|  |  |  |
| --- | --- | --- |
|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: GEOGRAPHY** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **What is a Geographer?**  **Geography Skills**  1. Baseline test  2. What is Geography?  3. Continents, Oceans and UK.  4. Direction  5. Symbols  6. 4 figure  7. 6 figure  8. Contours  9. Zombie mapskills Re‑test  Skills and Concepts  ● Using OS maps  ● Scale  ● Grid references  ● Height  ● Direction  ● Photos  ● Using geographical terminology  ● Interpreting data  ● Drawing graphs  ● Compare OS maps to aerial photos  ● Interpret statistical information from various graphs and choropleth maps | | **One planet, many people. How are populations changing?**  **Population & Migration and the Middle East**  (cont. in Spring 1)  1. Population growth.  2. Distribution.  3. Pyramids.  4. China - one child.  Skills and Concepts  ● Interpret statistics, graphs, models, population density maps, population pyramids.  ● Consider decisions people make.  ● Describe patterns.  ● Explain impacts of population growth.  ● Explain causes and effects of population control. | **Population & Migration and the Middle East** (cont.)  1. Migration  2. Refugees  3. Syrian refugees  Skills and Concepts  ● Interpret statistics, graphs, models, population density maps, population pyramids.  ● Consider decisions people make.  ● Understand the physical and human features of the Middle East.  ● To understand the reasons why people become refugees.  ● Analysing photos.  ● Describe and explain cause and effect of migration.  ● Empathy to write. | **Why are Rivers important?**  **Rivers**  1. Water cycle.  2. Drainage.  3. How does it reach river?  4. Processes - erosion/weathering.  5. Landforms.  6. Tees.  7. Causes of flooding.  8. Effects management.  Skills and Concepts  ● Understand the water cycle and drainage basin process.  ● Locate the world’s major rivers.  ● Understand the processes of erosion, transportation and deposition.  ● Identify river landscape features.  ● Understand the physical reasons for flooding.  ● Label and annotate relevant features.  ● Examine how processes work together to create landforms. | **How do we use our planet as a natural resource?**  **Resources**  1. What are Natural Resources  2. Where are they found?  3. Resources of the UK.  What is energy security?  Skills and Concepts  ● Identify earth’s spheres and how they are inter‑connected.  ● Understand the geological concept of time.  ● Three categories of rocks.  ● Understanding renewable and non‑renewable  ● Evaluate renewable vs. non-renewable. | **Why do cities change?**  **Newcastle and Gateshead**  1. Site and situation.  2. Changing functions.  3. 1895.  4. 1900.  5. Present day.  The future |
| Narrative | | At the end of Year 7, pupils will be able to locate and name the world’s continents and oceans, countries in Europe, N & S America.  Begin to identify human and physical features of localities in the UK.  Understand the geographical concepts and ideas of population distribution, change, growth, migration, and urbanisation.  Understand how countries try to control population, linking ideas to Asia and China.  Identify human and physical features of a locality. | | | | | |

*Long Term Curriculum Plan – Geography (January 2021)*

|  |  |  |
| --- | --- | --- |
|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: GEOGRAPHY** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 8** | **What is weather and**  **Climate? Why is it important?**  **Weather, climate and storms**  1. What is weather and climate?  2. Climate graphs.  3. Types of cloud.  4. Types of rainfall.  5. UK weather.  6. UK extreme weather case study.  7. Tropical Storms.  8. Tropical Storms Case Study.  Skills and Concepts  ● The difference between weather and climate.  ● Basic principles of weather patterns.  ● Describe and explain weather patterns of the UK.  ● Interpret and draw climate graph.  ● Draw and annotate the sequence of rainfall formation. | | **What is an economy?**  **Economic geography.**  1. What is local/global economy?  2. Primary.  3. Secondary.  4. Nissan Case Study.  5. Tertiary.  Skills and Concepts  ● Understand geographical terms of economy trade ports.  ● globalisation and the economic sectors.  ● Understanding economic scales and how economies change over time.  ● Using statistical data to draw a graph and analyse it.  ● Explain and assess the impact a changing economy has on a country’s level of development.  ● Evaluating the response to changing economies.  ● Evaluating the process of globalisation | **What is an economy?**  (cont.)  **The Almighty Dollar**  6. China - The growth of Manufacturing.  7. How a country’s economy changes.  8. Chinese Investment in Nigeria.  9. Nigeria’s cycle of poverty.  10. What is life like in Nigeria?  11. Informal and Formal economy.  12. Infrastructure.  13. The end of the journey.  Skills and Concepts  ● Understanding how the global economy has an impact on local geography. | **What is the future for our planet?**  **Climate Change**  1. Environmental challenges.  2. Causes of long-term climate.  3. Causes of enhanced climate.  4. Effects of enhanced climate.  5. Responses.  6. Greta Thunberg.  7. Plastics  Skills and Concepts  ● Understanding and explaining the concept of climate change and greenhouse gas emissions.  ● Explain the causes of long term and enhanced climate change since the last ice age.  ● Consider a range of evidence to show how climate has changed.  ● Classify and explain the causes and assess the effects.  ● Evaluate the responses.  ● Describe climate data. | **What happens when the land meets the sea?**  **Coasts**  1. Waves.  2. Erosion and weathering.  3. Bays and headlands.  4. LSD.  5. Spits.  6. Management.  7. Revision.  Skills and Concepts  ● To know physical processes interact with geology to create landforms.  ● Identify how coastlines are managed for human and physical activities and processes.  ● Sequence geographical processes and how they change landscapes.  ● Examine how different physical processes work together.  ● Assess the impacts of physical processes.  ● Evaluate coastal management strategies. | **How does ice change the world?**  **Glaciation**  1. How has ice changed the world.  2. How, where and why do glaciers form and move?  3. Landforms.  4. The Lake District.  Skills and Concepts  ● Understand world distribution of glaciers.  ● Understand how erosion, deposition and transportation create and change landforms.  ● Understand how people use glacial landforms.  ● Draw cross sections of glaciers.  ● Explain how glaciers create landforms. |
| Narrative | | Difference between weather and climate.  What economic geography means.  Different employment sectors.  Global patterns of climate change and consequences of climate change.  Coastal regions and their human and physical features.  How has ice changed the world. | | | | | |

*Long Term Curriculum Plan – Geography (January 2021)*

|  |  |  |
| --- | --- | --- |
|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: GEOGRAPHY** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 9** | **Will we ever know enough to live here safely?**  **Hazards tectonics**  1. Structure.  2. Convection currents.  3. Plate Boundaries.  4. Volcanoes - structure.  5. Living beside volcanoes.  6. Volcano Case study.  7. Monitoring and prep.  8. Earthquakes.  9. Earthquake case study.  10. Earthquake preparedness.  11. Tsunami.  Skills and Concepts  ● Understand the earth’s structure and continental drift.  ● Understanding the impacts of an earthquake and responses in different levels of development and urbanisation.  ● Label world maps of plates and distribution trends.  ● Describe the distribution of activity.  ● Explain the causes of earthquakes and volcanoes.  ● Assess the impacts.  ● Evaluate responses to reduce the impacts. | | **Why do so many people want to live in the city?**  **Urbanisation**  **(Mumbai India)**  1. What and where is urbanisation.  2. Causes of urbanisation.  3. Growth of megacities.  4. Case study Mumbai.  5. Urban change in the UK.  6. Case Study: Newcastle challenges and opportunities.  Skills and Concepts  ● Understand reasons of rural to urban migration through time and natural increase.  ● Understand different effects of urbanisation from shanty towns to opportunities to sustainability.  ● Assess the effects of megacities.  ● Describe the context of Mumbai.  ● Explain urbanisation in the UK.  ● Assess the challenges and evaluate the opportunities in Newcastle linked to sustainability. | **The opportunities and challenges of development?**  **Development**  1. What is development?  2. Distribution.  3. Measures/indicators.  4. Causes.  5. Effects/Consequences.  6. Aid.  7. Sustainable development goals.  Skills and Concepts  ● Understand the different ways to identify levels of development and ways to measure development.  ● Understand the impacts of varying levels of development in Africa  ● Impact of Aid.  ● Describe the distribution of wealth across the globe.  ● Describe ways of identifying and measuring development.  ● Compare levels of development.  ● Explain causes and effects. | **Why are ecosystems the life of our plants?**  **Ecosystems**  1. Biomes and their distribution.  2. Features of the rainforest.  3. Causes of deforestation.  4. Effects of deforestation.  Responses and management of TRF.  Skills and Concepts  ● Understand factors influencing the location of the world Biomes.  ● Understand Biotic and Abiotic characteristics of the TRF.  ● Explain how latitude, climate and locational factors influence the distribution of ecosystems.  ● Explain hoe Biotic and Abiotic.  ● Draw cross section of rainforest layers.  ● Describe features. | **The geography of Russia, curse or benefit?**  **Russia**  1. Introduction to Russia.  2. Location.  3. Climate.  4. People.  5. Russia over time.  6. Chernobyl.  7. Living in the Tundra.  8. Tourism.  Skills and Concepts  ● Understand the human and physical features of Russia.  ● Understand how Russia has changed over time.  ● Understand the characteristics of a large-scale ecosystem the tundra and the taiga forest.  ● Use enquiry questions to describe Russia.  ● Apply geographical knowledge of the course in the context of Russia. | **Introduction to GCSE** |
| Narrative | | Locate the global distribution of earthquakes and volcanoes. Know global patterns of development.  Plate boundaries. What is development distribution.  Locate World megacities. Measures and indicators.  Know the impact of urbanisation on HIC/ LIC. The importance of ecosystems and the role of largescale environments  Identify key features of Russia’s physical landscape, climate, environments | | | | | |

*Long Term Curriculum Plan – Geography (January 2021)*

|  |  |  |
| --- | --- | --- |
|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: GEOGRAPHY** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 10** | **Urban issues and challenges (9weeks)**   * The urban World * Megacities   • Lagos  • Economy  • Social Challenges  • Improving the Environment  • Squatter Settlements  • Planning for poor. | **Physical landscapes (10)**  The UK’s Landscapes  • Coasts  • Waves  • Processes  • Landforms  • Case study Landforms  • Managing Coasts  • Case Study | **Physical landscapes (10)** (cont.)  • River Valleys  • River Processes  • Landforms  • Case study  • Flood Risk  • Managing Floods  • Case Study | **Natural Hazards (9)**  • Tectonics  • Distribution  • Processes  • Effects  • Responses  • Living with risk  • Reducing Risk  • Weather Hazards  • Atmospheric circulation  • Tropical storms formation  • Structure of storms  Case Study  Weather Hazards of the UK  • Floods Case Study  • Extreme weather UK | **Economic world (8)**  • Development  • Unequal world  • Measuring development  • DTM  • Population structures  • Causes of uneven development  • Wealth and health  • Migration  • Reducing the gap  • Aid  • Fair trade  • Tourism  • Nigeria Case study  • UK economy | **Fieldwork (3)** |

*Long Term Curriculum Plan – Geography (January 2021)*

|  |  |  |
| --- | --- | --- |
|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: GEOGRAPHY** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 11** | **Living world (12)**  • Ecosystems  • Tropical Rainforests  • Hot deserts  • Cold environments | **Living World/Resource**  **Management (8)**  • Resource Management  • Global distribution  • UK food provision  • UK water  • UK energy | **Resource management**  • Food Management  • Water Management  • Energy Management | **Revision** | **Unseen Paper** |  |

*Long Term Curriculum Plan – Geography (January 2021)*