New Line Learning Academy
Believe and Achieve

Geography Curriculum Intent

Year 9

The Year 9 Geography curriculum challenges students to apply the geographical knowledge and skills developed throughout Key Stage 3 to increasingly complex global issues. Building upon the physical and human geography studied in Years 7 and 8, students investigate how people, places and environments are shaped by conflict, globalisation, natural processes and environmental change. Throughout the year, students strengthen their ability to think critically, interpret evidence and evaluate competing viewpoints, preparing them for the analytical demands of GCSE Geography.

Throughout the year, students investigate:

- Why do conflicts happen over people, places and resources?
- Which global cities are shaping the world?
- How is Asia being transformed?
- How do coasts and oceans shape our world?
- How has ice shaped Britain's mountain landscapes?
- What should the world prioritise first? *(Global Problems)*

Each enquiry builds upon the last, allowing students to apply geographical knowledge and skills in increasingly complex contexts. Along the way, they investigate topics including conflict, migration, globalisation, urbanisation, economic development, coastal processes, glaciation, climate change, sustainability and global governance, using a range of contemporary and historical case studies from across the world.

Throughout the year, students strengthen their geographical thinking by interpreting maps, GIS, satellite imagery, graphs, climate data and statistical evidence, whilst developing the confidence to analyse information, evaluate competing viewpoints and construct balanced geographical judgements. By the end of Year 9, students understand that geography is not simply about explaining how the world works but about using evidence to make informed decisions that help address the complex challenges facing our planet.

Term 1
Enquiry

Why do conflicts happen over people, places and resources?

Big Picture
What are the main ideas and big questions in this topic?

Year 9 begins by exploring one of the most important geographical issues facing the modern world: conflict. Whilst conflict is often associated with war, this enquiry demonstrates that geography plays a central role in many disagreements over land, water, natural resources and the environment. Students investigate how competing demands for places and resources can create tensions ranging from local planning disputes to international crises.

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Running alongside the History study of World War One, this enquiry complements students' understanding of conflict by focusing on the geographical factors that influence why disputes develop and how they affect people, places and environments. Students explore examples from both the United Kingdom and across the world, recognising that conflict is often rooted in the unequal distribution and management of resources.

The enquiry begins with local issues, including land use and environmental conflict, before broadening to international case studies involving water security, resource exploitation and environmental conservation. Throughout the unit, students evaluate different viewpoints, consider difficult geographical decisions and explore how sustainable management can reduce conflict and improve quality of life.
This enquiry provides an important foundation for the remainder of Year 9, introducing themes of sustainability, inequality, development and decision making that are revisited throughout the year and developed further at GCSE.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by exploring the meaning of conflict and the different ways it can occur. Students investigate how competing demands for land, resources, money and the environment create tensions between individuals, communities, businesses and governments.

Students then examine land use conflict in the United Kingdom through the example of HS2, considering how major infrastructure projects create difficult decisions between economic growth, transport improvement and environmental protection. This is followed by an investigation into sewage pollution, where students evaluate the competing priorities of water companies, local communities, environmental organisations and government.

The enquiry then broadens to global resource conflicts. Students investigate why access to clean water can become a source of tension before examining the Aral Sea, where unsustainable water management transformed one of the world's largest inland seas into an environmental disaster with lasting consequences for people and ecosystems.

The final part of the enquiry explores conflicts linked to valuable natural resources and environmental change. Students investigate how blood diamonds fuelled conflict in Sierra Leone, the devastating impact of child soldiers and landmines on communities, and how the global demand for palm oil threatens orangutan habitats whilst creating difficult choices between economic development and conservation.

The enquiry is structured around the following questions:

- What is conflict?
- Why does land use create conflict in the UK?
- Why is sewage becoming an environmental conflict?
- Why do conflicts develop over water?
- What can the Aral Sea teach us about resource management?
- How did blood diamonds fuel conflict?
- How are children affected by conflict?

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- Why do landmines remain a threat long after wars end?
- Can development and conservation ever work together?

Key vocabulary includes conflict, land use, sustainability, pollution, water scarcity, resource management, desertification, blood diamonds, child soldiers, landmines, biodiversity, deforestation, conservation and humanitarian aid.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon their understanding of development, Africa, global challenges, sustainability and rivers from Year 8. They already appreciate that geography influences where people live and how environments are managed; this enquiry extends that understanding by exploring how competition for land, water and natural resources can create conflict at local, national and global scales.

Pitch Up
How will we challenge ourselves?

Conflict affects every part of the world, but it is not always fought with weapons. Geographers investigate why people disagree over land, water, transport, natural resources and the environment, and how these disagreements shape the places where we live.

Throughout the enquiry, students analyse real case studies, debate difficult decisions and evaluate different viewpoints before reaching their own evidence-based conclusions. By the end of the unit, they understand that geography provides the knowledge needed to explain conflict and identify more sustainable solutions.

Wider Framework
How does this learning connect to future topics and bigger goals?

This opening enquiry introduces many of the geographical concepts that underpin the Year 9 curriculum. Students explore how competition for land, resources and the environment creates conflict before applying these ideas to later studies of Global Cities, Transforming Asia, Coasts and Oceans, Glaciation and Mountains and Climate Change.

The enquiry also strengthens students' ability to evaluate evidence, consider different viewpoints and justify geographical decisions—skills that are developed further throughout Year 9 and form an important foundation for GCSE Geography.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Conflict is rarely caused by a single issue. Geography helps us understand how access to land, water, energy and natural resources shapes relationships between people, communities and countries.

Many of today's global challenges; including food security, environmental protection and climate change, are closely linked to competing demands for limited resources.
This enquiry encourages students to see conflict as a geographical issue that requires cooperation, evidence and sustainable decision making rather than simple solutions.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This enquiry explores issues that regularly appear in the news, from disputes over land and infrastructure to conflicts surrounding water, natural resources and environmental conservation. Students investigate how geographical knowledge helps governments, organisations and communities make informed decisions that balance economic development, environmental protection and social wellbeing. SMSC is developed through considering the human impact of conflict, the ethical

use of natural resources and the responsibilities individuals, governments and organisations have towards vulnerable communities. Students reflect on justice, equality and the long-term consequences of geographical decisions.

The enquiry promotes British Values through respectful debate, evidence-based discussion and appreciation of different viewpoints. Links to Citizenship include environmental responsibility, human rights, international cooperation and sustainable development. PSHE/RSHE links are developed through empathy, resilience, responsible decision making and understanding how conflict affects people's lives. Cross-curricular links are made with History through World War One, Science through ecosystems and pollution, and English through discussion, debate and persuasive communication.

Students explore careers including Environmental Consultant – balancing development with environmental protection, Humanitarian Aid Worker – supporting communities affected by conflict and disasters, International Development Officer – helping improve access to resources and quality of life.

The enquiry supports the Skills Builder Universal Framework, particularly:

- Listening through considering different perspectives before reaching balanced conclusions.
- Problem Solving through evaluating solutions to geographical conflicts.
- Leadership through making informed decisions during enquiry and discussion.

Resources
What books, websites, videos and materials will support our learning?

- United Nations – https://www.un.org/
- WaterAid – https://www.wateraid.org/uk
- HALO Trust – https://www.halotrust.org/
- Google Earth – https://earth.google.com/
- Our World in Data – https://ourworldindata.org/
- BBC Bitesize – https://www.bbc.co.uk/bitesize

Assessment
How will we show what we know, remember and can apply?

Students complete an end-of-unit assessment exploring the enquiry question: Why do conflicts happen over people, places and resources? Assessment activities require students to interpret maps, photographs and case study evidence before explaining the causes and impacts of different geographical conflicts.

The assessment has been designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate secure understanding of geographical conflicts, resource management and sustainability whilst applying geographical skills to interpret evidence, evaluate different viewpoints and construct balanced geographical judgements.

Term 2
Enquiry

Which global cities are shaping the world?

Big Picture
What are the main ideas and big questions in this topic?

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The second topic in year 9 explores the cities that shape the modern world. Global cities are not simply large places; they are centres of finance, trade, migration, culture, technology and political influence. This enquiry helps students understand why some cities become globally important and why urban growth creates very different opportunities and challenges in HICs, NICs and LICs.

Rather than studying one city in isolation, students compare a range of global cities including London, Dubai, Mumbai, Shanghai, Lagos and Rio de Janeiro. This allows them to see that cities grow in different ways depending on wealth, investment, migration, industry, tourism and globalisation. The enquiry also explores inequality. Students investigate how wealth and poverty can exist side by side in global cities, from luxury developments and financial districts to informal settlements, overcrowding and unequal access to services. This gives students a strong foundation for GCSE themes linked to urbanisation, development and sustainability.

This unit supports the Geography National Curriculum through the study of urbanisation, globalisation, development, migration, inequality, sustainability and place knowledge. By the end of the enquiry, students understand that global cities are powerful engines of change but also places where some of the world's biggest challenges are most visible.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry then shifts to NIC and emerging city examples. Mumbai is studied as a city of contrasts, with global finance, Bollywood and luxury developments existing alongside Dharavi and significant inequality. Shanghai demonstrates the scale and speed of urban transformation through trade, manufacturing, skyscrapers and rapid economic growth.

Lagos and Rio de Janeiro allow students to explore the challenges of rapid urbanisation in more depth. Lagos highlights migration, informal employment, housing pressure and transport challenges, whilst Rio explores favelas, tourism, crime, regeneration and inequality.

The enquiry is structured around the following questions:

- Where are the world's global cities?
- Why is London a powerful global city?
- How did Dubai become a global city so quickly?
- Why is Mumbai a city of contrasts?
- How has Shanghai transformed into a global megacity?
- Why is Lagos growing so quickly?
- How do people live with inequality in Rio?
- Which global city faces the biggest challenges?
- Assessment: How do global cities create opportunities and challenges?

Key vocabulary includes global city, HIC, NIC, LIC, urbanisation, migration, inequality, informal settlement, megacity, globalisation, regeneration, sustainability, investment, infrastructure and quality of life.

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon Year 8 learning on population, development, migration, urbanisation, globalisation and sustainability. They already understand that cities grow because of jobs, services and opportunity; this enquiry now applies that knowledge to named global cities at different stages of development.

This unit also prepares students for GCSE Geography by strengthening their understanding of urban growth, inequality, regeneration, migration and sustainable city planning.

Pitch Up
How will we challenge ourselves?

This enquiry should feel fast moving, modern and global. Students travel from the skyscrapers of London and Dubai to the crowded streets of Mumbai, the rapid growth of Shanghai, the informal economy of Lagos and the favelas of Rio.

The comparison element gives the unit its energy. Students are not just learning about cities; they are weighing them against one another, ranking challenges, debating opportunities and deciding which global city faces the most difficult future.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry establishes many of the human geography concepts that underpin the remainder of the Year 9 curriculum and GCSE Geography. Students develop a deeper understanding of urbanisation, migration, globalisation and inequality before applying these ideas to later studies of Transforming Asia, Climate Change, Development, Social Development and Rural–Urban Links at GCSE.

The enquiry also strengthens geographical enquiry by encouraging students to compare places, interpret urban data and evaluate how cities can develop more sustainably in response to future challenges.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

For the first time in history, more than half of the world's population lives in towns and cities, and this proportion continues to grow. Global cities influence far more than the countries in which they are located; they shape international finance, trade, technology, culture, politics and migration.

This enquiry encourages students to recognise that every global city has developed in different ways. Whilst some have benefited from investment and rapid economic growth, others continue to face significant challenges including inequality, housing shortages, congestion and environmental pressure. Geography helps students understand why these differences exist and how cities may continue to evolve in the future.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This enquiry explores how global cities influence the lives of billions of people. Students investigate how migration, investment, employment, tourism and globalisation shape urban environments whilst considering the opportunities and inequalities created by rapid urban growth. SMSC is developed through exploring social inequality, migration, cultural diversity and the challenges of creating inclusive, sustainable cities. Students reflect on how wealth and opportunity can vary within the same city and consider the responsibilities of governments and planners in improving quality of life.

The enquiry promotes British Values through respectful discussion of diversity, migration and multicultural communities, whilst encouraging evidence-based debate and appreciation of different perspectives. Links to Citizenship include urban planning, community cohesion, social inequality, sustainable development and the role of governments in improving cities. PSHE/RSHE links are developed through discussions surrounding identity, diversity, equality of opportunity, community wellbeing and respectful relationships within multicultural societies.

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Cross-curricular links are made with History through the study of 1920s America and urban growth, Mathematics through interpreting population data and urban statistics, Business through international trade and finance, and Computing through GIS and digital mapping. Students explore careers including:
Urban Planner – designing and improving towns and cities, Transport Planner – developing sustainable transport systems for growing populations and Architect – creating buildings and public spaces that meet the needs of modern cities.

The enquiry supports the Skills Builder Universal Framework, particularly:

- Planning through evaluating how cities can be designed to become more sustainable.
- Speaking through presenting evidence-based comparisons between global cities.
- Problem Solving through analysing urban challenges and proposing realistic geographical solutions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• United Nations – World Urbanization Prospects: https://population.un.org/wup/ • World Bank Open Data: https://data.worldbank.org/ • Our World in Data – Urbanisation: https://ourworldindata.org/urbanization • Google Earth: https://earth.google.com/ • ArcGIS Living Atlas: https://livingatlas.arcgis.com/ • BBC Bitesize GCSE Geography: https://www.bbc.co.uk/bitesize • Gapminder: https://www.gapminder.org/	Students complete an end-of-unit assessment exploring the enquiry question: Which global cities are shaping the world? Assessment activities require students to interpret maps, graphs, photographs and urban data alongside case study evidence before comparing cities and constructing extended geographical explanations. The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate secure understanding of global cities, urbanisation, migration, inequality and sustainability whilst applying geographical skills to interpret evidence, compare places and construct balanced geographical judgements.

Term 3
Topic/Theme/Enquiry

How is Asia being transformed?

Big Picture
What are the main ideas and big questions in this topic?

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Asia is home to more than half of the world's population and contains some of the fastest-changing places on Earth. This enquiry explores how population growth, urbanisation, trade, economic development and physical geography are transforming people's lives across the continent. Using India as the main case study, students investigate how physical landscapes, monsoon climates, population change and rapid urbanisation have shaped one of the world's most influential countries. They then broaden their understanding by exploring flooding in Bangladesh, mountain environments in Nepal, and China's remarkable economic transformation through manufacturing and global trade.

Running alongside the History study of Dictatorships, including Mao's China, this enquiry complements students' historical understanding by examining how geography has influenced China's economic growth and its increasing role within the global economy. Throughout the unit, students consider how development brings both opportunities and challenges, recognising that rapid change affects people and places in very different ways. This enquiry builds upon students' understanding of development, population and globalisation whilst preparing them for GCSE studies of development, urbanisation and global trade.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by introducing the physical geography of India, exploring its diverse landscapes, climate zones and the importance of location. Students investigate how features such as the Himalayas, River Ganges, Thar Desert and Western Ghats influence where people live, farm and trade.

Students then examine the importance of the monsoon climate, considering how seasonal rainfall supports agriculture whilst also increasing the risk of flooding. They investigate how India's rapidly growing population has driven urbanisation, focusing on Karnataka and the city of Bangalore to understand how migration is changing people's lives and creating new opportunities alongside significant social and environmental challenges.

The enquiry then broadens to other parts of Asia. Students investigate flooding in Bangladesh, exploring how monsoon rainfall affects communities and why some countries are more vulnerable to natural hazards than others. They also study Nepal's mountain environments, considering how people adapt to living in high-altitude landscapes and the importance of forests in reducing erosion and landslides. The final section explores China's economic transformation, examining how manufacturing, global trade and the Belt and Road Initiative have reshaped both China and the wider world. Students consider how globalisation has increased Asia's influence whilst creating new opportunities and challenges for future development.

The enquiry is structured around the following questions:

- How is India transforming?
- How does India rely on the monsoon climate?
- Why is India's population so diverse and dynamic?
- How is urbanisation changing lives in Karnataka?
- How do floods threaten lives in Bangladesh?
- How do people adapt to mountain environments in Nepal?
- How has China become a global economic power?
- How is Asia being transformed?

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Key vocabulary includes urbanisation, migration, monsoon, megacity, manufacturing, globalisation, trade, Belt and Road Initiative, biome, landslide, flooding, development, infrastructure and interdependence.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students build upon their understanding of population, development, globalisation and conflict developed during Years 8 and 9. Earlier studies of migration, sustainability and resource management help students explain why countries develop differently and how geography influences economic growth.

This enquiry also strengthens students' understanding of urbanisation, trade and development, providing an important bridge to GCSE studies of development, globalisation and resource management.

Pitch Up

How will we challenge ourselves?

Asia is changing faster than any other continent on Earth. New cities are rising, industries are expanding, populations are growing and global trade is transforming the lives of billions of people.

Throughout this enquiry, students investigate real places across Asia, comparing how geography influences opportunities, challenges and everyday life. By exploring India, Bangladesh, Nepal and China, they discover why Asia has become one of the most influential regions in the modern world.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry develops students' understanding of the processes that are reshaping countries and continents in the twenty-first century. Concepts including urbanisation, economic development, global trade, environmental hazards and sustainability are revisited later in Year 9 and form an important foundation for GCSE Geography.
Students also continue developing disciplinary skills by interpreting maps, climate graphs, population pyramids, trade data and case studies, enabling them to explain geographical change using evidence.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Asia contains many of the world's fastest-growing economies, largest cities and most diverse environments. The continent plays an increasingly important role in global manufacturing, technology, trade and environmental decision making, meaning that changes in Asia often have consequences across the world.
This enquiry encourages students to recognise that transformation is not experienced equally. Whilst economic growth has created new opportunities for millions of people, challenges such as flooding, environmental degradation, rapid urbanisation and inequality continue to shape everyday life across the continent.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry demonstrates how geographical processes are transforming one of the world's most influential regions. Students explore urban growth, global trade, environmental hazards and sustainable development whilst considering how these changes affect people's lives locally and globally. SMSC is developed through discussions surrounding inequality, sustainable development, environmental responsibility and the impact of economic growth on communities and ecosystems. Students reflect on how rapid development can improve quality of life whilst also creating new environmental and social challenges.

The enquiry promotes British Values through respectful discussion, evidence-based decision making and appreciation of different cultures and societies. Links to Citizenship include global interdependence, sustainability, responsible consumption and international cooperation. PSHE/RSHE links include resilience, equality of opportunity and understanding how global events influence everyday life. Cross-curricular links are made with History through Mao's China and Dictatorships, Business through manufacturing and trade, Science through climate, flooding and ecosystems, and Mathematics through interpreting population and trade data.

Students explore careers including:

- International Trade Manager – coordinating global imports and exports.
- Urban Planner – designing sustainable cities for growing populations.
- Environmental Scientist – helping communities adapt to natural hazards and environmental change.

The enquiry supports the Skills Builder Universal Framework, particularly:

- Planning through investigating how countries manage rapid development.
- Creativity through designing solutions to challenges created by urbanisation and environmental change.
- Speaking through presenting evidence-based explanations of how Asia is being transformed.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• United Nations – World Urbanization Prospects: https://population.un.org/wup/ • World Bank Open Data: https://data.worldbank.org/ • Google Earth: https://earth.google.com/ • ArcGIS Living Atlas: https://livingatlas.arcgis.com/ • BBC Bitesize GCSE Geography: https://www.bbc.co.uk/bitesize • Gapminder: https://www.gapminder.org/	Students complete an end-of-unit assessment exploring the enquiry question: How is Asia being transformed? Assessment activities require students to interpret maps, climate graphs, population data and case study evidence before explaining how physical and human geography are changing Asia. The assessment has been designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate secure understanding of urbanisation, monsoons, population, development and global trade whilst applying geographical skills to interpret evidence, compare places and construct balanced geographical judgements.

Term 4
Enquiry

How do coasts and oceans shape our world?

Big Picture
What are the main ideas and big questions in this topic?

Coasts are among the most dynamic environments on Earth, constantly shaped by the power of waves, weather and changing sea levels. This enquiry explores how physical processes create distinctive coastal landscapes whilst examining the vital role that oceans play in supporting life, regulating climate and connecting the world through trade, transport and biodiversity. Students investigate how erosion, transportation and deposition shape coastlines before applying this understanding to the Kent Coastline and the Jurassic Coast in Dorset. They explore why these landscapes are constantly changing and evaluate how coastal management seeks to protect people, property and natural environments from erosion and flooding.

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The enquiry then broadens to consider the world's oceans, examining their importance for ecosystems, climate regulation, food security and global trade. Students investigate threats including plastic pollution, habitat loss and climate change before evaluating how individuals, organisations and governments can work together to protect marine environments for future generations. This enquiry builds directly upon students' understanding of rivers, sustainability and environmental management developed during Years 7 and 8, whilst preparing them for GCSE studies of coastal processes, landscape management and environmental change.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by investigating how coastlines are shaped. Students explore the role of waves, weathering, erosion, transportation and deposition, examining how these processes create distinctive coastal landforms including headlands, bays, caves, arches, stacks, stumps, beaches and spits. They apply this understanding to the Kent Coastline and the Jurassic Coast, recognising how geology influences the shape and character of different coastlines. Building upon this understanding, students investigate why coastlines are important. They examine how coastal environments support tourism, trade, fishing, transport and recreation, whilst recognising the economic and cultural significance of coastal communities both locally and globally.

The enquiry then broadens to the world's oceans. Students explore how oceans regulate the Earth's climate, support biodiversity and provide habitats for marine life. Through the study of coral reefs, they investigate how fragile ecosystems support millions of people through food, tourism and coastal protection. The final section focuses on the growing threats facing marine environments. Students investigate the causes and consequences of plastic pollution, overfishing, habitat destruction and climate change before evaluating conservation strategies designed to protect oceans and promote more sustainable use of marine resources.

The enquiry is structured around the following questions:

- How do waves shape coastlines?
- How do coastal processes create distinctive landforms?
- Why are the Kent Coastline and Jurassic Coast so special?
- Why are coastlines important to people?
- Why are the world's oceans so important?
- Why do coral reefs matter?
- What threats do our oceans face?
- How can we protect marine environments?
- How do coasts and oceans shape our world?

Key vocabulary includes erosion, weathering, transportation, deposition, longshore drift, headland, bay, cave, arch, stack, stump, beach, spit, biodiversity, coral reef, ecosystem, marine pollution, plastic pollution, conservation and sustainability.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

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Students build upon their understanding of weathering, erosion, rivers, flooding, sustainability and environmental management developed throughout Years 7 and 8. Earlier studies of physical processes provide the foundation for understanding how waves shape coastlines, whilst previous learning about global challenges helps students appreciate why marine environments require careful management.	From the White Cliffs of Kent to the dramatic cliffs of the Jurassic Coast, coastlines are constantly changing. This enquiry allows students to discover how powerful natural processes create some of the world's most spectacular landscapes before exploring why healthy oceans are essential for both people and the planet. Through local and global case studies, students investigate how coastlines support communities, economies and wildlife, whilst considering the difficult decisions needed to balance development with environmental protection. By the end of the enquiry, students understand that protecting the world's oceans is one of the defining geographical challenges of the twenty-first century.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry develops students' understanding of physical geography by introducing many of the coastal processes and management strategies studied in greater depth at GCSE. It also strengthens geographical thinking by encouraging students to explain physical processes, evaluate environmental issues and consider how sustainable management can protect valuable coastal and marine environments. The enquiry provides an important foundation for the remaining Year 9 physical geography units on Glaciation and Mountains and Climate Change, where students continue to explore how natural processes shape landscapes and influence people's lives.	More than 70% of the Earth's surface is covered by oceans, making them one of the planet's most important natural systems. Oceans regulate global climate, produce much of the oxygen we breathe, support extraordinary biodiversity and connect countries through trade and transport. This enquiry encourages students to recognise that coastlines are not fixed landscapes but constantly evolving environments where physical processes and human activity interact. Understanding these systems helps students appreciate why protecting marine environments is increasingly important in a changing world.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	

his enquiry demonstrates how coastlines and oceans influence everyday life through trade, tourism, fishing, transport, biodiversity and climate regulation. Students investigate how geographical knowledge supports decisions about coastal management, marine conservation and sustainable development. SMSC is developed through appreciating the beauty and value of coastal environments, considering the ethical responsibility to protect marine ecosystems and reflecting on the consequences of environmental damage. Students explore how coastal communities adapt to change whilst recognising the importance of conserving natural environments for future generations.

The enquiry promotes British Values through responsible citizenship, environmental stewardship and evidence-based discussion. Links to Citizenship include sustainability, conservation and global responsibility. PSHE/RSHE links include environmental responsibility, ethical decision making and understanding how individual actions can contribute to protecting marine environments. Cross-curricular links are made with science through ecosystems, biodiversity and climate, History through maritime trade and coastal settlements, and Mathematics through interpreting coastal maps, graphs and environmental data.

Students explore careers including:

- Marine Biologist – researching and protecting marine ecosystems.
- Coastal Engineer – designing sustainable solutions to coastal erosion and flooding.
- Environmental Consultant – advising organisations on protecting coastlines and marine environments.

The enquiry supports the Skills Builder Universal Framework, particularly:

- Problem Solving through evaluating coastal management and conservation strategies.
- Planning through investigating sustainable approaches to protecting coastlines and oceans.
- Creativity through designing innovative solutions to reduce human impacts on marine environments.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Ordnance Survey maps and coastal mapping resources • Digimap for Schools • Google Earth • ArcGIS Living Atlas • UK Hydrographic Office • Met Office coastal and weather data • Environment Agency coastal erosion and flood-risk maps • British Geological Survey coastal resources • Marine Conservation Society • National Oceanography Centre • BBC Bitesize GCSE Geography • National Geographic oceans and coastlines resources	Students complete an end-of-unit assessment exploring the enquiry question: How do coasts and oceans shape our world? Assessment activities require students to interpret maps, diagrams, photographs and case study evidence before explaining coastal processes, evaluating management strategies and considering the importance of marine conservation. The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate secure understanding of coastal processes, landforms, ocean systems and environmental challenges whilst applying geographical skills to interpret evidence, explain physical processes and construct balanced geographical judgements.

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• Coastal photographs, satellite imagery, geological maps and management case-study evidence	

Term 5
Enquiry

How has ice shaped Britain's mountain landscapes?

Big Picture
What are the main ideas and big questions in this topic?

Britain's mountain landscapes were not always as they appear today. During the last Ice Age, powerful glaciers carved valleys, sharpened mountain peaks and created many of the spectacular landscapes that attract millions of visitors every year. This enquiry explores how glacial processes have shaped the physical landscape whilst examining the opportunities and challenges created by tourism in mountain environments.

Using Snowdon (Yr Wyddfa) as the central case study, students investigate how glaciers transformed the Welsh landscape through erosion and deposition before exploring how people use these environments today. Alongside physical geography, students examine why mountain landscapes are important for tourism, recreation, biodiversity, farming and renewable energy, recognising that these environments require careful management to balance conservation with economic development.

The enquiry provides an important bridge into GCSE Geography, introducing many of the glacial processes, landforms and landscape management concepts that students will revisit in Theme 1: Distinctive Landscapes. It also supports the planned field visit to Snowdon, allowing students to connect classroom learning with first-hand geographical enquiry.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by travelling back to the last Ice Age, investigating how Britain was transformed by vast ice sheets and valley glaciers. Students explore where glaciers are found today and examine the conditions needed for glaciers to form and move. Building upon this understanding, students investigate the processes of plucking, abrasion, freeze-thaw weathering and deposition, explaining how glaciers reshape landscapes over thousands of years. They then examine the distinctive landforms created by glacial erosion, including corries, arêtes, pyramidal peaks, U-shaped valleys, hanging valleys and ribbon lakes, applying their understanding to the landscape of Snowdon.

Students also develop their geographical skills by interpreting OS maps and identifying glacial landforms using contour patterns, aerial photographs and satellite imagery. They recognise how geographers use maps to investigate physical landscapes and explain how the landscape influences human activity. The enquiry then considers how people interact with mountain environments. Students investigate farming, hydroelectric power, conservation and outdoor recreation before exploring the growth of tourism within Snowdonia National Park. The unit culminates in a Decision-Making Exercise, where students evaluate whether tourism on Snowdon should be restricted in order to protect the landscape, considering environmental, social and economic perspectives before reaching a balanced geographical judgement.

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The enquiry is structured around the following questions:

- How was Britain different during the Ice Age?
- Where are glaciers found today?
- How do glaciers shape the land?
- What landforms are created by glacial erosion?
- How can glacial landscapes be identified on maps?
- How do people use mountain landscapes?
- Why is Snowdon such an important landscape?
- Should tourism on Snowdon be restricted?

Key vocabulary includes glacier, Ice Age, plucking, abrasion, freeze-thaw weathering, corrie, arête, pyramidal peak, U-shaped valley, hanging valley, ribbon lake, moraine, contour, National Park, conservation, tourism and sustainability.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students build upon earlier studies of weathering, erosion, rivers, coasts and physical landscapes developed throughout Years 7–9. Previous learning about environmental management and sustainability provides the foundation for understanding why mountain environments require careful protection and balanced decision making.

Pitch Up
How will we challenge ourselves?

Why do millions of people climb Snowdon every year? And can one of Britain's most spectacular landscapes survive its own popularity?

Students investigate the dramatic story of Britain's Ice Age before discovering how glaciers created the mountains, valleys and lakes we see today. They then take on the role of planners, conservationists, local businesses and visitors to decide whether tourism should be restricted to protect Snowdon for future generations.

Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry develops many of the physical geography concepts that underpin GCSE Theme 1: Distinctive Landscapes, particularly glacial processes, landscape evolution and honeypot site management. Students also strengthen their decision-making, map interpretation and evaluative skills in preparation for GCSE Geography.

The enquiry provides a natural progression into the final Year 9 topic on Climate Change, where students investigate how rising global temperatures are affecting glaciers and mountain environments around the world.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Britain's mountain landscapes tell the story of the last Ice Age. Although glaciers disappeared thousands of years ago, the landscapes they created continue to influence where people live, work and travel today.

This enquiry encourages students to appreciate that mountain environments are both spectacular natural landscapes and fragile ecosystems. Understanding how they were formed helps students recognise why they require careful management in an era of increasing tourism and climate change.

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Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry explores how physical landscapes continue to influence people's lives through tourism, recreation, farming, renewable energy and conservation. Students investigate how geographical knowledge supports decisions about protecting National Parks whilst ensuring that local communities continue to benefit from tourism. SMSC is developed through appreciating the beauty and significance of mountain landscapes, considering the responsibility to conserve fragile environments and reflecting on how different groups value the same place in different ways.

The enquiry promotes British Values through respectful discussion, evidence-based decision making and balancing competing viewpoints. Links to Citizenship include environmental stewardship, sustainable tourism and protecting national landscapes. PSHE/RSHE links include responsible outdoor recreation, personal resilience and understanding how individual actions affect the environment. Cross-curricular links are made with science through climate, weathering and glaciation, History through Britain's changing landscapes since the Ice Age, and Mathematics through interpreting contour maps and OS grid references.

Students explore careers including:

- National Park Ranger – protecting landscapes and supporting visitors.
- Environmental Consultant – balancing conservation with sustainable development.
- Outdoor Education Instructor – leading activities safely within mountain environments.

The enquiry supports the Skills Builder Universal Framework, particularly:

- Problem Solving through evaluating the impacts of tourism on Snowdon.
- Planning through making balanced decisions during the Snowdon tourism DME.
- Leadership through presenting and defending evidence-based geographical decisions.

Resources

What books, websites, videos and materials will support our learning?

- Ordnance Survey maps of Snowdonia and Britain's upland landscapes
- Digimap for Schools
- Google Earth
- ArcGIS Living Atlas
- British Geological Survey
- Snowdonia National Park Authority
- National Trust mountain landscape resources
- Met Office climate and mountain weather data
- BBC Bitesize GCSE Geography
- Royal Geographical Society glaciation resources
- National Geographic glaciers and mountain environments

Assessment

How will we show what we know, remember and can apply?

Students complete a Decision-Making Exercise (DME) exploring the enquiry question: Should tourism on Snowdon be restricted to protect the landscape? Using maps, photographs, visitor data and stakeholder viewpoints, students evaluate the environmental, social and economic impacts of tourism before reaching a justified geographical decision.

The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate secure understanding of glacial processes, mountain landforms and landscape management whilst applying geographical skills to interpret evidence, evaluate different perspectives and construct balanced geographical judgements.

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• Historical and contemporary photographs of glacial landscapes • Topographic maps, satellite imagery, visitor data and stakeholder evidence relating to Snowdon	

Term 6 Enquiry		**Planet Under Pressure: What should the world prioritise first?**

Big Picture
What are the main ideas and big questions in this topic?

This enquiry challenges students to draw upon everything they have learned throughout Key Stage 3 to investigate the complex geographical challenges facing our planet today. Acting as advisers to the United Nations, students evaluate a range of global issues including climate change, biodiversity loss, water scarcity, food security, migration, population growth and environmental sustainability. Rather than studying each issue in isolation, students explore how they are interconnected and how decisions made in one part of the world can have far-reaching consequences elsewhere.

Throughout the enquiry, students consider competing viewpoints, evaluate evidence from a range of geographical sources and appreciate that there are rarely simple solutions to global problems. The enquiry encourages students to recognise that geography is not simply about understanding the world, but about using evidence to make informed decisions that balance environmental, economic and social priorities.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by introducing students to the role of the United Nations, asking them to consider one overarching geographical question: "If the world could solve just one global problem first, what should it be?" Students revisit major global challenges encountered throughout Key Stage 3, including climate change, biodiversity loss, food insecurity, water scarcity, migration, urbanisation and inequality. They investigate how these issues are interconnected and why solving one challenge often affects many others. This enquiry fulfils the National Curriculum expectation that students deepen their understanding of the interaction between physical and human processes while applying geographical knowledge to contemporary global issues.

Attention then turns to evaluating evidence. Students investigate a range of geographical sources including satellite imagery, GIS, climate data, population statistics, development indicators, maps, graphs and case studies from around the world. Drawing upon previous enquiries, students revisit examples including Antarctica, the Amazon Basin, Russia, Africa, rivers, coasts and global cities to understand how geographical processes operate at different scales. They develop disciplinary knowledge by interpreting evidence, recognising spatial patterns, analysing conflicting viewpoints and evaluating the reliability of geographical information.

The enquiry then explores the complexity of geographical decision making. Students investigate the perspectives of governments, businesses, scientists, environmental organisations, indigenous communities and international agencies, recognising that different stakeholders often have competing priorities. Through role play, debate and collaborative decision making, students consider how limited resources require difficult choices and that sustainable solutions often involve compromise.

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The enquiry concludes with students acting as advisers to the United Nations, producing a professional policy recommendation identifying which global challenge should be prioritised first. Using evidence gathered throughout the enquiry, students construct balanced geographical judgements, justify their recommendations and communicate realistic solutions that balance environmental sustainability, economic development and social wellbeing. Throughout the enquiry, students strengthen both their substantive understanding of global geographical issues and their disciplinary skills of interpreting evidence, evaluating competing viewpoints and constructing well-reasoned geographical arguments using appropriate geographical terminology.

Students explore key geographical questions including:

- What are the greatest challenges facing our planet?
- How are global issues interconnected?
- Why do different people disagree about the best solutions?
- How can geography help us make better decisions?
- What should the United Nations prioritise first?

Key vocabulary including sustainability, resilience, globalisation, biodiversity, mitigation, adaptation, inequality, migration, development, interdependence, climate resilience, conservation, stakeholder and decision making is explicitly taught and revisited throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students draw upon the geographical knowledge and skills developed throughout Key Stage 3. Previous enquiries have explored tectonic hazards, Antarctica, weather and climate, ecosystems, settlements, the Amazon Basin, population, development, Africa, Russia, rivers, flooding, coasts, global cities and sustainability. Students also bring forward disciplinary skills including interpreting maps, GIS, satellite imagery, graphs, statistical data and geographical evidence.

This enquiry acts as a capstone to Key Stage 3 by requiring students to synthesise knowledge from across multiple topics, recognise connections between geographical issues and apply their understanding to unfamiliar global challenges.

Pitch Up
How will we challenge ourselves?

Students are challenged to evaluate complex geographical issues where there is no single correct answer. Throughout the enquiry, they investigate competing viewpoints, assess the reliability of evidence and consider the environmental, social and economic consequences of different decisions. Each lesson contributes evidence towards a final United Nations Policy Brief, in which students recommend which global issue should be prioritised first and justify their decision using geographical evidence.

Students apply their understanding to unfamiliar scenarios through debate, decision making and evaluative writing, developing increasingly sophisticated geographical thinking. They are encouraged to communicate balanced arguments, challenge alternative viewpoints and justify recommendations using accurate geographical terminology and evidence-based reasoning.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry consolidates the geographical knowledge, skills and concepts developed throughout Key Stage 3 while preparing students for GCSE Geography. Students deepen their understanding of sustainability, development, climate change, resource management and global interdependence, all of which form central themes within GCSE study. The enquiry also strengthens disciplinary skills including analysing geographical evidence, evaluating competing viewpoints, interpreting data and constructing balanced geographical judgements, providing a strong foundation for GCSE examination questions and decision-making exercises.	Students explore how organisations such as the United Nations, World Bank, World Health Organization and environmental charities work together to address global challenges. They investigate the United Nations Sustainable Development Goals, considering how countries cooperate to improve quality of life while protecting the planet. Students also examine how geography informs government policy, disaster response, environmental management and international decision making, recognising that geographical knowledge is essential for solving many of the world's most pressing issues.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, students develop social understanding by exploring how global challenges affect different communities in different ways and recognising the importance of international cooperation. Moral understanding is developed through evaluating issues of fairness, inequality, environmental responsibility and sustainable development. Students experience spiritual development through reflecting on humanity's relationship with the planet and considering their own role as global citizens. Cultural understanding is strengthened through exploring diverse perspectives from different countries, cultures and communities around the world.

Cross curricular links are made with science through climate change, ecosystems and sustainability; Citizenship through democracy, global governance and the role of international organisations; English through persuasive writing, debate and presentation; and Mathematics through interpreting graphs, statistics and global data.

The enquiry also supports employability through the Skills Builder Universal Framework, particularly Problem Solving, Speaking and Leadership. Students explore careers including environmental consultancy, diplomacy, international development, humanitarian aid, urban planning, conservation, government policy, climate science and geographical research.

Resources
What books, websites, videos and materials will support our learning?

- United Nations Sustainable Development Goals
- Gapminder World Data
- World Bank Development Indicators
- Our World in Data
- NASA Earth Observatory
- BBC News Global Issues

Assessment
How will we show what we know, remember and can apply?

Students complete a United Nations Policy Brief and accompanying presentation in which they evaluate a range of global challenges before making an evidence-based recommendation about which issue should be prioritised first. Students interpret maps, satellite imagery, graphs, development indicators, climate data and geographical sources to construct balanced geographical judgements and justify their recommendations using evidence gathered throughout the enquiry.

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• National Geographic • WWF Living Planet Report • Google Earth • GIS mapping resources • United Nations Climate Reports • IPCC Climate Resources	Substantive Knowledge (50%) assesses students' understanding of global challenges including climate change, biodiversity loss, migration, population, development, sustainability, resource management, inequality and global interdependence. Disciplinary Knowledge (50%) assesses students' ability to interpret geographical evidence, analyse data, evaluate competing viewpoints, synthesise knowledge from across Key Stage 3 and construct balanced geographical judgements using accurate geographical terminology and evidence-based reasoning.