



Geography Long Term Plan (2020 - 2023)

Subject Purpose: Geography:

Subject Intent:

Age Related Expectations

Meeting National Curriculum

END OF KEY STAGE 2 EXPECTATIONS:

LOCATION: By the age of 11 students have a more detailed and extensive framework of knowledge of the world including globally significant physical and human features and places in the news.
HUMAN & PHYSICAL GEOGRAPHY: By the age of 11 students understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
SKILLS: By the age of 11, students will be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognize why others may have different points of view

Year	Topic	Overview/Purpose	OUTCOMES
Year 7	7.1- Just How Fantastic IS the Planet?	This unit is to assess their knowledge from the KS2 curriculum. We have 24 different feeder schools with a variety of KS2 experiences. We have recently experienced periods of missed learning due to Covid and so we assess and moderate the knowledge and skills children have to bring them to a common starting point.	Pupils will know: - what Geography is and why it is important; - how to locate key places around the world referencing continents and countries. - the difference between human and physical features of our chosen destinations; - that physical features can be changed both naturally and by humans; Pupils will be able to: - describe location using the CLOCK anagram (Continents, Latitude, Oceans, Countries, Cities, Kilometres)
	7.2. WHY is the World Fantastic?	In this unit students will begin to understand the natural processes (tectonics, water, weather) which have shaped the planet to create the features which exist in the world. This is to support the concept of systems and also to allow them to appreciate not only the reasons why resources/features are found where they are but also how landscapes change in later learning.	Pupils will know: - how tectonic processes located the continents where they are today; - how water shapes and changes the land around them; - that physical processes can be changed both naturally and by human intervention; - why these processes are important to humans; - that these processes happen at different speeds. Pupils will be able to: - Use OS maps to identify/ locate changes.
	7.3. What happens to money when you spend it?	We expect students to be able to categorise causes and impacts into social, economic and environmental aspects. The economy is a driving force globally and so we want students to explore this. In this unit, students begin to understand what is meant by the economy and begin to investigate how far a dollar travels, how the global economy interconnects people and how this impacts on people's lives in different ways. Students will meet Aneke, a 12 year old child who lives in Lagos, Nigeria.	Pupils will know: - what an economy is and how it connects countries of the world; - the key characteristics of primary, secondary, tertiary and quaternary sectors; - why manufacturing has been outsourced to NICs such as China and what impact it has on consumers; - how trade and aid works between countries; - what the cycle of poverty is and how it can lead to inequality. Pupils will be able to: - interpret trends using different types of graphs (General trend, Highest, Lowest, Anomalies)
	7.4. Is New York REALLY the City of Dreams?	Building upon their knowledge of site and situation from KS2, students will start to compare how cities are the same/ different in two contrasting locations - Anise in Lagos vs what life would be like if she lived in the megalopolis of New York, USA. They will explore socio-economic conditions in these cities, the causes of growth and population pressures, how these movements of people help to create multi-cultural communities and how people adapt to issues within cities.	Pupils will know: - why different settlements are located where they are; - that both push and pull factors causes migration to New York; - how migration into New York shaped the city's identity; - how and why quality of life differs in New York compared to Lagos; Pupils will be able to: - interpret data to see how places have changed.
	7.5. Who is most Responsible for Climate Change?	Building upon their knowledge of cities and in a bid to foster a knowledge of human activity affecting nature, students will recap the causes of industrialisation and urbanisation from their learning so far (LP3 & 4) and begin to explore the impact of fossil fuels on global temperatures and sea level rise. They will visit the Arctic and Kilibati in order to begin to understand how local actions can have global impacts and, can cause further inequality.	Pupils will know: - how global temperatures have changed in recent centuries; - why human activity has led to sea levels rising; - how unique and remote places are being affected by sea level rise; - what their own impact is on global climate change; - what they can do to reduce their impact on the planet in the future. Pupils will be able to: - scrutinise information to reach a decision.
Year 8	8.1- Why do British people spend 4 months of their life talking about the weather?	Answer: Because it is so variable! But why? Previously, students have learnt about large scale climate (LP7.3) and how local actions can affect large scale patterns. In this unit, students will begin to study the processes involved in weather at different latitudes & scales (LP7.7). They will start to understand why weather varies and how it affects people differently, depending on where they are located on the planet. They will also begin to use their disciplinary skills to investigate the weather around the site and evaluate methods of collecting data.	Pupils will know: - why weather is different in key global locations; - why Britain experiences such different weather; - how to investigate weather around them; - how weather affects different people around them. Pupils will be able to: - gather and present information on local weather.
	8.2 - Why did the Boy Harness the Wind?	In this 'unit' students will begin to deepen their understanding of development and globalisation from LP7.3 in more detail. Using extracts from the book as a guide, students will explore how extreme weather (LP8.1) affects primary industry (LP7.3) in Malawi and will study the impact of this on rural communities. They will then begin to investigate how local people can make small-scale sustainable changes to their lives to improve quality of life.	Pupils will know: - how patterns of drought are changing and why; - that drought can negatively affect the development of a country; - how TNCs are also affecting primary farmers in Malawi; - why education is so important when it comes to developing small scale sustainable strategies can help to reduce the impact of this on rural communities. Pupils will be able to: - use evidence to support statements being made;
	8.3- Are there enough resources to go around?	In this 'unit' students will utilise their understanding of physical processes (7.2) to investigate the location of energy resources around the world (8.2). They will begin to investigate issues associated with these, debate the sustainability of these resources and their futures. This is an introduction to the concept of sustainability and will link into the next unit on the impacts on the planet.	Pupils will know: - what natural resources are and where they are located; - where energy resources originate from and the difference between renewable and non-renewable resources; - that the increase in global population is leading to increased demand for finite resources; - how sustainability means: - how humans can change their behaviours to use more sustainable resources. Pupils will be able to: - recognise and describe spatial patterns using choropleth mapping
	8.4-What is more important, the economy or the ecosystem?	In this unit, students will utilise their understanding of physical systems to investigate the causes and impacts of ecosystem destruction. They will begin to evaluate further what can be done to sustainably manage these ecosystems. There is opportunity here to work with Chester Zoo on their 'Wildlife Connections campaign'.	Pupils will know: - how humans in different places rely on resources for economic purposes; - how unique rainforest ecosystems are being mis-managed; - biodiversity is affected when ecosystems are overused; - how rainforest can be used more sustainably; - how they can sustainably manage local ecosystems to support biodiversity. Pupils will be able to: - interpret data to reach conclusions which are supported.
	8.5 - Who has the power to change the world?	This is to be a dynamic unit where students are presented with a range of topical news issues and they will unpick and decide what the solutions are and why they exist. They will dig deep into the cause, effects and responses of the issues and suggest a sustainable way forward for them. Oracy skills will be practiced here too.	Pupils will know: - that geography is a dynamic subject which changes continually; - what causes current global issues in the news; - what roles different groups of people have in managing global issues; - how small scale actions can make a large scale difference. Pupils will be able to: - make decisions using evidence and articulate their thoughts appropriately.
Year 9	9.1 - How important is the Middle East?	Pupils will have studied specific countries and continents but have not yet come across the concept of a region. In this unit, they will explore the Middle East Region and will compare and contrast the physical and human characteristics which make this area unique and significant. Through practicing their mapping skills, students will	Pupils will know: - the distinction between a country, region and continent; - that there are diverse human and physical landscapes within the Middle East; - why the climate of the Middle East is so unique; - how the climate affects population density in areas of the Middle East; - how climate links to development levels in the middle east. Pupils will be able to: - use atlases effectively to aid description of location.
	9.2 - Where do We go When You've Got No Home?	Through the use of the two novels - 'Nowhere to Live' and 'The Backpack' as well as the current issues in the news in Afghanistan, students will learn about the push and pull causes of migration. They will explore issues of conflict and migration and how this then affects the social and economic development of the citizens. There are opportunities to link this unit to the UNICEF Award on Human Rights.	Pupils will know: - causes of conflict in the Middle East; - the role of education in the social development of people; - how conflict can affect a person's sense of belonging to a place; - that impacts of migration can vary for different people; - ways of reducing these impacts for different stakeholders. Pupils will be able to: - interpret text in a novel.
	9.3 - Will future climate lead to the creation of climate refugees?	Students will have learnt about the causes of migration in the previous unit and the water cycle earlier in KS3. They will now begin to explore the issue of flooding in a number of different & contrasting countries - including the UK, with a focus on whether these more frequent and more hazardous events will lead to further migration in the future.	Pupils will know: - the causes of river flooding; - how the impacts of flooding differ in contrasting countries; - that the patterns of flooding are being affected by climate change - particularly in the UK; - that there are different views to approaches to mitigating floods; - how climate related events might affect their lives in the future. Pupils will be able to: - scrutinise information from differing viewpoints.
	9.4 - Do Natural Disasters Actually Exist?	Students will have learnt about the natural processes of the planet in previous units (ecosystems, rainfall etc). They will recall the difference between a disaster and a hazard and will begin to explore, through case studies and examples, whether there is such a thing as a 'natural disaster'. There will be reference to previous learning about migration and they will begin to investigate what can be done to mitigate the impacts and importantly, whose responsibility it is.	Pupils will know: - how natural hazards such as tropical storms and earthquakes occur; - which areas are most likely to have been affected by such events; - the processes and sequences that lead to natural hazards occurring; - that hazards can cause varying levels of disaster in countries of different levels of development; - that humans can not stop but can mitigate disaster impacts. Pupils will be able to: - explain in sequence; - use choropleth mapping to describe patterns.
	9.5 - What is the World's 2nd Most Populous Country Actually like?	India is a significant country of the world due to its unique physical (tectonics, rivers, Himalayas, climate, tropical storms) and human geography (culture, religion, settlements, improvements in social and economic development). It is rapidly developing and becoming an important player in globalisation. Thus, in this unit, students will consolidate their learning from KS3 through studying this diverse country.	Pupils will know: - how and why the natural features of India were created; - how the country varies in terms of development from East to West regions; - why it is on course to become the world's most populous country; - how India's economy is changing; - how they are connected to life in India. Pupils will be able to: - apply their learning in an unfamiliar context and make connections throughout their learning so far.

END OF KEY STAGE 3 EXPECTATIONS:

LOCATION: Students have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.
HUMAN & PHYSICAL GEOGRAPHY: Students understand the physical and human conditions and processes which lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.
SKILLS: Students can, with increasing independence, choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.