



The Brades Lodge

Long Term Planning for: Geography

	Autumn			Spring			Summer		
Year 7	Unit 1 Making connections Baseline assessment			Unit 5 Exploring England Offsite visit – Airport – cultural areas.			World Cities Offsite visit – Birmingham using public transport.		
	Types of geography, continents and oceans, scales, compass points, map symbols and grid references.			Physical land features, human landmarks, regions & counties, weather patterns, populations (data & distribution), work types, national incomes.			Settlements, features of low & high income countries & newly emerging economies (LIC/HIC/NEE), UK cities & Megacities (Brazil study, populations, housing, employment, crime & pollution)		
	Intent To explore the land and oceans around us. To explore a range of geographical measuring skills	Implementation Students will have access to individual, paired and group tasks. Differentiated written tasks. Use measuring tools & techniques & a range of maps	Impact Students will be able to explain how continents were formed, locate continents & oceans on a map. Students will be able to use a range of skills to describe & orientate direction in a variety of scales on various maps.	Intent To explore England; its characteristics, populations and how humans live within its coasts.	Implementation Students will use various images, clips and data to explore features. Maps, charts and graphs will allow students to visualize differences in areas. Offsite trip to Birmingham airport will allow students to explore ethnic and cultural diversity in the local area.	Impact Students will recognise how land features effect how humans live, they will understand how weather is different in different areas and identify working types, patterns and incomes.	Intent To explore how countries are economically different and the impact this has upon the population. To understand settlement functions	Implementation Students will use various images, clips and data to explore features. Maps, charts and graphs will allow students to visualize differences in areas. Research charities who support LIC. Offsite trip to Birmingham	Impact Students will be able to locate LI/HI countries and explain how development impacts all aspects of a country's infrastructure and functionality



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Year 8	Unit 4 & 7 Rivers and flooding Offsite visit – Waseley & Bewdley.			Unit 14 Can the earth cope? Ecosystems Offsite visit – Botanical gardens.			Natural Hazards Offsite visit – Barrow hill, Dudley.		
	Features of a river, river profiles, uses & environmental issues, types of flooding, water cycle, land factors, deforestation, urbanisation, impacts of flooding, flooding preventions.			What are ecosystems?, weather v's climate, hot and cold lands, biomes, rainforests (focus on Amazon) layers, features and usage of rainforest, types of destruction & sustainability.			The structure of the Earth, tectonic plates and boundaries, what are earthquakes and volcanoes, strengths and measurements, physical, social and economic impacts. Prevention, preparation and prediction. Tsunami's, tornadoes and hurricanes to be taught, time dependent.		
	Intent To understand river features and recognise the causes and impacts of flooding	Implementation Students will use various images, clips and data to explore features. Maps, charts and graphs will allow students to visualize differences in areas. Experiments to show saturation and river slide to demonstrate features.	Impact Students will have the knowledge and understanding of river systems, they will recognise causes of floods and explain the social, personal & economic consequences. Students will compare HIC/LIC	Intent To explore the different temperature zones of the globe and recognise how the biomes within them exist.	Implementation Students will use various images, clips and data to explore features. Maps, charts and graphs will allow students to visualize differences in areas. Studies within school/home on rainforest products to show sustainability.	Impact Students will have a knowledge and understanding of issues that effects them in the wider world. They will be able to locate biomes and explain how they function and how they are at danger.	Intent Students to understand the structure of the earth and recognise the effect of the earth's movements.	Implementation Students will have individual, paired and group tasks. Differentiated written tasks. Visual clips, diagrams, photographs & texts books. Students to use sand blocks, volcano models (create their own) to recreate geographical hazards.	Impact Students will be able to annotate the earths layers, describe processes that create earthquakes and volcanoes & investigate impacts and changes to environments



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Year 9	Africa & Kenya			Global fashion, Cocoa & Fairtrade			Unit 19 Tourism: Good or bad Coasts Offsite visit – Eden Project/Burnham on sea.		
	Identify Africa's location (oceans, capital city, temperatures), comparison of Africa to other continents, Africa's history, population distribution, physical features (deserts/rivers/mountains) biomes Use Kenya as a case study to consolidate learning of Africa. To include: work/jobs, government initiatives, tourism & poverty.			What is Globalisation and how does it affect our lives? Advantages & disadvantages, Sweatshops and exploitation, The power of TNC's, What is Fairtrade, how does it work, who benefits, sustainability.			What is tourism? What impact does tourism have on areas (employment, financial gains for retail establishments etc.), advantages and disadvantages, holiday destinations (UK and abroad) package holidays, attractions, carbon footprint. Collapsing Coasts: how do waves work? Coastal features, erosion & transportation, coastal protection of homes and landscapes.		
	Intent To explore the diverse & historical continent of Africa.	Implementation Students will have individual, paired and group tasks. Differentiated written tasks. Visual clips, diagrams, photographs, maps, data & texts books to be used in lessons both teacher led, and independent research work.	Impact Students will describe the physical and human features of Africa, draw conclusions on key environmental issues, locate various biomes and investigate methods of sustainability.	Intent To examine the impact of globalisation on individuals, countries and businesses.	Implementation Students will have individual, paired and group tasks. Differentiated written tasks. Visual clips, diagrams, photographs, maps, data & texts books to be used in lessons both teacher led, and independent research work.	Impact Students will have knowledge of how globalisation allows companies to trade across countries with minimal barriers. They will recognise and analyse economic and ethical evidence of exploitation and be able to evaluate methods of sustainability.	Intent To investigate the positive and negative impact tourism has on towns, cities and coastal areas both in the UK and abroad. To investigate coastal erosion along British beaches.	Implementation Students will have individual, paired and group tasks. Differentiated written tasks. Visual clips, diagrams, photographs, maps, data & texts books to be used in lessons both teacher led, and independent research work. Field trip to coastal area to complete field work data analysis	Impact Students will describe and explain economic processes which create patterns in the tourist industry. They will recognise and evaluate reasons for change and reflect upon environmental issues. Students will have explored a range of coastal features and have assessed coastal protection methods.