West Kirby Grammar School

Curriculum Map – Year 9 – Geography 2026-2027

Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior learning	Next link in curriculum
Y9.1 Coastal Landscapes	AUTUMN	• Photographic interpretation • Using OS maps and Geological maps. • Creating annotated diagrams. • Photographic interpretation. • Virtual fieldtrip (DVD and GIS activity) • Sequencing of marine processes. • Decision making exercise.	• Building their understanding of physical geography by investigating coastal processes, including erosion, transportation, deposition, weathering and mass movement, and how they shape coastal landscapes. • Developing an understanding of distinctive landscapes by exploring the formation of coastal landforms, including headlands and bays, caves, arches, stacks, beaches, spits and sand dunes. • Develops understanding of human geography and how it interactive with the environment by examining how people manage coastlines to reduce the impacts of erosion and flooding. • Further developing place knowledge through the study of the Holderness Coast, investigating the opportunities, challenges and management of one of Europe's fastest-eroding coastlines. • Continuous development and practise of geographical skills by interpreting OS maps, coastal photographs, diagrams, maps and fieldwork evidence to identify coastal processes and landforms.	Builds on year 7 learning of glaciated landscapes in cold environments. Prior knowledge of UK, where settlements are located.	Y9.4 Climate change GCSE – Physical Landscapes of the UK (Coasts and Rivers). Weather hazards & Climate change.
Y9.2 Urbanisation and Lagos	AUTUMN/SPRING	• Use of interactive 3D maps and GIS to show change over time. • Interpreting graphs and other forms of data. • Plotting world population exponential growth graphs. • Writing extended answers planned using PEEL technique.	• Developing place knowledge by studying Lagos, Nigeria, to understand its physical and human characteristics, significance and connections within Africa and the wider world. • Investigating urbanisation, migration, population change, economic activity, settlements and the growth of megacities. • Exploring how rapid urban growth creates opportunities and challenges for people and the environment. • Further develop an understanding of global development by comparing patterns of urbanisation in LICs and HICs and recognising how levels of development influence urban change. • Develops geographical enquiry by evaluating urban planning strategies (Makoko Floating school/ Lagos Transport Master Plan) and their effectiveness in improving quality of life and creating more sustainable cities.	Builds on Y8 study of China, looking at a contrasting NEE and the effects of rapid population growth. Builds on Y8 Development – How level of development influences the rate of urban growth, and how this creates both challenges and opportunities.	Y9.4 Climate change GCSE – Urban issues and challenges, Changing economic world.

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Y9.3 Tectonic Hazards	SPRING	• Scale drawing of the earth. • Use of rock samples. • Drawing annotated diagrams. • Sequencing of geological processes. • Comparing two case studies – one a LIC the other a HIC. Command words Assess/Evaluate/To what extent. • Whole class Group Role play activity with individual decision-making process.	• Begin to develop an understanding of plate tectonic processes, earthquakes, volcanoes and the formation of tectonic landscapes. • Develop an understanding of how plate movement creates hazards and how these processes shape the Earth's surface over time. • Further developing their place knowledge through case studies of Haiti, Chile, Mount Pinatubo and the 2004 Indian Ocean tsunami, comparing the impacts of tectonic hazards in different parts of the world. • Understanding how humans and the environment interact by examining how levels of development influence vulnerability, resilience and responses to tectonic hazards. • Further development of geographical skills by interpreting tectonic maps, cross-sections, hazard distribution maps and case study data to identify patterns and explain processes. • Developing geographical enquiry skills by evaluating strategies to reduce tectonic risk, including monitoring, prediction, protection and planning, and considering their effectiveness.	This topic builds on knowledge from year 8 where students have looked at other tectonic landscapes (Great African Rift Valley 8.3 Africa & Tsunamis and Volcanoes in 8.5 Global disasters. Locational knowledge from year 7 map skills is also essential.	GCSE – Natural Hazards – Continuing tectonic hazards. Changing economic world.

Y9.4 Climate Change	SUMMER	• Interpreting climate graphs • Describing graphs e.g. Graph showing glacial and interglacial periods. • Drawing and annotating diagrams. • Identifying trends. • Comparative writing – comparing different types of climate change evidence. • Exam writing – Assessing the significance of the effects of climate change. • Exam writing – Evaluating the strategies to mitigate and adapt to climate change .	• Investigating the Earth's climate system, the natural causes of climate change and the processes driving global climate patterns. • Developing understanding of how human activities contribute to climate change and how environmental change affects people and places. • Developing an understanding of environmental processes and sustainability by examining the impacts of climate change and strategies for adaptation and mitigation at local, national and global scales. • Learning about global interdependence by investigating how climate change affects countries differently and the importance of international cooperation to reduce its impacts. • Continuous development of geographical skills by interpreting climate graphs, temperature records, maps and other geographical data to identify patterns, trends and evidence of climate change. • Exam skill by evaluating the effectiveness of different responses to climate change and considering how sustainable solutions can reduce future risks.	Develops knowledge from Y8 Weather and climate topic. Brings together knowledge of Tropical Rainforests from Y7 resources and Tundra from Y7 cold environments.	GCSE – Weather hazards and climate change, Urban issues and challenges (specifically Lagos and sea level rise in squatter settlements) Significant links with KS4 Chemistry – Greenhouse effects KS4 Physics – Earth's orbit and axial tilt.