

Geography Learning Overview Year 9

Autumn Term	Spring Term	Summer Term
Topic: Why do oceans need protecting? Focus: Why are oceans so important? Why are China and other nations competing for the South China Sea? How is ocean plastic affecting wildlife and marine ecosystems? How can we solve the plastic crisis? Why is drilling in the Arctic so controversial? How can the ocean be revived?	Topic: Disaster by choice: How do our actions turn natural hazards into catastrophes? Focus: Do natural disasters exist? How does a country's development affect the level of damage from a natural hazard? What is a multihazardous country? Why is Haiti so vulnerable to hazards? Why did the Japanese tsunami have such a devastating impact? How have countries, such as Iceland, prepared for hazards?	Topic: How ethical are our consumption patterns? Focus: What are the global patterns of production and consumption? Who are the winners and losers in global trade? How does consumerism affect people and the planet? What are the impacts of fast fashion? What is greenwashing and why are companies doing it? Can our shopping habits become more sustainable?
Topic: Is conflict the main driver of migration? Focus: What is the geography of conflict? How do competing territorial claims lead to conflict? Why are we building more border walls? Why are indigenous groups under threat in the Amazon? How does conflict lead to migration? Who are the first climate refugees? Why do so many people migrate from rural to urban areas in NEEs? What are the geopolitical impacts of migration?	Topic: What human and physical processes shape deserts? Focus: Where are the world's hot deserts? What physical processes have shaped deserts? What human processes have shaped deserts? How are humans working to stop desertification in the Sahel? How has urbanisation shaped deserts? How do desert cities supply water to their populations? How have humans worked to make desert cities more sustainable?	Topic: Which areas of our school are mostly likely to flood? Focus: Students will undertake a fieldwork enquiry where they collect, present and analyse data to determine which areas of the school grounds are most likely to flood.