



Y9.1 Geography: Coastal landscapes of the UK

Learning about this topic is important because: Coastlines are dynamic environments that are constantly changing due to natural processes such as erosion, transportation and deposition. By studying coasts, you will understand how landscapes are formed, why coastal areas are valuable to people, and how they can be affected by challenges such as erosion, flooding and climate change. This helps you appreciate the connections between people and the environment and the need to manage coastal areas sustainably.

This builds on: Previous learning about resource management, weather and climate, and OS map skills. You will use this knowledge to understand how coasts are formed, how they change over time, and how they can be managed sustainably.

This leads to: At GCSE you will study coastal processes, landforms, erosion, deposition and coastal management in greater depth. You will continue to develop your map, data analysis and fieldwork skills while investigating how coastlines change and how people respond to coastal challenges.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
Characteristics of constructive and destructive waves.			Interpret maps, aerial photographs and satellite images.		
Processes of erosion (hydraulic action, abrasion, attrition, solution), processes of transportation (traction, saltation, suspension, solution, long-shore drift) and deposition. Mass movement and weathering.			Analyse and interpret data about coastal processes, erosion rates and wave characteristics.		
Landforms of erosion – Headlands and bays, erosion of a headland (crack cave arch stack stump), wave-cut platforms.			Identify patterns and relationships between physical processes and coastal landforms.		
Landforms of deposition – beaches, sand dunes, spits and bars.			Evaluate the effectiveness of different coastal management strategies using evidence.		
Hard engineering strategies – Sea walls, rock armour, gabions, groynes.			Make decisions about how coastlines should be managed by considering environmental, social and economic factors.		
Soft engineering strategies – Beach nourishments, beach reprofiling, dune restoration, coastal realignment.					
Case study – Management of the Holderness Coast.					
Key vocabulary Abrasion, arch attrition, bar, bay, beach, beach profile, berm, concordant coastline, discordant coastline, deposition, differential erosion, estuary, headland, hydraulic action, load, longshore drift, managed retreat, mass movement, rockfall, rockslide, rotational slumping, saltation, sand dune, sediment, spit, stack, stump, suspension, traction, transportation, wave cut notch, wave cut platform, wave refraction, weathering.			Assessments – Scores and reflection		
			Processes assessment	/10	
			Mid topic assessment	/20	
			End of topic assessment	/30	



Y9.1 Geography: Coastal landscapes of the UK



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Y9.2 Geography: Urbanisation and Lagos



Learning about this topic is important because: Over half of the world's population now live in cities. By 2030, it is expected that over 60 per cent of the world's population will live in urban areas and by 2050, over 70 per cent. This unit explains the reason for this rapid growth in urban populations and helps us understand the challenges and opportunities that are created.

This builds on: Your understanding of development by exploring how economic growth and population change can lead to rapid urbanisation. You will investigate why cities such as Lagos are growing so quickly, the opportunities and challenges this creates, and how development can influence people's quality of life.

This leads to: Further study of urbanisation at GCSE Geography, where you will investigate urban growth in cities at different stages of development. You will build on your understanding of Lagos by comparing it with a major city in a high-income country, exploring how opportunities, challenges and urban management vary between places.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate	
Why are a growing percentage of the world’s population living in urban areas.			Interpret maps to identify patterns of urban growth.			
What is the global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.			Analyse population data, graphs and statistics to investigate urbanisation trends.			
Emergence of Megacities - What are the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.			Interpret photographs, maps and satellite images to identify urban features and challenges.			
The location and importance of Lagos, regionally, nationally and internationally.			Explain the causes and consequences of urbanisation			
The causes of growth: natural increase and rural-urban migration.			Evaluate urban planning strategies and assess how successfully they improve quality of life.			
How urban growth has created opportunities: Social and economic.			Developing links in explanation and a clear structure in extended writing using PEEL (point, evidence, explain, link).			
How urban growth has created challenges: Slums, water, access to services, unemployment and crime and environmental issues.						
How urban planning strategies have improved quality of life for the urban poor.						
Key vocabulary Urbanisation Rural-urban migration Natural increase High-income country (HIC) Newly emerging economy (NEE) Low-income country (LIC) Manufacturing Formal and informal economy Economic growth	Squatter settlements Megacity Gross domestic product (GDP) Push factors Pull factors Quality of life Squatter settlement		Assessments – Scores and reflection			
			Key terms/vocab	/10		
			Mid topic assessment	/20		
			End of topic Assessment	/30		



Y9.3 Geography: Tectonic Hazards



Learning about this topic is important because: Studying plate tectonics helps us to understand how major landforms, such as mountains and rift valleys are formed but also appreciate that the Earth's surface is dynamic and constantly moving. It explains how and where volcanoes form, earthquakes strike and tsunamis are generated. Understanding of the science is crucial for civilians, governments and charities to manage the impacts – through predication, preparedness and planning.

This builds on: Studying the location of Earth's key physical features – continents, oceans and mountains etc from KS2 and Y7, learning about the physical geography of Africa in Y8 and also, studying weather hazards (Y8).

This leads to: Developing an understanding of Earth's systems, which can link to other topic, such as urbanisation – many megacities are located in tectonically active locations, including Tokyo in Japan – the world's largest.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
The structure of the earth.			Analysis of hazard distribution patterns on world scale maps.		
Distribution of earthquakes and volcanoes and plate tectonic theory.			Use of block diagrams to identify key features of different plate boundary settings.		
How do plates move? Mantle convection, slab pull and ridge push.			Identify patterns and relationships between physical processes and tectonic hazards.		
What happens at different plate boundaries. Destructive, constructive and conservative.			Evaluate the impacts of tectonic hazards when considering a countries level of development.		
Types of volcano – Composite and shield, where they are found and how they are different.			Assess the effectiveness of responses to tectonic events.		
Comparative case studies – Haiti and Chile 2010. How levels of development affect the severity of an earthquake.			Decision making about the most effective methods of responding to hazards. Japan Tsunami DME.		
Mt Pinatubo eruption – causes, effects and responses.					
The 2004 Indian Ocean tsunami – the effects of a mega disaster.					
How to live in areas of tectonic risk. Monitoring, prediction, protection and planning.					
Key vocabulary Conservative/transform, Convergent/destructive Collision Divergent/constructive Epicentre Focus	Liquefaction Mantle convection Moment Magnitude Scale (MMS), Pyroclastic flow Slab pull Subduction Volcanic Explosivity Index (VEI),		Assessments – Scores and reflection		
			Key terms/vocab Describing distributions	/20	
			Plate boundary extended writing	/6	



Y9.3 Geography: Tectonic Hazards



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Hazard Management Cycle Lahar	End of topic Assessment	/30	
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Y9.4 Geography: The causes, effects and responses to climate change.

Learning about this topic is important because: Climate change is arguably the most significant threat facing the world today: an understanding of the causes, effects and management strategies is essential in protecting vulnerable populations through mitigation and adaptation.

This builds on: Your previous learning of weather and climate in year 8. Additionally, this topic links to the effects of global warming studied in year 7 in both the resources and cold environments topics.

This leads to: Developing an understanding of the challenges created by climate change can help support your learning in topics such as Weather hazards, ecosystems and urbanisation at GCSE. Furthermore this is a cross-curricular topic, learning about the Greenhouse effect in year 9 prepares you well for GCSE Geography and Chemistry.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
What is climate change and what evidence is there to prove it is occurring?			Analyse climate graphs, maps and other data to identify patterns, trends and evidence of climate change.		
The natural causes of climate change – Volcanic eruptions, Earth's orbit, tilt of the earth on its axis and sunspots.			Describe, compare and explain patterns, trends and relationships using a range of geographical data, including climate graphs, maps, satellite images, charts and tables.		
The human causes of climate change part 1 – The enhanced Greenhouse effect.			Locate and explain where climate change causes and impacts occur at local, national and global scales.		
The human causes of climate change part 2 – Fossil fuels, agriculture, industry, urbanisation and deforestation,			Assess the causes, impacts and responses to climate change using geographical evidence and reasoning.		
Effects of climate change on different scales, local, national and global.			Compare adaptation and mitigation strategies and justify sustainable solutions using evidence.		
Adapting to the effects of climate change – Building design, coastal protection, artificial glaciers and agricultural changes.					
Mitigating the effects of climate change – Carbon capture, afforestation, international agreements and alternative energies.					
Key vocabulary Climate change Global warming Greenhouse effect Enhanced greenhouse effect Carbon dioxide (CO ₂) Methane (CH ₄) Nitrous oxide (N ₂ O) Carbon footprint Fossil fuels Energy production Renewable energy		Energy efficiency Sustainable Deforestation Afforestation Urbanisation Industrialisation Axial tilt Milankovitch cycles Ice core Tree rings Glacier retreat Sea-level rise Adaptation Mitigation		Assessments – Scores and reflection	
				Key terms assessment	/10
				Effects of climate change extended writing	/10
				Responses to Climate change DME	/20



Y9.4 Geography: The causes, effects and responses to climate change.



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Solar/Wind/Hydroelectric/Nuclear Carbon capture and storage (CCS) Vulnerability	Drought-resistant crops			
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