

## Year 9 Curriculum Overview [2025/2026]

### Geography

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1	What is globalisation?	<ul style="list-style-type: none"> <li>To understand the process of globalisation</li> </ul>	Development – Year 7	Description and explanation-based writing Using key vocabulary.	Group work Decision making skills	MCQ's  Formative assessment  Summative assessment at the end of the unit.
	The garment industry	<ul style="list-style-type: none"> <li>To explain how our clothes are made and how globalisation has impacted this.</li> <li>To understand what 'fast fashion' is.</li> <li>To explain the social impacts of the fashion industry.</li> <li>To examine the Rana Plaza factory disaster and evaluate who caused it to happen.</li> <li>To explain the environmental impacts of the fashion industry.</li> <li>Aral Sea case study – how has the cotton industry caused the Aral Sea to shrink?</li> <li>De - colonising fashion – 'white men's clothes' in Ghana. To examine what 'waste colonialism' is. Community role play and decision-making activity.</li> </ul>				
	Sustainable fashion	<ul style="list-style-type: none"> <li>To examine the alternatives to fast fashion.</li> <li>To explain how fashion can be more sustainable.</li> <li>To understand how we can make sustainable choices</li> </ul>				



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### Subject

Spring Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT3</b>	<ul style="list-style-type: none"> <li>Ecosystems</li> </ul> <p>Tropical Rainforest biome</p> <p>Hot desert biome</p>	<ul style="list-style-type: none"> <li>Describe the global distribution of ecosystems</li> <li>Explain what a biome is</li> <li>Describe and explain the characteristics of different ecosystems globally</li> <li>Describe food chains and food webs</li> </ul> <ul style="list-style-type: none"> <li>To describe where Tropical Rainforests are found</li> <li>To describe and explain their structure and characteristics</li> <li>To describe and explain plant and animal adaptation.</li> <li>To examine the causes of deforestation in the rainforest</li> <li>To examine the impacts of deforestation</li> <li>To explain how the rainforest can be conserved</li> </ul> <ul style="list-style-type: none"> <li>How have plants and animals adapted to the desert</li> <li>What are the opportunities for development in the desert.</li> </ul>	<p>Year 7 – Africa</p> <p>Year 8 – cold environments</p>	<p>Description and explanation-based writing <u>Using</u> key vocabulary.</p>	<p>Map skills</p> <p>Analytical skills</p> <p>Decision making skills</p>	<p>MCQ's</p> <p>Formative assessment</p> <p>Summative assessment at the end of the unit.</p>

<p><b>HT4</b></p>	<p>The Geography of Russia</p>	<ul style="list-style-type: none"> <li>• Describe the location of Russia</li> <li>• Describe and explain Russian’s different biomes</li> <li>• Describe and explain Russia’s climate</li> <li>• Explain the reasons for Russia’s population distribution</li> <li>• Explain Russia’s role in Europe’s energy resources</li> <li>• Explain why Russia wanted control of Crimea</li> <li>• Explain why Russia wants to exploit the Arctic Ocean.</li> </ul>	<p>Ecosystems Year 9</p> <p>Cold environments – Year 9</p> <p>Weather and climate – Year 7</p>	<p>Description and explanation-based writing</p> <p><u>Using</u> key vocabulary.</p>	<p>Map skills</p> <p>Analytical skills</p> <p>Decision making skills</p>	<p>MCO’s</p> <p>Formative assessment</p> <p>Summative assessment at the end of the unit.</p>
<p><b>HT5</b></p>	<p>The Geography of the Middle East</p>	<ul style="list-style-type: none"> <li>• Describe the location of the Middle East</li> <li>• Describe the climate of the Middle East</li> <li>• Describe population distribution across the region</li> <li>• Investigate hoe developed the Middle East region is</li> <li>• Explain and understand the factors causing the crisis in Yemen</li> <li>• How can the crisis in Yemen be dealt with?</li> <li>• Explain how the UK is connected to the Middle East</li> <li>• Explain how important oil is the to the development of the region</li> <li>• Explain how tourism is becoming a boom industry in the UAE</li> </ul>	<p>Weather and climate – Year 7</p> <p>Development – Year 9</p>	<ul style="list-style-type: none"> <li>• Description and explanation - based writing</li> <li>• Key vocabulary</li> </ul>	<p>Map skills</p> <p>Analytical skills</p> <p>Decision making skills</p>	<p>MCO’s</p> <p>Formative assessment</p> <p>Summative assessment at the end of the unit.</p>

**Catholicity across the Geography Curriculum**

Throughout Year 9, pupils study topics that balance both physical human geographical ideas and skills. They will also begin to apply the principles of catholic social teaching to lessons, to guide them in living out their faith in the world.

HT1 – through the ‘geography of my clothes’ unit, pupils will focus on the CST principles of solidarity, dignity and creation and the environment. By understanding the negative impact the fashion industry has on people and the environment, they can be empowered to make sustainable decisions.

HT2 – Through the cold environment unit, pupils will focus on the CST principle create and the environment. The impacts of climate change on Antarctica are already here. How can we reduce them and what will be the consequences be for the wildlife there?

HT3 – through the ecosystem’s unit, pupils will revisit the principle of creation and the environment. They will examine the impact of deforestation on the world’s rainforests and how they can make more sustainable decisions here, that can have a positive effect.

Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.