

Long term plan – Geography – 2023 2024

Year group	HT1	HT2	HT3	HT4	HT5	HT6
7 (KS3)	<p>Theme: Fantastic Places Topic description/Purpose; By the end of the unit students should be confident in the basic geographical skills including identifying oceans and continents, OS maps 4 and 6 figure grid references, scale and relief. AO4.</p> <p>Key piece/assessment; Description and explanation of life in a favela. WCF- marked piece Assessment for DC1- mid unit skills learning checkpoint. Radio report on causes and consequences of a volcanic eruption at Mt. St. Helen's</p> <p>Literacy focus (O, R, W) Letter from a favela. (W) Radio report on Mt. St. Helen's. (W & O)</p> <p>Careers Throughout this unit teachers will discuss how the geographical skills in this unit can be applied into the real world whether it be linked to data analysts, project managers, town planners, park wardens/countryside rangers or even for their own recreational purposes when planning walks, bike rides or travelling to different places.</p> <p>Enrichment opportunities. Practical application of map skills on school site using an OS map.</p> <p>Core words: latitude, longitude, relief, pollution, tourism, impacts, favela.</p>	<p>Theme: Fantastic Places Topic description/Purpose; By the end of the unit students should be confident in identifying a number of human and physical geography process linked to specific places around the world in order to develop their sense of place and spatial awareness.</p> <p>Key piece/assessment; Persuasive speech arguing tourism should / shouldn't be allowed in Lake District Pupils to complete questions using OS map of part of Snowdonia in order to demonstrate understanding. Learning checkpoint. DC2 assessment</p> <p>Literacy focus (O, R, W) Persuasive speech arguing tourism should / shouldn't be allowed at Great Barrier Reef (W & O) Letter home from school trip to Ganges demonstrating knowledge gained. (W & O)</p> <p>Careers Throughout this unit teachers will discuss how the geographical skills in this unit can be applied into the real world whether it be linked to data analysts, project managers, town planners, park wardens/countryside rangers or even for their own recreational purposes when planning walks, bike rides or travelling to different places.</p> <p>Enrichment opportunities. Virtual visits to a variety of real world locations.</p> <p>Core words: latitude, longitude, relief, pollution, tourism, impacts, favela.</p>	<p>Theme: What exactly is Development? Topic description/Purpose; By the end of the unit pupils will have an understanding of international development, using India, Africa, Asia and Europe to be able to compare factors affecting development.AO1, AO2, AO3</p> <p>Key piece/assessment; Knowledge recall, skills and extended writing specific tasks</p> <p>Literacy focus (O, R, W)</p> <p>Careers Throughout this unit teachers will discuss how the geographical skills and knowledge learnt in this unit can be applied into the real world whether it be linked to data analysts, none-for profit organisations, government and national and international level, banking and commerce.</p> <p>Enrichment opportunities. Engage in an active citizenship activity that enables pupils to highlight an issue of world inequality. E.g. Send my Friend to School or Mary's Meals.</p> <p>Core words: standard of living, quality of life, development, development indicator, development gap, human development, social, economic, environmental, political.</p>	<p>Theme: Can we reduce the effects of climate change? Topic description/Purpose; Climate change underpins many ideas associated with sustainability. By the end of the unit students should be able to explain climate change, explain the causes, describe the effects and evaluate mitigation and adaptation strategies.</p> <p>AO1, AO2, AO3 and AO4. Key piece/assessment; TBD Assessment: 9 marker mitigation and adaptation question. WCF Learning checkpoint.</p> <p>Literacy focus (O, R, W); Oracy-debating the impact of effects and significances of mitigation and adaptation strategies f or dealing with climate change. Careers: Throughout this unit teachers should discuss the many new job opportunities linked to climate change and how each business by law has to consider it's carbon footprint. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to mitigation and adaptation strategies (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions.</p> <p>Enrichment opportunities Investigation into COP22</p> <p>Core words: atmosphere, greenhouse gas, greenhouse effect, global warming, climate change, effect, adapt, mitigate, sustainable.</p>	<p>Theme: Tectonics Topic description/Purpose; By the end of the unit students should be able to explain the basics of tectonic theory and describe how tectonic events can impact on people's lives. AO1,AO2, AO3 and AO4. Key piece/assessment; 9 mark question on planning, monitoring, prediction and preparing. Learning checkpoint.</p> <p>Literacy focus (O,R,W) Reading half termly guided reading task. Oracy fluently using key geographical language in discussions and in writing tasks.</p> <p>Careers: Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in the area of geology and risk management. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make a judgement relating to monitoring and preparing for hazards. Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions and suggest possible solutions.</p> <p>Enrichment opportunities; A visit to the natural history museum. Links with colleges or universities to visit or invite a speaker in regarding careers or educational opportunities in this area.</p> <p>Core words: response, volcano, earthquake, magma, effects, epicentre, lava, crust, seismic waves, tectonic plate.</p>	<p>Theme: How to carry out a geographical enquiry? Topic description/Purpose; Based on the best place to put a new bench AO1, AO2, AO3 and AO4 Key piece – enquiry write up. DC3 assessment. Literacy focus (O, R, W); Reading. Throughout the unit the teacher should use the fieldwork focus articles taken from Wideworld https://my.dynamic-learning.co.uk/CourseHome Students should be supported on how to read and understand academic texts. Careers: Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. Enrichment opportunities: Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree. Core words: Population density, quality of life, human development index, quantitative, development, analyse, conclusion, environment, risk, evaluate.</p>

<p>Y8 (KS3)</p>	<p>Theme: Weather and climate Topic description/Purpose; By the end of the unit students should be able to explain how high and low air pressure influences the location of major biomes as well as our day to day weather, how Britain's weather is changing and link this to climate change, describe extreme weathers facing the UK and describe the impacts of tropical storms. Students will be able to think about how we future proof our homes in a sustainable way for the changing weather patterns. Revisit – geographical skills. Links to Climate change and biomes. AO1, AO2, AO3 and AO4. Key piece/assessment; Assessment DC1- learning checkpoint Literacy focus (O, R, W); Oracy and listening skills Ln 5 Discuss the recent examples of extreme weather in the UK. Careers: Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in from extreme weather, roles with The Environment Agency, United Utilities, The Met Office, local councils rapid response teams etc. A search in INDEED will allow learners to see real jobs with links to extreme weather. Learners are required to make an evaluative judgement relating the effects of extreme weather in the UK (lesson 8) and how the UK can better prepare for floods (Lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment opportunities: Take the children outside to discuss elements of the lessons, watch Britain's wildest weather Ln 5 to discuss the various locations in the UK.</p>	<p>Theme: How water shapes the world? Focus on rivers Topic description/Purpose; By the end of the unit students should be able to explain how water shapes the land (erosions and deposition) within rivers, coasts and glaciated environments. Students will be able to identify landforms created by erosion and deposition in each environment. Students will be able to discuss how we can protect our towns from the power of water in a sustainable manner. AO1, AO2, AO3 and AO4 Key piece/assessment; Assessment DC2 Literacy focus (O, R, W); Activity – debate lesson coastal management strategies. Careers Westleigh is near a brook so being able to explain the processes taking place will help students to understand their physical environment better. There are many jobs linked to management of rivers and coastal areas. Major employers include United Utilities and the Environmental agency who employ hundreds of people in the North West. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to how to sustainable manage the coast line (lesson 19). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. If possible to arrange a talk from Environment Agency regarding possible jobs within the local area. Enrichment opportunities. Visit to Southport or Blackpool to see coastal defences. Visit to Cuerden Valley Park to see river landforms and process in practice. Field trip to Lake district (maybe a residential) to see glacial landforms. Arrange a visit from the Environmental Agency to</p>	<p>Theme: How water shapes the world? Focus coast Topic description/Purpose; By the end of the unit students should be able to explain how water shapes the land (erosions and deposition) within rivers, coasts and glaciated environments. Students will be able to identify landforms created by erosion and deposition in each environment. Students will be able to discuss how we can protect our towns from the power of water in a sustainable manner. AO1, AO2, AO3 and AO4 Key piece/assessment; 9 mark question WCF and a learning checkpoint. Literacy focus (O, R, W); Writing conclusions Westleigh is near a brook so being able to explain the processes taking place will help students to understand their physical environment better. There are many jobs linked to management of rivers and coastal areas. Major employers include United Utilities and the Environmental agency who employ hundreds of people in the North West. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to make a judgement relating to how to sustainable manage the coast line (lesson 19). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. If possible to arrange a talk from Environment Agency regarding possible jobs within the local area. Enrichment opportunities. Visit to Southport or Blackpool to see coastal defences. Visit to Cuerden Valley Park to see river landforms and process in practice. Field trip to Lake district (maybe a residential) to see glacial landforms. Arrange a visit from the Environmental Agency to</p>	<p>Theme: Are there enough Earth's resources for everyone? Topic description/Purpose; By the end of this unit students should be able to explain what resources are, how they are distributed, why the availability of these resources vary, the ways in which we use food and evaluate how we can be more sustainable when using food resources. AO1, AO2, AO3 and AO4. Key piece/assessment; Evaluating the advantages and disadvantages of a large scale agricultural development project. WCF . Learning checkpoint. Literacy focus – Writing to justify an argument Careers: Throughout this unit teachers will discuss how the need to manage resources and be a sustainable citizen is becoming ever more important. Lessons will also link to the local industries in the area and how resources played a significant part in the growth of the area – for example coal mining (SHK can link this to his previous career in the mining industry.) Students will be able to link the current issues on resource management to their own lives, for example water shortages, recycling, travel to school and energy efficiency. Enrichment opportunities: Visit local farms to see where our food comes from. Core words: Resource, renewable, organic, inorganic, non-renewable, recyclable, distribution, irrigation, carbon footprint.</p>	<p>Theme: Are there enough Earth's resources for everyone? continued Topic description/Purpose; By the end of this unit students should be able to explain what resources are, how they are distributed, why the availability of these resources vary, the ways in which we use water, and energy and evaluate how we can be more sustainable when using resources. AO1, AO2, AO3 and AO4. Key piece/assessment; Explaining how human actions can contribute to water insecurity, Explain how physical and human factors can contribute to energy insecurity. Explain why the contribution of renewable energy to the world energy production is likely to remain less than fossil fuel production. Too many- select one then use other in Assessment DC3. Literacy Focus – Writing to explain (Sustainable energy developments) Careers: Throughout this unit teachers will discuss how the need to manage resources and be a sustainable citizen is becoming ever more important. Lessons will also link to the local industries in the area and how resources played a significant part in the growth of the area – for example coal mining (SHK can link this to his previous career in the mining industry.) Students will be able to link the current issues on resource management to their own lives, for example water shortages, recycling, travel to school and energy efficiency. Enrichment opportunities: Visit electric mountain in Snowdonia as an example of renewable energy or the National Mining Museum as a contrast in resources. Visits to</p>	<p>Theme: How to carry out a geographical enquiry? Topic description/Purpose: A virtual piece of fieldwork based round GIS AO1, AO2, AO3 and AO4 Key piece – enquiry write up- WCF Literacy focus (O, R, W); Reading. Throughout the unit the teacher should use the fieldwork focus articles taken from Wideworld https://my.dynamic-learning.co.uk/CourseHome Students should be supported on how to read and understand academic texts. Careers: Throughout this unit teachers should discuss the many new job opportunities linked to fieldwork and the enquiry process. A search in INDEED will allow learners to see real jobs linked to this area. Learners are required to evaluate their field work enquiry and suggest how to make improvements. Learners should be encouraged to discuss what jobs would require them to evaluate and suggest improvements. Enrichment opportunities: Other possible visits include the potential to visit a field study centre. Links with higher education institutes would allow students to discuss other potential fieldwork linked to university and completing a geography degree Core words:</p>
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	<p>Core words: Weather, climate, latitude, drought, pressure, impact, precipitation, altitude, heatwave.</p>	<p>talk about managing the physical environment. Core words: meander, hard engineering, soft engineering, sustainable, erosion, deposition, discharge, precipitation, transportation.</p>	<p>talk about managing the physical environment. Core words: Erosion, hydraulic action, headland, bay, deposition, transportation, longshore drift, soft engineering, hard engineering, sustainable</p>		<p>Rivington and United Utilities resource on how they create energy or working farms to see where our food comes from.</p>	
Y9 (KS3)	<p>Theme: Where do we live? (Urbanisation) Topic description/Purpose; By the end of the unit students should be able to describe population distribution, the process of urbanisation. Opportunities to look at case studies across the globe. <i>AO1, AO2, AO3 and AO4</i></p> <p>Key piece/assessment; End of unit assessment that will assess knowledge recall, skills application and extended writing. DC1 Mid- unit learning checkpoint</p> <p>Literacy focus (O, R, W);</p> <p>Careers: Within the unit the links to jobs in urban planning, interventional development and none-for profit organisations can be discussed.</p> <p>Enrichment opportunities. Invite a town planner to speak or attend a virtual planning meeting or look on line at planning applications. Visit a local migrant community centre.</p> <p>Core words: Urban, rural, migration, megacity, slum, push factor, pull factor, squatter, services, sanitation.</p>	<p>Theme: Where do we live? (Urbanisation) Topic description/Purpose; By the end of the unit students should be able to describe the distribution of megacities, migration push and pull factors and the impacts of slum settlements, and how they can become more sustainable places to live . Opportunity to look t case studies across the globe. <i>AO1, AO2, AO3 and AO4</i></p> <p>Key piece/assessment; DC2- End of unit assessment that will assess knowledge recall, skills application and extended writing. Literacy focus (O, R, W);</p> <p>Careers: Within the unit the links to jobs in urban planning, interventional development and none-for profit organisations can be discussed.</p> <p>Enrichment opportunities. Invite a town planner to speak or attend a virtual planning meeting or look on line at planning applications. Visit a local migrant community centre.</p> <p>Core words: Urban, rural, migration, megacity, slum, push factor, pull factor, squatter, services, sanitation.</p>	<p>Theme: How can we reduce the development gap? Topic description/Purpose; By the end of the unit pupils will have an understanding of changing population structures, causes of uneven development how aid, intermediate technology, fair trade, tourism and debt relief can help reduce the development gap. <i>AO1, AO2, AO3</i></p> <p>Key piece/assessment; End of unit learning checkpoint that will assess knowledge recall, skills application and extended writing One extended question for WCF.</p> <p>Literacy focus (O, R, W)</p> <p>Careers Throughout this unit teachers will discuss how none for profit organisations impact on the UK job market.</p> <p>Enrichment opportunities. Possible fair trade project or link with local fair trade organisation. E.g. a local coffee company, cafod.</p> <p>Core words: standard of living, quality of life, development, development indicator, development gap, human development, social, economic, environmental, political.</p>	<p>Theme: Do you think the rainforest can be protected? Topic description/Purpose; By the end of the unit students should be able describe the location of the main biome, structure of the tropical rainforest, plant and animal adaptations, causes/impacts of deforestation and how we can manage the rainforest sustainable. <i>AO1, AO2, AO3 and AO4</i> Key piece/assessment; Conclusion 9 marker- WCF. Learning checkpoint. Literacy focus (O, R, W); Writing good conclusions. Careers: Within the unit the links to jobs locally with groups such as the environmental agency should be explored. Enrichment opportunities. Visiting a local small scale ecosystems such as a Deciduous Woodland.</p> <p>Core words: Ecosystem, biotic, abiotic, producer, consumer, decomposer, biome, adaptations, deforestation, sustainability.</p>	<p>Theme: How can we protect the Sahel? Topic description/Purpose; By the end of the unit students should be able describe the location of the main biomes, understand how plants and animals adapt, explain the challenges and opportunities facing hot deserts and the causes of desertification and management strategies.. <i>AO1, AO2, AO3 and AO4</i> Key piece/assessment; Assessment DC3 Literacy focus (O, R, W); Writing good conclusions. Careers: Within the unit the links to jobs locally with groups such as the environmental agency should be explored. Enrichment opportunities. visiting local small scale ecosystems such as a Deciduous Woodland.</p> <p>Core words: Arid, challenges, fauna, equator, desolate, desertification, flora, latitude.</p>	<p>Theme: How to carry out a decision making exercise. Topic description/Purpose; Based on a sustainable water supply project. <i>AO1, AO2, AO3 and AO4</i> Key piece – decision making write up- WCF Literacy focus (O, R, W); Reading. Throughout the unit the teacher should use the decision making focus to engage with news articles. Students should be supported on how to read and understand different texts. Careers: Throughout this unit teachers should discuss the many new job opportunities linked to water and waste water management.</p> <p>Enrichment opportunities: Virtual visit to a water management project.</p> <p>Core words:</p>

