BRANNEL SCHOOL
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Curriculum Summary Document

Year 9 - Geography

People, Environments and Risk

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for transition into Key Stage 4?	Links to other Subjects
Place: Africa	Autumn Term	Students study the physical and human geography of Africa, including climate zones, biomes, population distribution, economic development and cultural diversity. They analyse how colonial histories, trade systems and globalisation continue to influence opportunities and challenges in the region. Students interpret a range of geographical data sources to describe patterns and explain regional differences.	This unit builds the contextual place knowledge and comparative understanding required at GCSE. Students begin to use command terms such as describe, explain and compare with greater precision and apply evidence to support longer written answers.	Oracy: Confident explanation of key patterns and regional variation. History: Colonial legacy and historical influence on present-day development. Economics: Trade systems, development indicators and inequality. Religious Education: Cultural identity and belief across diverse communities.
Changing Hazards	Spring 1	Students examine the causes, impacts and management of hazards such as earthquakes, volcanoes and tropical storms. They develop geographical explanations of hazard formation and evaluate responses in different economic contexts. Students compare case studies to understand variation in vulnerability and resilience.	This unit supports transition to GCSE by strengthening students' ability to sequence physical processes and compare case studies. Students develop reasoning and evaluation skills required for extended GCSE questions on risk and response.	Oracy: Explaining processes clearly and justifying decisions. Science: Tectonic systems and atmospheric processes. Mathematics: Interpreting graphs, data sets and proportional change. PSHE: Risk awareness, preparedness and resilience.
Coastal Processes	Spring 2	Students investigate erosion, transportation and deposition processes and how they shape coastal landforms. They evaluate coastal management strategies and consider	This unit prepares students for GCSE geomorphology by establishing strong process knowledge, using annotated diagrams and developing evaluation of	Oracy: Using precise geographical vocabulary to explain change. Science: Material

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		environmental and socio-economic implications. Students interpret diagrams and coastal maps to describe change over time.	management strategies—key disciplinary skills for longer written responses.	properties and energy transfer. Design Technology: Engineering and coastal defence design principles. Mathematics: Scale, measurement and data interpretation.
British Geography	Summer 1	Students examine physical and human features of the UK, including landscapes, settlement patterns and regional identity. They explore economic change, population distribution and environmental challenges. Students use map evidence, spatial data and comparative description.	This unit supports progression to GCSE by strengthening locational knowledge and comparative geographical description. Students practise supporting claims with evidence and begin structuring longer comparative responses.	Oracy: Articulating similarities and differences across regions. History: Industrial development and changing settlement patterns. Economics: Regional development, employment and trade. PSHE: Identity, belonging and community diversity.
Geographical Investigations (Fieldwork)	Summer 2	Students plan and conduct a geographical enquiry, collecting and presenting primary data. They evaluate reliability, accuracy and validity of methods and conclusions. Students practise reflective analysis and justification of methodological decisions.	This unit directly prepares students for GCSE fieldwork expectations. Students develop independence in applying enquiry stages, analysing results and constructing structured conclusions and evaluations.	Oracy: Presenting findings and reasoning clearly to an audience. Mathematics: Data handling, statistical representation and interpretation. Computing: Digital mapping and visualisation tools. Science: Systematic observation and controlled investigation.