 2	Students will learn how ecosystems function and how humans depend on natural resources for economic development. They will investigate how resources are exploited for activities such as farming, forestry, mining and tourism, examining the environmental impacts on biodiversity, habitats and ecosystem balance. Students will explore the challenges of managing fragile ecosystems and evaluate sustainable strategies that balance economic benefits with environmental protection.	This unit builds a broad and strong foundation by helping students understand the interdependence between people, ecosystems and natural resources. Students explore how economic development can create environmental challenges.	Economics: Understanding the balance between economic growth, resource scarcity, environmental costs and sustainable development. Design and Technology: Exploring sustainable materials, responsible resource use and ways to reduce waste. Citizenship: Considering environmental responsibility and stakeholder interests.