

Long Term Plan Year 7 Geography

Year 7 Intent / End Point: In Year 7 our key theme is '*Living with the natural world*' where we explore fundamental **physical processes** such as **atmospheric processes**, **fluvial processes** and **coastal processes** that **shape landscapes**, **change over time** and also how **humans interact** within those landscapes.

	HT1	HT2	HT3	HT4	HT5	HT6
<u>Living with the natural world</u>	Weather and Climate	Climate Change	Rivers	Coasts	Coastal management	Biomes of Africa
Physical and Human	<p>P 1: What is weather and climate? P 2: What powers our weather? P 3: What are the different types of precipitation? P 4: Why is our weather so changeable? P 5: How can we show the climate of a place? P and H: 6: What is a microclimate? P and H: 7: Does Hartford C of E High School have a microclimate?</p>	<p>P 1: How has Earth's climate changed? P 2: What are the causes of climate change? (Natural and Human) P and H 3: What are the effects of global warming? P and H 4: Effects around the world. P and H 5: Who will suffer most? P 6: What can we do?</p>	<p>P 1: The water cycle P 2: How does a river change on its journey to the sea? P 3: Features of the upper course P 4: Features of the middle course P 5: Features of the lower course H 6: How do humans affect rivers?</p>	<p>P 1: What are waves? P 2: Processes of coastal erosion. P 3: Features of erosion. P 4: Transportation processes P 5: Features of deposition.</p>	<p>P 1: Map skills Hurst Spit P 2: Methods of coastal management P 3: Evaluating management methods H 4: Why is there conflict at the coast? P 5: Map skills Swanage Bay</p>	<p>P 1: What are the main biomes of Africa? P 2: Where are Africa's rainforests located? P 3: What are the characteristics of the Congo rainforest? P and H 4: What threats does the Congo rainforest face? P and H 5: Is tourism good or bad for Kenya? P 6: How are plants and animals adapted to the Sahara desert?</p>
Skills	Describing processes Explaining processes Comparing graphs Fieldwork – Primary data collection, analysis, conclusion	Describing graphs including changes over time Explaining processes Scale – L N and G Scale – Short term and long term	Describing processes Explaining the formation of landforms GIS Evaluation of human impacts	Describing processes Explaining the formation of landforms Aerial photographs GIS	OS map skills and grid references Aerial photographs Describing Evaluation	Atlas skills Aerial and satellite photographs Longitude and latitude GIS
Middle Stake Testing	<p><i>Describe</i> how the sun can power our weather</p> <p><i>Explain</i> why the west coast of the UK receives more rain than the east coast</p>	<p><i>Explain</i> the two causes of climate change</p> <p>In your opinion who will suffer the most? <i>Justify</i> your decision</p>	<p><i>Describe</i> how a rivers long profile changes on its journey to the sea.</p> <p><i>Explain</i> how humans can affect rivers</p>	<p><i>Explain</i> how the sea can erode the coastline</p> <p><i>Explain</i> how sediment can be transported along the coast</p>	<p><i>Explain</i> how management strategies can be used to protect the coast</p>	<p><i>Explain</i> why deforestation occurs in the Congo rainforest</p> <p>In your opinion, is tourism good or bad for Kenya? <i>Justify</i> your decision</p>
High Stake Testing	<u>Assessment 1 – Weather and Climate and Climate Change (HT3)</u>			<u>Assessment 2 – Weather and Climate, Climate Change, Rivers, Coasts and Coastal Management (HT6)</u>		
Skills development	Pupils will build on their knowledge of globes, maps (at different scales) and atlases. Through the development of GIS pupils will be able to view, analyse and interpret data. Pupils will be able to experience a local fieldwork study, collect primary data, which will be analysed in order to draw a conclusion based on their hypothesis.					

Long Term Plan Geography Year 8

Year 8 Intent / End Point: In Year 8 our key theme is '*Sustainable Futures*' where we explore the interconnection between the **physical environment** and **human's impact** upon that environment, but also how our lives are impacted **by** the environment. We learn about how our planet has been used as a **resource** and think about how we can lead **sustainable lives** in the future.

	HT1	HT2	HT3	HT4	HT5	HT6
<u>Sustainable Futures</u>	Restless Earth	Living off the Earth's resources	The Middle East	Economic Activities	Population	Urbanisation
Physical and Human	<p>P 1. What is the structure of the Earth?</p> <p>P 2. What is the distribution of earthquakes and volcanoes?</p> <p>P 3. What happens at plate margins</p> <p>P and H 4 How much damage can an earthquake cause?</p> <p>P and H 5. Case study: The Sichuan earthquake</p> <p>P 7. What damage do tsunamis do?</p>	<p>P and H 1. What are the Earth's resources?</p> <p>P and H 2. Is there enough water?</p> <p>P and H 3. What have they done to the Ogallala?</p> <p>P and H 4. Can everyone have water?</p> <p>P and H 5. What is happening to the Earth's carpet?</p> <p>P and H 6. What is desertification?</p> <p>P and H 7. How can we solve desertification?</p>	<p>P 1. Where is the Middle East?</p> <p>P 2. What are the landscapes of the Middle East?</p> <p>P 3. What is the climate of the Middle East?</p> <p>H 4. How is population distributed in the Middle East?</p> <p>H 5. What are the differences between countries on the Arabian Peninsula?</p>	<p>H 1. What are economic activities?</p> <p>H 2. What is the employment structure of the UK?</p> <p>H 3. What is the employment structure of the world?</p> <p>H 4. How does employment impact on people's lives?</p> <p>H 5. Case Study: The clothing industry in Bangladesh</p> <p>H 6. How can fashion be sustainable?</p>	<p>H. 1. Why is our population growing?</p> <p>P and H 2. What is the distribution of the global population?</p> <p>P and H 3. Where do people live in the UK?</p> <p>H 4. Where is the world's population growing?</p> <p>H 5. Case Study: The Chinese one-child policy</p> <p>H 6. What were the impacts of the one-child policy?</p> <p>H 7. What is the future of population growth?</p>	<p>H 1. What is urbanisation?</p> <p>P and H 2. Why did Manchester grow?</p> <p>H 3. How has Manchester changed over time?</p> <p>P and H 4. What are the causes of migration?</p> <p>H 5. What is life like in a slum?</p> <p>H 6. Case Study: Masdar - A sustainable city</p>
Skills	<p>Describing processes</p> <p>Explaining processes</p> <p>Explaining the formation of landforms</p> <p>Evaluation of human impacts</p>	<p>Describing graphs</p> <p>Explaining trends in graphs</p> <p>Evaluating impacts</p> <p>Assessing sustainability</p>	<p>Describing graphs</p> <p>Comparing data sets</p> <p>Creating choropleth maps</p> <p>Comparing locations</p> <p>Atlas skills</p>	<p>Describing and comparing pie charts</p> <p>Explaining economic trends</p> <p>Assessing impact</p>	<p>Describing and analysing choropleth maps</p> <p>Assessing impact</p> <p>Hypothesising future trends</p> <p>Explaining global trends</p>	<p>Comparing contrasting locations</p> <p>Explaining changing levels of development</p> <p>Interpreting data</p>
Middle Stake Testing	<p><i>Explain</i> why earthquakes and volcanoes occur at destructive plate margins</p> <p><i>Using an examples explain why earthquakes can be so deadly</i></p>	<p>Explain the methods used to solve water scarcity</p> <p><i>Evaluate</i> the methods used to halt desertification</p>	<p>The Middle East is just desert. <i>How far do you agree</i> with this statement?</p>	<p><i>Describe</i> and <i>explain</i> the UK's changing employment structure</p> <p><i>Explain</i> why the clothing industry has grown in Bangladesh</p>	<p>Using examples <i>explain</i> the pattern of population distribution in the UK</p> <p><i>To what extent was the one child policy successful</i></p>	<p><i>Describe and explain</i> how Manchester changed over time</p> <p><i>Explain</i> the growth of slums and describe the conditions within them</p>
High Stake Testing	<u>Assessment 1 – Restless Earth</u>		<u>Assessment 2 – Living off the Earth's Resources and Restless Earth</u>		<u>Assessment 3 – Middle East, Economic Activities</u>	
Skills development	<p>Pupils will build on their knowledge of world geography but also begin to understand the processes that shape the world. They will understand humans impact on the planet and be able to evaluate a range of sustainable solutions to help overcome the challenges presented by population growth and resource demand. Pupils will be exposed to a wide variety of data presentation techniques including choropleth maps, pie charts, climate graphs and topographical maps which they will describe and analyse using contextual knowledge.</p>					

Long Term Plan Geography Year 9

Year 9 Intent / End Point: For some students this will be the end of their geographical education and so we ensure both **physical and human geography** remains part of the balanced curriculum all the way through Year 9 whilst also continuing to build upon **sustainability, development and human interactions with the physical landscape.**

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Living on the Edge</u>	Polar regions	Climate Change	Glacial landscapes	Factfulness A view of development	The make up of a modern city	Can we live sustainably?	
Principles that underpin your curriculum	Physical and Human	<p>P 1: What are the Polar regions</p> <p>PH 2 Who owns Antarctica</p> <p>PH 3 What are the threats to Antarctica</p> <p>PH 4: How significant are the changes in the Arctic</p> <p>PH 5: What's happening in the Russian Arctic</p> <p>PH6: What does the future hold for the peoples of the Arctic</p>	<p>P 1: What is the evidence for climate change?</p> <p>P 2: What are the natural causes of climate change?</p> <p>P and H 3: What are the human causes of climate change?</p> <p>P and H 4: How can the effects of climate change be managed- Mitigation</p> <p>P and H 5: How can climate change be managed- Adaptations</p>	<p>P 1: What was Europe like in the last ice age?</p> <p>P2: What and where are glaciers</p> <p>P3: How do glaciers shape the land?</p> <p>P4: What glacial landforms are created by erosion</p> <p>P5: What glacial landforms are created by deposition</p> <p>PH6: Case study: living in a glacial landscape</p>	<p>H1: How do we see the world</p> <p>H2: How do we divide the world</p> <p>H3: What are the millennium development goals</p> <p>H4: Small change is not no change</p> <p>H5: Whats wrong with the single story</p> <p>H6: Is it all doom and gloom</p>	<p>H and P 1: How are cities growing?</p> <p>H 2: Why are cities growing?</p> <p>H and P 3: Why is Rio growing?</p> <p>H 4: social issues in Rio?</p> <p>H and P 5: economic issues in Rio?</p> <p>H 6: environmental issues in Rio?</p> <p>H 7: How are squatter settlements managed?</p> <p>H 8: How have favelas improved?</p>	<p>H 1: How do you plan for sustainable living?</p> <p>H and P 2: What does sustainable living look like?</p> <p>H 3: How sustainable is Northwich?</p> <p>H 4: How can urban traffic strategies reduce traffic congestion?</p>
	<u>SKILLS</u>	Interpreting data on graphs Interpreting images Describe, explain, evaluate	Use diagrams to illustrate processes Atlases, latitude and longitude Describe, explain, evaluate	Maps, diagrams, explaining, photographs, annotations Describe, explain, evaluate	Book extracts, graphs, images, prediction Describe, explain, evaluate	Maps at different scales, images, line graphs, choropleth maps Describe, explain, evaluate	Maps at different scales, images, Describe, explain, evaluate
Middle Stake Testing	<p>1: Explain Why Tourism can bring both advantages and disadvantages to the continent of Antarctica</p> <p><i>2: 'Change is inevitable in the Arctic': How far do you agree with this statement</i></p>	<p>1: Explain how volcanic activity and orbital changes may cause long-term climate change</p> <p>2: Explain how alternative energy production and planting trees may help to reduce the rate of climate change</p>	<p>1: Explain how glaciers can shape the land</p> <p>2: Explain the opportunities and challenges of living in a glacial landscape</p>	<p>1: To what extent have we met the MDG's</p> <p>2: Explain what is meant by small change is not no change. Use evidence to illustrate your point of view</p>	<p>1: Explain why cities around the world are not all growing at the same rate</p> <p>: Evaluate the solutions to Rio's environmental problems</p>	<p>1: Explain how urban areas can reduce their impact on the environment</p> <p>2: Assess the extent to which Freiburg is more sustainable than Northwich</p> <p>2:</p>	
High Stake Testing	<u>Assessment 1 – Polar regions and climate change (HT3)</u>			<u>Assessment 2– Polar regions, climate change, glacial landscapes development, Rio (HT6)</u>			
Skills development	Students will be given multiple opportunities to build on skills accessing a range of data and graphs throughout the year. They will build on their skills around Atlases and using longitude and latitude. Maps at a variety of scales will be further used to broaden students' sense of place.						

Year 10 Long Term Plan Geography

Year 10 Intent / End Point: In Year 10 students are following the **AQA syllabus** for their GCSE. They will cover a mix of **human and physical** topics and will continue to examine **human impact on the environment**. The **solutions** to some global issue will further develop students ability to **evaluate the effectiveness** and **sustainability** of many of these issues.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	Tropical Rainforests	Urban Change in the UK	Resource Management	Energy Management	Natural and Tectonic Hazards	Coastal Landscapes
Principles that underpin your curriculum	<p>P 1: What are the environmental characteristics of rainforests? P and H 2: What are the causes of deforestation in Malaysia? P and H 3: What are the impacts of deforestation in Malaysia? P and H 4: How do you manage tropical rainforests? P and H 5: Can rainforests be sustainably managed?</p>	<p>P and H 1: Where do people live in the UK? H 2: Why is Bristol important? H 3: How can urban change create social opportunity? H 4: How can urban change create economic opportunity? P and H 5: How can urban change affect the environment? P and H 6: What are the environmental challenges in Bristol? H 7: How can we create a clean environment in Bristol? H 8: Is there social inequality in Bristol? H 9: Where should new houses be built in Bristol? H 10: Case study: The Temple Quarter</p>	<p>P and H 1: What is the global distribution of resources? P and H 2: What are the opportunities and challenges for food in the UK? P and H 3: What are the opportunities and challenges for water in the UK? P and H 4: What are the opportunities and challenges of energy in the UK?</p>	<p>P and H 1: What is the pattern of global energy supply and demand? P and H 2: What are the impacts of energy insecurity? P and H 3: What are the strategies to increase energy supply? P and H 4: Case study: Gas – A non-renewable resource H 5: How can we make energy use more sustainable? P and H 6: Case Study: The Chambamontera micro-hydro scheme</p>	<p>P 1: What are natural hazards? P 2: What is the distribution of earthquakes and volcanoes? P 3: What are the physical processes at plate margins? P and H 4: What are the effects of earthquakes? P and H 5: How can we respond to earthquakes? P and H 6: How do people live with the risk from tectonic hazards? P and H 7: How can we reduce the risk from tectonic hazards?</p>	<p>P 1: What is the relief and landscape of the UK like? P 2: What are the different types of waves? P 3: What are the processes of weathering and mass movement? P 4: What are the coastal erosion processes? P 5: How are coastal landforms created by erosion? P 6: What are the coastal landforms at Swanage? P and H 7: How do we manage the coast? Hard engineering, soft engineering and managed retreat P and H 8: How are they managing the coast at Lyme Regis?</p>
Skills	Maps, longitude and latitude, climate graphs, GIS Describe, explain, evaluate	Line graphs, GIS, divided bars, OS maps, desire lines Describe, explain, evaluate	Maps, of different scales, pie charts, flow lines, Describe, explain, evaluate	Maps showing data, pie charts, line graphs, flow diagrams, Describe, explain, evaluate	Maps, diagrams, GIS, Describe, explain, evaluate	Maps, sequencing, OS maps, Describe, explain, evaluate
Middle Stake Testing	<p>1: Outline the key causes of deforestation in the TRF</p> <p>2: Evaluate the effectiveness of strategies to manage the TRF</p>	<p>1: Explain how a city in the UK can create both social and economic opportunities</p> <p>2: Assess the impact of a named regeneration scheme in a UK city</p>	<p>1: Describe the pattern of global undernourishment</p> <p>2: Evaluate the issue of large scale water transfers in the UK</p>	<p>1: Explain why many countries are experiencing energy insecurity.</p> <p>2: 'The advantages of exploiting natural gas outweigh the disadvantages.' Do you agree with this statement? Justify your decision</p>	<p>1: Explain why earthquakes and volcanoes are found at destructive plate margins</p> <p>2: Explain how different levels of wealth and development affected the impact of the earthquakes in Chile and Nepal</p>	<p>1: Use one distinctive coastal landform to illustrate the erosive power of the sea</p> <p>2: To what extent can the coastal management at Lyme Regis be considered a success</p>
High Stake Testing	Assessment 1 – Tropical Rainforests		Assessment 2 – Tropical Rainforests and urban change in the UK		Assessment 3 – resource management, energy and tectonic hazards	
Skills development	Students will have had increased exposure to a range of more complex skills and data presentation methods. They will have experienced a range of exam command words with practice at numerous points, lessons modelled answers, mid stakes and homework as well as high stakes formal assessments					

Year 11 Long Term Plan Geography

Year 11 Intent / End Point: Students should reach the end of the year having covered all the content from the specification and have been exposed to a wide range of skills and question types. This will have been through modelling mid stakes testing and formal mock style exams. They should feel ready for the challenges on the final exam.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Climate Change	The Development Gap	Nigeria: A Newly Emerging Economy	The changing economy of the UK	River landscapes	Issue Evaluation
Principles that underpin your curriculum	<p>Physical and Human</p> <p>P 1: What is the evidence for climate change? P 2: What are the natural causes of climate change? P and H 3: What are the human causes of climate change? P and H 4: How can the effects of climate change be managed- Mitigation P and H 5: How can climate change be managed-Adaptations</p>	<p>H 1: Global variations in economic development and quality of life. H 2: What are the economic and social measures of development? H 3: How can we use the DTM to understand economic and social development H 4: What are population pyramids and how do they help us understand economic and social development? P and H 5: What are the main causes of uneven development? H 6: How can uneven development lead to inequalities in wealth and health migration H 7: Strategies for reducing the development gap: Investment and Industrial development, aid and intermediate technology ,fair trade, Debt relief and tourism</p>	<p>H 1: Where is Nigeria and in what ways is it important? P and H 2: What is the social, political and cultural context in Nigeria? H 3: How does Nigeria fit into the wider world? H 4: How has Nigeria's economy changed? H 5: What is the role of TNC's in Nigeria? H 6: What has been the impact of Aid on Nigeria's development? P and H 7: How has the environment been affected by Nigeria's development? H 8: Has the quality of life improved for people in Nigeria?</p>	<p>H 1: How has the UK economy changed over recent years? H 2: What does the UK's post industrial economy look like? H 3: What are science and business parks? P and H 4: What are the sustainable ways we can reduce the impact of industry on the environment? H 5: Two contrasting rural areas in the UK H 6: What are the strategies to reduce regional differences in the UK? H 7: What does the changing infrastructure of the UK look like? H 8: How does the UK fit into the wider world?</p>	<p>P 1: How do rivers and their valleys change with distance downstream? P 2: How do rivers erode, transport and deposit material? P 3: How do rivers erode their valleys to make distinctive landforms? P 4: How are river landforms created by deposition and erosion? P 5: Named example: the river Tees P and H 6: How can physical and human factors increase the risk of flooding? P and H 7: What are the costs and benefits of managing a river using hard engineering? P and H 8: What are the costs and benefits of managing river flooding using soft engineering? P and H 9: Named example managing floods in Banbury</p>	<p>P and H 1: Read and familiarise with the work booklet. P and H 2: Read and discuss section A P and H 3: Read and discuss section B P and H 4: Read and discuss section C P and H 5: Practice questions P and H 6: Review and practice fieldwork questions</p>
	Skills	Choropleth maps, line graphs, climate graphs. Describe, explain, evaluate	Demographic transition model, population pyramids, bar charts, pie charts, choropleth maps, divided bars. Describe, explain, evaluate	Maps at various scales population pyramids, bar charts, pie charts, choropleth maps, divided bars, describe, explain, evaluate	Bar chart, line graph, OS maps, aerial photographs, pie charts Describe, explain, evaluate	Scatter graphs, line graphs, OS aerial photos, flow charts Describe, explain evaluate
Middle Stake Testing	<p>1: Explain how volcanic activity and orbital changes may cause long-term climate change</p> <p>2: Explain how alternative energy production and planting trees may help to reduce the rate of climate change</p>	<p>1: Explain how physical and political factors can lead to a development gap</p> <p>2: Evaluate the impact of tourism as a way to reduce the development gap</p>	<p>1: For a named LIC NEE country explain its role in the wider world</p> <p>2: Evaluate the role of TNS's as a way to develop a countries economy</p>	<p>1: Explain what is meant by a post industrial economy in the UK</p> <p>2: Evaluate the strategies used to reduce regional differences in the UK</p>	<p>1: Describe how a river valley changes from source to mouth</p> <p>2: To what extent is hard engineering effective at managing a river flood</p>	<p>To be based on the Issue evaluation</p> <p>2: To what extent did the data collected for one of your fieldwork enquiries allow you to reach valid conclusions?</p>
High Stake Testing	Practice Exam 1: To cover content taught up to and Climate change		Practice Exam 2: Full paper one and two and Fieldwork		Final exams	
Skills development	Students will have covered all skills listed in the specification and should feel confident and equipped to deal with all types of questions and skills put to them in all three papers					