Year 9 GEOGRAPHY Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Unit 13: Globalisation How is the world interconnected?	Unit 14: Superpowers Why are some countries more powerful than others?	Unit 15: Natural Hazards How is our planet hazardous?	Unit 16: Human Hazards How do we make our planet hazardous?	Unit 17: Ecosystems How are environments interdependent?	Unit 18: Landscapes – Coasts What happens where the land meets the sea?
Ethos Links	Sustainability: How can we make global trade and production more ethical and environmentally responsible? STEM: How has technology accelerated globalisation and transformed the way we live and work?	Sustainability: How can powerful countries use their influence to promote a more sustainable and equitable world? STEM: How do advancements in technology and science contribute to global power?	Sustainability: Students explore how human decisions and planning can reduce the long-term impacts of natural hazards on communities and the environment. STEM: Students apply scientific and technological understanding to explain tectonic processes and assess hazard risk using data and models.	Sustainability: Students explore how sustainable planning and resource use can reduce the impact of future disasters. STEM: Students apply scientific understanding and data analysis to assess hazard formation and risk.	Sustainability: Students evaluate how desert ecosystems can be managed responsibly to protect future resources. STEM: Students apply scientific and technological tools to analyse climate data and ecosystem processes.	Sustainability: How can we protect coastal environments while meeting the needs of people who live there? STEM: How do scientists and engineers monitor and manage coastal change?
Learning End Points	By the end of this unit students will: Think like a geographer: Ask questions about fairness, power, and global influence. Work like a geographer: Use maps, graphs, and case studies to explore global connections. Know like a geographer: Understand how global systems shape the world we live in	By the end of this unit students will: Think like a geographer: Ask questions about power, influence, and global relationships. Work like a geographer: Use maps, data, and case studies to explore geopolitical patterns. Know like a geographer: Understand how geography shapes global power and international relations.	By the end of this unit students will: Think like a geographer: Understand how natural processes shape the Earth and affect human life. Work like a geographer: Use maps, models, and data to investigate the causes and impacts of hazards. Know like a geographer: Learn key concepts such as risk, vulnerability, and tectonic processes.	By the end of this unit students will: Think like a geographer: Understand how natural and human systems interact to create risk and vulnerability. Work like a Geographer: Use data, maps, and case studies to investigate the causes and consequences of hazards. Know like a Geographer: Learn key concepts such as resilience, adaptation, and sustainability in the context of global hazards	By the end of this unit students will: Think like a geographer: Understand how ecosystems function and how their components are interconnected. Work like a geographer: Interpret maps and data to investigate environmental patterns and processes. Know like a geographer: Use geographical vocabulary and case	By the end of this unit students will: Think like a Geographer: Ask questions about how coastal landscapes form and change over time. Work like a Geographer: Use maps, data, and case studies to investigate coastal processes and management. Know like a Geographer: Understand the physical and human interactions that

					study evidence to explain and evaluate desert environments.	shape coastal environments.
	By the end of this unit students will develop their ability to: Explain how globalisation connects people, places, and economies. Analyse the benefits and drawbacks of globalisation for different groups and environments. Interpret trade data and supply chains to understand global economic flows. Evaluate ethical and sustainable responses to globalisation. Apply geographical vocabulary and concepts to real-world examples and case studies	By the end of this unit students will develop their ability to: Explain what makes a country powerful and how power can be gained or lost. Compare historical and emerging superpowers using political, economic, and cultural indicators. Analyse the global influence of countries like China, the USA, India, and Russia. Evaluate the role of IGOs and contested spaces in shaping global power. Apply geographical vocabulary and concepts to real-world geopolitical issues. Think critically about fairness, influence, and the future of global power	By the end of this unit students will develop their ability to: Describe the global distribution of tectonic hazards using maps and data. Compare the causes and impacts of different natural hazards using case studies. Analyse diagrams and models to explain tectonic processes and hazard formation. Evaluate how prediction, preparation, and protection reduce hazard risk. Apply geographical vocabulary and concepts to real-world hazard events. Think critically about risk, vulnerability, and human responses to natural threats.	By the end of this unit students will develop their ability to: Describe the global distribution of hazard-prone areas and explain how physical and human factors increase risk. Compare the causes and impacts of different hazard types using real-world case studies. Interpret climate data, hazard maps, and satellite imagery to assess vulnerability. Evaluate strategies for mitigation, adaptation, and resilience in response to climate-related hazards. Apply geographical vocabulary and concepts to analyse the human role in shaping disasters. Think critically about risk, responsibility, and the future of hazard management.	By the end of this unit students will develop their ability to: Describe the global distribution of hot and cold deserts using maps and climate data. Compare the physical and human characteristics of contrasting desert environments. Analyse how climate graphs and satellite imagery reveal patterns of aridity and adaptation. Evaluate the impact of human activity on fragile ecosystems using case study evidence. Apply geographical vocabulary and concepts to explain interdependence in desert biomes. Think critically about sustainability, development, and environmental responsibility in extreme environments.	By the end of this unit students will develop their ability to: Use OS maps and satellite imagery to identify coastal features and landforms. Interpret diagrams and cross-sections to explain coastal processes. Analyse data on sea level rise, erosion rates, and storm frequency. Evaluate coastal management strategies using case studies. Communicate understanding through annotated diagrams, structured writing, and data interpretation. Assess the impact of climate change on coastal environments.
Key Vocabulary	• Containerisation • Globalisation • HIC (High Income Country) • Homogenised landscapes • Infrastructure • interdependence • LIC (Low Income Country) • Newly emerging economy (NEE) • Sectors of an economy: primary/secondary/tertiary/quaternary • Shrinking world theory • Supply chain	• Contested • Country vs territory • Geopolitical • Global commons • Globalisation • Emerging superpowers e.g. BRICS • Ideology • Influence and power • Intergovernmental Organisations • Interdependence	• Aftershock • Composite volcanoes • Conservative / Constructive / Destructive margins • Earthquake, Epicentre, Focus • Geological, Hydrometeorological • Lithosphere, Magma, Magnitude • Natural hazard / Natural disaster	• Climate change • Capacity to cope • Distribution • Extreme weather • Desertification • Drought • Adaptation • Hazards / Hazard risk • Sustainability • Mitigation • Monsoon • Natural disaster / Natural hazard	• Abiotic / Biotic • Adaptations • Arid / Desertification • Interdependence • Sustainability • Evapotranspiration • Economic Opportunity Inaccessibility	• Climate change • Coastal system • Coastal management • Deposition • Erosion (hydraulic action, abrasion, attrition) • Headland / Bay • Spit / Bar / Beach • Storm surge • Sea wall / Groynes / Managed retreat

	• Switched on vs switched off places • Technological change • Transnational corporation (TNC) Working conditions	• Neocolonialism • Sovereignty Superpower	• Plate tectonics, Subduction • Prediction, Preparation, Protection • Seismic waves, Shield volcanoes • Tornado, Tsunami, Volcano	• Tropical storms • Remittances • Resilience Vulnerability		• Transportation (longshore drift)