

Year 9 Curriculum Overview 2026- 27

Geography

Autumn Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT1 'Is Fast Fashion Worth the Cost?'	What is globalisation? What is fast fashion? Environmental impacts of the fashion industry How can the fashion industry be more sustainable	- To understand how globalisation connects people, places and businesses around the world. - To understand what fast fashion is and explain why it has become so popular. - To explain the social impacts of the fashion industry on workers, communities and consumers. - To explain the environmental impacts of the fashion industry - To investigate alternatives to fast fashion and explain how the fashion industry can become more sustainable.	Year 8 climate change	Implementing the STAR strategy - - Speaking confidently - Thinking critically - Articulating through writing - Reading with purpose	Communication – Presenting ideas, debating geographical issues and explaining evidence clearly. Problem Solving – Investigating real-world geographical challenges and proposing sustainable solutions. Decision Making – Weighing up different viewpoints before reaching justified conclusions.	Formative assessment throughout the topic. Mid topic assessment. End of unit summative assessment.
CST Catholicity Across the Curriculum	This unit encourages pupils to recognise the dignity of every person involved in making our clothes and our responsibility to care for God's creation. Pupils reflect on how their choices can promote justice, solidarity and stewardship by supporting fair and sustainable fashion.					

HT2 ‘Are our coastlines under greater threat than ever before?’	Coastal landforms	• Describe the physical processes that shape coastlines, including erosion, weathering, mass movement and longshore drift. • Explain how waves, geology and sediment create distinctive coastal landforms. • Compare constructive and destructive waves and evaluate how they influence coastal change. • Assess how human activities can increase pressure on coastal environments. • Explain how climate change is increasing threats to coastlines • Evaluate the different coastal management strategies, including hard and soft engineering. • Assess how coastal environments can be protected whilst meeting the needs of people, economies and wildlife.	Rivers Year 8	Implementing the STAR strategy - • Speaking confidently • Thinking critically • Articulating through writing • Reading with purpose	• Communication – Presenting ideas, debating geographical issues and explaining evidence clearly. • Problem Solving – Investigating real-world geographical challenges and proposing sustainable solutions. • Decision Making – Weighing up different viewpoints before reaching justified conclusions.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear summative assessment.
	Threats to coastal environments					
	Coastal management					
CST Catholicity Across the Curriculum	Pupils will explore how caring for God's creation involves protecting coastlines while considering the needs of communities, wildlife and future generations. They will reflect on our shared responsibility to use natural resources wisely and make decisions that promote the common good.					

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Geography

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]			
HT3 ‘Why do the same natural hazards become disasters in some places but not others?’ HT4		- The structure of the Earth and the theory of plate tectonics - How plate boundaries create earthquakes, volcanoes and tsunamis - The impacts of tectonic hazards on people and places - Why some countries are more vulnerable than others - How prediction, monitoring and management can reduce risk - How communities adapt and build resilience after tectonic disasters	Year 8 Urbanisation	Implementing the STAR strategy - - Speaking confidently - Thinking critically - Articulating through writing - Reading with purpose	Communication – Presenting ideas, debating geographical issues and explaining evidence clearly. Problem Solving – Investigating real-world geographical challenges and proposing sustainable solutions. Decision Making – Weighing up different viewpoints before reaching justified conclusions.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear summative assessment.
Catholicity Across the Curriculum	Tectonic hazards remind us of our responsibility to care for one another, especially those most vulnerable to natural disasters. Through the principles of Human Dignity, Solidarity , and the Preferential Option for the Poor , pupils explore why disasters affect communities differently and how international cooperation can help people rebuild their lives with hope and dignity.					

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Catholicity Across the curriculum	Inspired by <i>Laudato Si'</i> , pupils are encouraged to act as stewards of God's creation , using geographical evidence to care for the school environment and promote the common good. They consider how sustainable actions can improve the wellbeing of both people and the environment, demonstrating responsibility, service and respect for creation.
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