

Long term plan – Geography – 2022 2023 (current Y11)

Year group	HT1	HT2	HT3	HT4	HT5	HT6
10 (KS4)	<p>Theme: The challenge of natural hazards Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Lesson 9 writing conclusion 9 mark question. Career: Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment: Visits to natural history museum.</p>	<p>Theme: The challenge of natural hazards Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Lesson 9 writing conclusion 9 mark question. Career: Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment: Visits to natural history museum.</p>	<p>Theme: The challenge of natural hazards Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Lesson 9 writing conclusion 9 mark question. Career: Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in seismologists, volcanologists, engineers and architects. A search in INDEED will allow learners to see real jobs with links to tectonics. Learners are required to make an evaluative judgement relating to the impact of primary and secondary effects of an earthquake (lesson 9). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment: Visits to natural history museum.</p>	<p>Theme: The living world Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Assessment DC1 Careers Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in eco-tourism and sustainable forestry. A search in INDEED will allow learners to see real jobs with links to conservation within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the risk to both tropical rainforests (lesson 8) and cold environments (lesson 14). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment opportunities. Trip to Manchester Museum to view natural history section. Invite Kirsten (DHG) back to talk about her time in the Falklands or Susan Porter (KHF) to talk about her Antarctica visit.</p>	<p>Theme: River environments Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Assessment DC 3 Careers Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment opportunities. Potential visit to Blackpool to view the range of coastal management strategies.</p>	<p>Theme: Coast and field work Theme: Coasts Topic description/Purpose; The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Key piece/assessment; Lesson 12. 'Hard engineering strategies are effective in protecting the coastline.' Do you agree with this. Write up from debate. Careers Throughout this unit teachers should discuss the many new job opportunities linked to opportunities arising in coastal management in particular with the Environmental agency. A search in INDEED will allow learners to see real jobs with links to coastal management within the north west and also on a global scale. Learners are required to make an evaluative judgement relating to the effectiveness of different types of coastal management strategies (lesson 12 and 13). Learners should be encouraged to discuss what jobs would require them to look at evidence and make decisions. Enrichment opportunities. Potential visit to Blackpool to view the range of coastal management strategies. Topic description/Purpose; Students will be expected to: 1. apply knowledge and understanding to interpret, analyse</p>

						<p>and evaluate information and issues related to geographical enquiry</p> <p>2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.</p> <p>Key piece/assessment; Mock Dc3</p> <p>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.</p> <p>Enrichment opportunities: In order to complete this unit all students will need to complete a field trip to Formby point and Salford Qays. 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.</p>
11 (KS4)	<p>Theme: Urban environments</p> <p>Topic description/Purpose; The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>Key piece/assessment; Assess the possible challenges of urban growth in Manchester (9).</p> <p>Careers: This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers</p>	<p>Theme: Urban environments</p> <p>Topic description/Purpose; The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>Key piece/assessment; Assess the possible challenges of urban growth in Manchester (9).</p> <p>Careers: This topic is relevant to our learners as they all live in urban areas. The unit allows them to think about who the winners and losers</p>	<p>Theme: Changing Economic World</p> <p>Topic description/Purpose; The aims of this unit are to develop an understanding of the factors that impact development and strategies to tackle the development gap. Case study focus is India. The unit also investigates the changing UK economy and our links to the wider world.</p> <p>Key piece/assessment; Mock DC 2</p> <p>Careers: This topic investigates the different sectors of employment and how employment in the UK has and is still changing.</p> <p>Enrichment opportunities: Possible visit to Manchester to look at how employment changes have impacted the city landscape.</p>	<p>Theme: Resource management</p> <p>Topic description/Purpose; The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <p>Key piece/assessment;</p> <p>Careers: All our students need access to these three key groups. Ideas around being a sustainable citizen should help them to shape their future lives and the decisions they make. There are lots of</p>		

	<p>are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate the opportunities and challenges within Manchester and Mumbai.</p> <p>Enrichment opportunities: Visit to Didsbury, Moss side and Salford Quays as part of the human field work to see in action the places the learners have studied. Possible visit to a town planner.</p> <p>Enrichment sessions: Coasts knowledge and exam practice.</p>	<p>are as these urban areas grow. Manchester is the nearest city to Leigh and many of our students will either continue their education or gain employment in Manchester. A search of INDEED will show the jobs available within Manchester but also involved in town planning. This unit develops the learners' critical thinking by asking them to evaluate the opportunities and challenges within Manchester and Mumbai.</p> <p>Enrichment opportunities: Visit to Didsbury, Moss side and Salford Quays as part of the human field work to see in action the places the learners have studied. Possible visit to a town planner.</p> <p>Theme: Changing Economic World Topic description/Purpose; The aims of this unit are to develop an understanding of the factors that impact development and strategies to tackle the development gap. Case study focus is India. The unit also investigates the changing UK economy and our links to the wider world. Key piece/assessment; Mock DC 2 Careers: This topic investigates the different sectors of employment and how employment in the UK has and is still changing. Enrichment opportunities: Possible visit to Manchester to look at how employment changes have impacted the city landscape.</p>		<p>employment opportunities within this topic. A search of Indeed will show the most up to date jobs in this field.</p> <p>Enrichment opportunities: Possible visit from Untied utilities or a trip to Rivington to hear or see first-hand how our local water supply is management. A trip to a local supermarket to discuss how they source their food and a contrasting visit to a local food market or farmer's shop.</p> <p>Theme: Pre-release Topic description/Purpose; <i>This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.</i> This is released 12 weeks before the exam.</p>		
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