

Geography: Curriculum Long Term Planning

Year 7		Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Geography	Big Idea	What is Geography?	Can the earth cope with deforestation?	What does urbanisation mean to the world?	How do rivers shape our landscape?	What makes the world fantastic?
	Assessment	Field-sketch assessment. (lesson 7)	Explain how plants and animals have adapted to survive in the rainforest. (lesson 3) Explain the most sustainable management strategy used in the rainforest. (lesson 7)	Decision-making exercise – should housing be built on brownfield or greenfield sites. (lesson 3)	7.1 Assessment (window opens 10th March) Explain the formation of waterfalls. (lesson 4)	Explain why Crofton is a fantastic place. (lesson 5)
	Wider Curriculum Links	• Literacy – reading various sources of information, writing in a range of formats, SPaG & focus on key terms. • Numeracy – plotting and interpreting data, drawing conclusions from data. • SMSC overview – • SMSC explicit links – • Citizenship explicit links – • FBV explicit links - •				

Year 8		Ht1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	What make weather extreme?	How and why is population changing?	Why is our coastline changing?	What are the impacts of modern day conflict?	What is snowball earth?	What are global superpowers>?
	Assessment	Microclimate fieldwork investigation. (lesson 5) Explain the impacts of the Beast from the East. (lesson 9) 8.1 Assessment	Explain how the population of Kerala is being managed (lesson 11) Explain the impacts of migration. (lesson 6)	Explain the formation of headlands and bays. (Lesson 4) Evaluate the most effective managements strategies for protecting the coastline. (lesson 11)	Explain the impacts of the Syrian refugee crisis. (lesson 5) Should people buy diamonds from Sierra Leone? (lesson 9)	Explain the formation of glacial landforms. (lesson 5) Evaluate the extent tourism should be allowed in cold environments at risk (lesson 12)	Russia today as a superpower. (lesson 4) The impact of TNCs. (lesson 8) Y8 report window.
	Wider Curriculum Links	• Literacy – reading various sources of information, writing in a range of formats, SPaG & focus on key terms. • Numeracy – plotting and interpreting data, drawing conclusions from data. • SMSC overview – • SMSC explicit links – • Citizenship explicit links – • FBV explicit links -					

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Year 9		Ht1	HT2	HT3	HT4	HT5	HT6
Geography	Big Idea	How is Africa changing?	Why do our oceans need to be protected?	How does the moving earth impact us?	How and why is our climate changing?	How can we make our resources last?	What is the desert like?
	Assessment	Causes of the development gap (lesson 5) Tourism in Kenya (lesson 9)	Ocean adaptations (Lesson 5) Protecting our oceans (lesson 11)	HIC vs LIC earthquakes (lesson 7) Reducing the effect of volcanic eruptions (lesson 11)	UK impacts of climate change (lesson 6) Evaluation of the role of government in mitigating CC (lesson 9)	Food strategies (lesson 3) Making water more sustainable – Lesotho (lesson 8)	Animal and plant adaptations (lesson 5) How can deserts be managed sustainably. (lesson 9)

				9.1 Assessment		Eco-house design. (lesson 13)	9.2 Assessment
	Wider Curriculum Links	• Literacy – reading various sources of information, writing in a range of formats, SPaG & focus on key terms. • Numeracy – plotting and interpreting data, drawing conclusions from data. • SMSC overview – • SMSC explicit links – • Citizenship explicit links – • FBV explicit links – •					

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Geograp	Big Idea	Living World (Ecosystems): How can fragile environments be protected?	River Landscapes in the UK: How do people and river landscapes interact?	Urban Issues & Challenges: What are the opportunities and	Urban Issues & Challenges: What are the opportunities and	Coastal Landscapes in the UK: How do people and coastal landscapes interact?	Changing Economic World P1: How can the development gap be reduced?

			challenges faced in urban areas?	challenges faced in urban areas?		
Assessment	Exam-style questions that mirror Paper 1, Question 2.	Exam-style questions that mirror part of Paper 1, Question 4.	Exam-style questions that mirror part of Paper 2, Question 1.	Exam-style questions that mirror Paper 1, Question 1.	Exam-style questions that mirror Paper 2, Question 2.	Exam-style questions that mirror Paper 2, Question 3.
Assessment Intent	- End-of-topic assessments used to monitor development of exam technique (not knowledge recall) in order to identify techniques that require further focus/support. This may be done on individual or whole class level, depending on class and outcomes. - Exam-style questions throughout - with specific focus on 6 & 9 mark questions – to develop skills to access level 3. Combination of teacher marked and self or peer-assessment. - True/false knowledge quiz to recall. 5-a-day booklet (starter) and self-assessment to recall knowledge from previous topics. - Homework tasks to recall knowledge from previous topics. - Frequent marking of completed work, including checking any notes for accuracy. - Frequent questioning throughout <u>every lesson</u> to check understanding. - Use of model answers to encourage self-reflection.					
Wider Curriculum Links	Science – understanding natural processes, e.g. food chains, food web and nutrient cycle.	Science – understanding natural processes, e.g. erosion.	SMSC – Students will begin to understand 'life in modern Britain' when discussing how London's culture is shaped due to multiculturalism compared to rest of the UK. Citizenship – Students will consider 'diverse identities in the UK' when considering the multiculturalism of London. They will also study examples of how decisions have contributed to the 'improvements of the	SMSC - Students will begin to 'understand the consequence of actions' when studying how the actions of people impact climate change. Science – understanding natural processes, e.g. greenhouse effect.	Science – understanding natural processes, e.g. weathering and erosion.	History – discussions around causes of uneven development, including colonialism. Citizenship – Students will consider 'human rights' when studying the impacts of uneven development (Syrian refugee crisis). They will also consider 'money and

				community' when studying the development of the Olympic Park in London and the sustainable living in Freiburg, Germany.			finance' when studying the value of a country's GDP when measuring its level of development, and issues around this.
		• Literacy - opportunities for discussion throughout each topic, including debating current issues; reading a range of texts and sources of information; writing in a range of forms (including note-taking, short and long answer exam questions); focus on SPaG both within lessons and marking. • Numeracy – numeracy integrated within all topics, such as plotting and analysing data, identifying and inferring trends, and interpreting data sets.					

Year 11		HT1	HT2	HT3	HT4	HT5
Geography	Big Idea	How does hard engineering manage longshore drift at Hornsea? Does inequality in housing exist in Leeds FIELDWORK	Tectonic and Weather Hazards: What are the causes, effects and management of natural hazards? Climate Change: Why is the climate changing?	Changing Economic World P2: How is the UK's economy changing?	Resource Management: Do we have enough food, water and energy resources?	PRE-RELEASE REVISION EXAM SKILLS
	Assessment	Exam-style questions that mirror Paper 3, Section B.	Exam-style questions that mirror Paper 1, Question 1.	Exam-style questions that mirror Paper 2, Question 2.	Exam-style questions that mirror Paper 2, Question 3 & 5.	Exam-style questions that mirror Paper 3, Section A.
	Assessment Intent	- Develop skills needed to access Paper 3, Section B – collecting, presenting & analysing data, & evaluating data collection methods and results. 5-a-day booklet (starter) and self-assessment to recall knowledge from previous topics. - Homework tasks to recall knowledge from previous topics.	- End-of-topic assessments used to monitor development of exam technique (not knowledge recall) in order to identify techniques that require further focus/support. This may be done on individual or whole class level, depending on class and outcomes. - Exam-style questions throughout - with specific focus on 6- & 9-mark questions – to develop skills to access level 3. Combination of teacher marked and self or peer-assessment. - True/false knowledge quiz to recall. 5-a-day booklet (starter) and self-assessment to recall knowledge from previous topics. - Homework tasks to recall knowledge from previous topics. - Frequent marking of completed work, including checking any notes for accuracy. - Frequent questioning throughout <u>every lesson</u> to check understanding. - Use of model answers to encourage self-reflection.			- Develop skills needed to access Paper 3, Section A (pre-release) – including reading, interpreting a range of geographical sources and decision-making. - Master revision skills through modelling and practicing revision techniques. - Further master exam technique through modelling and practicing exam questions.

	- Frequent marking of completed work, including checking any notes for accuracy. - Frequent questioning throughout <u>every lesson</u> to check understanding. - Use of model answers to encourage self-reflection.				Prepare for real-life exam experience.
Wider Curriculum Links	Building character - Fieldwork (Hornsea) will involve collecting, presenting, analysing and evaluating data. This will develop their organisation, resilience and initiative. HT1 – Trip to Hornsea to carry out fieldwork.	Science – understanding natural processes, e.g. convection currents.	SMSC – Students will begin to begin to 'prepare for life in modern Britain' when studying the UK's movement towards a post-industrial economy. Citizenship – Students will consider the 'UK's relations with others' when studying the UK's position within the wider world.	SMSC – students will empathise with the range of challenges faced by people living in areas of resource shortages, especially LICs.	Literacy – Reading large and complex texts and sources; justifying and evaluating decisions. Building character – students continue to develop revision techniques that suit their own learning styles. This will develop their organisation, resilience and initiative.
	Literacy - opportunities for discussion throughout each topic, including debating current issues; reading a range of texts and sources of information; writing in a range of forms (including note-taking, short and long answer exam questions); focus on SPaG both within lessons and marking. Numeracy – numeracy integrated within all topics, such as plotting and analysing data, identifying and inferring trends, and interpreting data sets.				