

Year 9

Year 9 assessment dates

Assessment week 1 – 08.12.2025

Assessment week 2 – 23.03.26

Year 9 – Crime, Tectonic Hazards, Understanding Russia, Ecosystems (rainforests and Savannah), Tourism, Coasts, Global development

Term	Content	Sequencing	Assessment	Careers links, Experiences & Future Subject Ambition (KS4/KS5)	
Autumn 1 (8)	<p>Topic: Tectonic Hazards</p> <ol style="list-style-type: none"> 1. Structure of the earth 2. Continental drift 3. Plate boundaries 4. Types of volcanoes 5. Case study 6. What is a super volcano? 7. Case study 	<p>KEY KNOWLEDGE:</p> <p>Understanding Plate Tectonics: Types of plate boundaries (constructive, destructive, conservative) Structure of the Earth (core, mantle, crust).</p> <p>Types of Tectonic Hazards: Comparing different tectonic events.</p>	<p>Consolidation/Summative assessment:</p> <p>Consolidation – Understanding a case study</p>	<p>Explore the role of a Seismologist Seismologist Explore careers National Careers Service</p>	<p>Paper 1, Q1</p>

	<ol style="list-style-type: none"> 8. What is an earthquake? 9. Case study 10. What is a tsunami? 11. Case study 12. Reducing the impacts of natural hazards 13. Assessment 	<p>Understanding primary and secondary impacts</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Convection currents • Conservative • Constructive • Destructive • Richter scale • Primary effect • Secondary effect • Responses <p>Previous topics built on in this topic:</p> <p>Kenya & Japan– Y7, Summer 1</p> <p>Middle East – Y8, Sprin 1</p>		<p>Explore the role of a Geoscientist</p> <p>Geoscientist Explore careers National Careers Service</p>	
<p>Autumn 2 (7)</p>	<p>Topic: Understanding Russia</p> <ol style="list-style-type: none"> 1. Introduction to Russia (addressing facts and misconceptions) 2. Where is Russia? 	<p>KEY KNOWLEDGE:</p> <p>Physical Geography: Location and size of Russia on a global scale (world’s largest country spanning Europe and Asia).</p>	<p>Assessment week 1 – 08.12.2025</p> <p>Consolidation/Summative assessment:</p> <p>Summative – Geography skills (Y7), Power of water (Y8) Hazards, Russia (Y9)</p>	<p>Explore a degree in International Relations - International Relations BSc </p>	<p>Paper 1, Q2 Paper 2, Q3 & 5</p> <p>Ecosystems biomes 3.1.6.3</p>

	<ol style="list-style-type: none"> 3. The climate of Russia 4. The people of Russia 5. Chernobyl – how was Russia effected? 6. Crimea – Why did Russia chose to invade? 7. How have animals adapted to live in Russia? 8. Tourism in Russia 9. The North Sea route 10. The Space Race 11. Resource in Russia 	<p>Climate zones: Arctic, subarctic, continental climates, and how they vary across regions.</p> <p>Understanding of natural resources (oil, gas, minerals) and their distribution.</p> <p>Human Geography: Population distribution: Why people live in western Russia (European part) vs. sparsely populated eastern regions.</p> <p>Economic activities: Industry, energy production (fossil fuels), agriculture, and trade</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Population distribution • Sparsely • Extreme climate • Adaptations • Conflict • Power <p>Previous topics built on in this topic:</p> <p>Power of Weather – Y8, Summer 1 Global Citizen – Y7, Autumn 2 Africa – Y8, Autumn 2</p>		<p>University of Southampton</p>	
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<p>Spring 1 (6)</p>	<p>Topic: Ecosystems (Rainforests and Savannah)</p> <ol style="list-style-type: none"> 1. Introduction to ecosystems 2. Structure of the TRF 3. What is the vegetation like in a rainforest? 4. Human uses of the TRF 5. Effects of deforestation 6. How can we save the TRF? 7. Introduction to Savannah's 8. Animal adaptations of the Savannah 9. Human uses of the Savannah - desertification 10. Why is the Savannah underdeveloped? 11. Sustainable management of the Savannah 	<p>KEY KNOWLEDGE:</p> <p>Critical Thinking and Inquiry Skills:</p> <p>Analysis and evaluation -Comparing rainforests and savannahs in terms of biodiversity, climate.</p> <p>Interpreting data and sources: Graphs showing rainfall, temperature, or rates of deforestation.</p> <p>Scientific and Environmental Understanding:</p> <p>Ecosystem structure and function: Understanding how biotic (plants, animals) and abiotic (climate, soil) components interact.</p> <p>Energy flow and nutrient cycles: How energy moves through food chains/webs in these ecosystems.</p> <p>Climate zones and adaptations: How climate influences vegetation, animal adaptations, and human activity.</p> <p>KEYWORDS:</p>	<p>Consolidation/Summative assessment:</p> <p>Consolidation – Exploring the effects of deforestation</p>	<p>Explore the role of an Ecologist - Ecologist Explore careers National Careers Service</p> <p>Explore the role of a forestry worker - Forestry worker Explore careers National Careers Service</p>	<p>Paper 1, Q2</p> <p>Ecosystems - biomes 3.1.6.3</p> <p>Case study TRF 3.1.1.6</p> <p>Global systems 3.2.1.2</p>
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<p>Spring 2 (5)</p>	<p>Topic: Tourism</p> <ol style="list-style-type: none"> 1. What is tourism? 2. Types of tourism 3. What is a national park? 4. Tourism in Blackpool 5. How has Blackpool fought back? 6. Mass tourism in Jamaica 7. Tourism in a NEE-India 	<p>KEY KNOWLEDGE:</p> <p>Geographical Skills:</p> <p>Locational knowledge: Identifying popular global and local tourist destinations and understanding why they attract visitors.</p> <p>Map skills: Using atlases and digital maps to locate destinations, travel routes, and understand spatial patterns.</p> <p>Understanding place and space: Exploring the physical and human characteristics that influence tourism in different places (e.g. beaches, mountains, cities, historical sites).</p>	<p>Assessment week 2 – 23.03.26</p> <p>Consolidation/Summative assessment:</p> <p>Summative – all of Y9 so far</p>	<p>Explore the role of a hotel manager - Hotel manager Explore careers National Careers Service</p> <p>Explore the role of a tour manager -</p>	<p>Paper 2, Q2</p> <p>Changing places- relationships, connections, meaning and representation 3.2.2.2</p>

	<ol style="list-style-type: none"> 8. Extreme tourism – Antarctica 9. Sustainable tourism – Thailand 10. Slum tourism 11. Revision lesson 12. Assessment 	<p>Critical Thinking and Problem-Solving:</p> <p>Evaluating impacts of tourism - Economic benefits vs. social and environmental consequences.</p> <p>Human-Environment Interaction:</p> <p>Understanding environmental impacts: Pollution, habitat destruction, resource use, and overcrowding.</p> <p>Exploring sustainable tourism: Case studies like ecotourism in Costa Rica or community tourism in Kenya.</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • National Park • Extreme • Mass tourism • Package holidays • NEE <p>Previous topics built on in this topic:</p> <p>Africa – Y8, Autumn 2</p>		<p>Tour manager Explore careers National Careers Service</p>	
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<p>Summer 1 (9)</p>	<p>Topic: Coasts</p> <ol style="list-style-type: none"> 1. Introducing the coasts 2. Erosional landforms 3. Processes of transportation and deposition 4. Depositional landforms 5. An example of a UK coastline 6. Management at the coast 7. Management at the coast 8. Holderness coast decision making 	<p>Urban environments – Y7, Spring 1</p> <p>KEY KNOWLEDGE:</p> <p>Geographical Skills: Map and atlas skills- Identifying coastal features and locations using OS maps, and satellite imagery.</p> <p>Understanding physical processes Learning about erosion, transportation, and deposition (e.g. longshore drift, wave types).</p> <p>Interpreting landforms: Recognising how features like headlands, bays, cliffs, beaches, spits, and bars are formed.</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Erosion • Transportation • Long shore drift • Depositional • Erosional landforms • Depositional landforms • Management <p>Previous topics built on in this topic:</p>	<p>Consolidation/Summative assessment:</p> <p>NA</p>	<p>Explore the role of a Coastal officer - Coastal Officer - 23742 - Environment Agency Jobs</p> <p>Explore the sector of flood and coastal management - National Flood and Coastal Erosion Risk Management Strategy for England - GOV.UK (www.gov.uk)</p>	<p>Paper 1, Q3</p> <p>Coastal landscape development 3.1.3.3</p> <p>Coastal management 3.1.3.4</p>
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		Power of water -Y8, Autumn 1 Tourism – Y9, Spring 2			
	<p>Topic: Global Development</p> <ol style="list-style-type: none"> 1. What is development? 2. Measuring development 3. Consequences of uneven development 4. Reducing the development gap 5. Tourism 6. Nigeria 7. Nigeria’s environment 8. Ghana 9. Global resources 10. Revision lesson 11. Assessment 	<p>KEY KNOWLEDGE:</p> <p>Critical Thinking and Decision-Making: Evaluating causes of inequality: Colonial history, trade, conflict, debt, corruption, geography, climate, and education.</p> <p>Comparing places: Understanding disparities between countries or within a country (e.g. rural vs urban, Global North vs Global South).</p> <p>KEYWORDS:</p> <ul style="list-style-type: none"> • Development • Development gap • Strategies • HIC/LIC/NEE • Tourism • Consequences <p>Previous topics built on in this topic:</p>	<p>Consolidation/Summative assessment:</p> <p>Consolidation – Uneven development</p>	<p>Explore the role of a Business Development Manager - Business development manager Explore careers National Careers Service</p>	<p>Paper 2, Q2</p> <p>Global systems 3.2.1.2</p>



BBG Academy Curriculum 2025-2026 – GEOGRAPHY

		Russia – Y9, Autumn 2			
		Global economies – Y8, Spring 2			
		Middle East – Y8, Spring 1			
		Kenya and Japan – Y7, Summer 1			