Programme of Study for Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
Global Population • How is the world's population distributed and changing? • How has the UK's population changed and how might it continue to change? • How is the global pattern of urbanisation changing? • Where are the world's major cities located and why are they growing? • How and why do countries attempt to influence population change? **Skills** • Describe, interpret and analyse geographical data and trends. • Interpret population maps, graphs and statistics. • Analyse written sources and apply case-study evidence.	**Urban Futures: rapid urbanisation** • What does rapid urbanisation mean for cities? • Explain rural-to-urban migration, including push and pull factors, and internal growth. • Investigate the consequences of rapid urban growth in LIDCs. • Compare suburbanisation, counter-urbanisation and re-urbanisation in ACs. **Skills** • Describe and analyse geographical patterns and trends. • Use case studies and theories to explain urban change. • Analyse maps, data and written sources. **London as a Case Study: Contemporary Challenges and Sustainability** • What contemporary challenges does London face as a major AC city? • How do housing, transport, inequality and environmental pressures shape urban life? • What sustainability strategies are being used to manage growth, improve liveability and reduce environmental impact?	**Urban Futures: city life and sustainability** • Compare life in one AC city and one LIDC or EDC city. • Investigate challenges including housing, transport, access to services, inequality, informal employment, health and waste. • How can cities become more sustainable? • Evaluate one sustainability initiative in each city, such as brownfield development, recycling or transport improvements. **Skills** • Compare contrasting urban case studies. • Interpret geographical data and written sources. • Evaluate strategies and reach supported conclusions. **Mumbai Case Study: Opportunities and Challenges** • Locate Mumbai on the west coast of India and explain its national and international importance. • Explain how employment, education, healthcare and services attract migrants to Mumbai. • Examine opportunities created by rapid urban growth,	**Changing Climate: evidence and causes** • What evidence is there for climate change from the beginning of the Quaternary period to the present day? • To what extent is climate change a natural process? • How reliable are different sources of climate evidence? • What natural and human factors cause climate change? **Skills** • Interpret climate graphs, maps and timelines. • Assess the reliability of evidence and written sources. • Describe and explain trends using geographical knowledge.	**Changing Climate: impacts** • Why is climate change a global issue? • Explore social, economic and environmental impacts during the 21st century. • Examine impacts linked to sea-level rise and extreme weather. • Why do the impacts vary between regions and groups? **Skills** • Analyse climate projections and geographical data. • Use case studies to explain contrasting impacts. • Evaluate evidence and communicate supported judgements.	**Glaciation** • How has glaciation shaped the landscape? • Explain freeze-thaw weathering, plucking and abrasion. • Explain the formation of corries, arêtes and pyramidal peaks. • How have glacial and interglacial periods affected landscapes? • How do glaciated landscapes influence farming, water storage, settlements and tourism? **Skills** • Interpret photographs, maps and diagrams of glacial landscapes. • Sequence and explain geomorphic processes. • Apply geographical case-study evidence.	**Autumn (1st term) • Global Population** • Spiritual - Pupils reflect on how global population distribution and demographic change influence how people experience life across different regions. • Moral - Pupils evaluate how governments and international communities attempt to influence population change fairly and sustainably. • Social - Pupils debate different responses to demographic change and consider how decision-makers plan for changing populations. • Cultural - Pupils appreciate the diversity and shared features of global communities by analysing migration patterns and demographic structures. **Autumn (2nd term) • Urban Futures: rapid urbanisation & London Case Study** • Spiritual - Pupils develop fascination with the rapid growth, scale, and dynamic evolution of global cities. • Moral - Pupils evaluate whether housing, transport, and environmental pressures in major cities are managed fairly across different social groups. • Social - Pupils practise listening and reasoned disagreement when evaluating sustainability strategies in London. • Cultural - Pupils compare how different urban cultures and communities adapt to liveability challenges in major AC cities. **Spring (1st term) • Urban Futures: city life, sustainability & Mumbai Case Study** • Spiritual - Pupils reflect on how rapid urban growth transforms daily human life and spatial experiences in LIDC/EDC cities like Mumbai. • Moral - Pupils consider the consequences of severe urban inequality, informal

	• Interpret maps, census data and sustainability indicators to evaluate effectiveness.	including employment, services and economic development. • Investigate challenges including housing shortages, congestion, overcrowding, pressure on services, pollution and informal settlements such as Dharavi. • Evaluate how redevelopment in Dharavi aims to improve housing, infrastructure, services, community facilities and economic opportunities.				settlements like Dharavi, and unequal access to basic services. • Social - Pupils debate different responses to urban redevelopment and consider how decision-makers evaluate initiatives to improve housing, healthcare, and infrastructure. • Cultural - Pupils challenge stereotypes about informal settlements by examining community life, economic opportunities, and enterprise in Dharavi. **Spring (2nd term) • Changing Climate: evidence and causes** • Spiritual - Pupils develop fascination with the long-term natural changes in Earth's climate system from the Quaternary period to the present day. • Moral - Pupils evaluate the reliability of different sources of climate evidence and consider the ethical implications of human-driven climate change. • Social - Pupils collaborate to analyse climate data, graphs, and timelines to distinguish between natural and human factors. • Cultural - Pupils compare how scientific consensus and global perspectives on climate change have evolved over time. **Summer (1st term) • Changing Climate: impacts** • Spiritual - Pupils reflect on how rising sea levels and extreme weather events alter human connections to fragile environments. • Moral - Pupils evaluate whether climate change impacts are distributed fairly or disproportionately affect vulnerable regions and populations. • Social - Pupils consider how global decision-makers and communities collaborate to respond to climate risks and adaptation challenges. • Cultural - Pupils compare how different cultures and communities around the world adapt their daily ways of life to changing environmental conditions. **Summer (2nd term) • Glaciation**
Key Learning Outcomes • Explain global population distribution and change. • Explain UK population change and changing urbanisation patterns. • Use population evidence to explain the growth and importance of cities.	**Key Learning Outcomes** • Explain the causes of rapid urbanisation in LIDCs. • Explain the consequences of rapid urban growth. • Compare urban trends in ACs, EDCs and LIDCs.	**Key Learning Outcomes** • Compare opportunities and challenges in AC and LIDC or EDC cities. • Explain how urban life is affected by housing, transport, services and inequality. • Assess strategies designed to make cities more sustainable. • Explain how rapid urbanisation has created both opportunities and challenges in Mumbai. • Assess strategies designed to improve quality of life in Dharavi and wider Mumbai.	**Key Learning Outcomes** • Describe evidence for climate change over different timescales. • Explain natural and human causes of climate change. • Assess the reliability of different forms of climate evidence.	**Key Learning Outcomes** • Explain social, economic and environmental impacts of climate change. • Explain why climate impacts vary between places. • Use 21st-century case-study evidence to assess climate risk.	**Key Learning Outcomes** • Explain how glacial processes shape landscapes. • Explain the formation of key erosional landforms. • Explain how glaciated landscapes influence human activity.	
Autumn terms **Autumn 1** • Global Population exam-style questions. **Autumn 2**		**Spring terms** **Spring 1** • Urban Futures assessment and response to feedback. **Spring 2**		**Summer terms** **Summer 1** • Changing Climate assessment. **Summer 2**		

• Global Population and Urban Futures assessment.		• Changing Climate evidence and causes questions.		• End-of-year assessment covering Year 9 content, including Glaciation.		• Spiritual - Pupils develop fascination with the scale, power, and beauty of glacial processes that create dramatic mountain landscapes like corries, arêtes, and pyramidal peaks. • Moral - Pupils evaluate whether human activities such as farming, settlements, and tourism in glaciated upland areas are managed sustainably. • Social - Pupils debate different responses to land-use conflicts between local residents, tourists, and environmental conservators in glaciated regions. • Cultural - Pupils appreciate how glaciated landscapes shape regional heritage, traditions, and economic livelihoods for mountain communities.
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	
Building understanding • Global Population builds on KS3 knowledge of population, migration and settlements. • The unit establishes the demographic context needed to understand urban growth.	**Building understanding** • Urban Futures applies population change to cities and develops understanding of rapid urbanisation. • Students compare how urban processes vary across countries at different levels of development.	**Building understanding** • Contrasting city case studies deepen students' understanding of urban opportunities, challenges and sustainability. • The unit strengthens evaluation and case-study skills relevant to GCSE Geography.	**Building understanding** • Changing Climate follows the population and urban units by examining environmental change and growing human pressures. • Students first establish the evidence and causes before considering impacts.	**Building understanding** • Climate impacts develop understanding of inequality, vulnerability and connections between places. • Case studies strengthen students' ability to analyse evidence and make supported judgements.	**Building understanding** • Glaciation extends physical-geography understanding through processes, landforms and landscape use. • The unit provides a foundation for later study of distinctive landscapes at GCSE.	

Home Learning
- Case-study recall and retrieval.
- Exam-style questions and response to feedback.
- Research tasks and guided reading linked to current topics.
- Revision and targeted skills practice.

Reading / literacy
- Geographical vocabulary.
- Differentiated writing frames.
- OCR B textbook, newspaper articles and geographical news.
- Model answers and CUBE to decode examination questions.

Numeracy
- Interpret graphs, tables, maps and population statistics.
- Calculate and interpret percentages, increases, decreases and percentiles.
- Interpolate and extrapolate trends.
- Identify weaknesses in statistical presentations.
- Draw and justify conclusions from numerical and statistical data.

Enrichment / cultural capital
- Analyse photographs, cartoons, diagrams and written sources.
- Recognise bias and evaluate source usefulness.
- Suggest improvements to maps, graphs, statistical techniques and visual sources.
- Connect population, urbanisation and climate change from local to global scales.
- Develop awareness of geographical careers and sustainable decision-making.