

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3						
	Baseline Assessment	End of unit assessment on map skills	Mid unit assessment on rivers	End of unit test on rivers including case studies	Mid unit assessment on population	End of unit assessment on population and urbanisation
Year 7	Map skills	Graph skills	Formation of rivers and landforms	Flooding and river management	World population growth and impacts	Urbanisation and role on global population
		End of assessment on Europe	Mid unit test on coasts	End of unit test on Coasts	End of Unit Assessment on Restless Earth	End of unit assessment on Africa
Year 8	Europe - political, physical and political	Case studies and Eastern Europe	Coasts	Coasts	The Restless Earth	Africa
	Mid of unit assessment on what impact I have on the land	End of unit assessment on what impact I have on the land	Mid unit assessment on climate change	End unit assessment on climate change	Mid unit assessment on crime	End of unit assessment on crime
Year 9	Global population, measurements and impacts	Work, economic geography and impact of technology	Climate Change	Reteach and case studies	Geography of crime - types of crime and responses	National and International crime - case studies
Key Stage 4						
	Mid unit assessment on Natural hazards	End of Unit assessment Natural Hazards	End of Unit assessment Urban Issues and Challenges	End of unit assessment on coasts		Write up and assessment of Urban Field Trip
		Mid unit assessment Urban Issues and challenges	End of unit assessment on Rivers	Mid unit assessment on Economic World	End of Unit Assessment on Economic World	Write up and assessment of Physical Field Trip
Year 10		Climate change and Extreme weather with case study	Urban issues in the UK and sustainable urban living	Coasts - Processes and landforms, coastal management		Urban Field Trip
	What are Natural hazards - tectonics and atmospheric	Urban Issues and Challenges - megacities and LIC case study	UK Physical - Processes and landforms, river management	Economic World	Economic World - Case study of Nigeria	Physical Field Trip
	Mid unit assessment on Resource Management	Mid unit assessment on Living World	Exam questions and SAM papers	Exam questions and SAM papers		
	End of unit assessment on Resource Management	End of unit assessment on Living World	Mock Exams	Exam questions and SAM papers	Assessment on Issue Evaluation	
Year 11	Challenge of Resource Management	Living World	Revision - Misconceptions - Exam technique - Skills - Issue evaluation			GCSE Exams

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	Map skills	Graph skills	Formation of rivers and landforms	Flooding and river management	World population growth and impacts	Urbanisation and role on global population
Knowledge	<i>This unit will introduce the basic skills for Geography. Pupils will study OS maps and four and six figure grid references. They will get an understanding of OS map symbols and how they are used in maps. Further work will be done on height and scale by looking at contour lines and measuring distance using both string and paper.</i>	<i>The students will look at other basic skills required to be a good geographer by looking at how data can be collected and presented. Pupils will know the best way to show and interpret data through the production of graphs.</i>	<i>Pupils will start with the basics looking at the water cycle and the structure of a river basin. Students will then focus on the four processes of river erosion and applying them to explain how they form certain landforms.</i>	<i>Pupils will assess the human and physical impacts on areas that are liable to flood. Students will examine how soft and hard engineering strategies are used to manage flood risk and protect against erosion.</i>	<i>More basics to Geography by introducing the pupils to human geography and how as people, we interact with the world we live in. Students will know how the population of the world is growing and look at the demographic transition model and why it is used. Pupils will also assess the methods that some countries have adopted to reduce the growth of population.</i>	<i>The second part of the human geography unit will look at why and where people move to and from (push/pull factors) and how these is related to a countries development. Pupils will be introduced to the terms HIC (high income countries), LIC's (low income countries) and NEE's (newly emerging economies). Pupils will know how migration can have an impact within countries through an introduction of rural to urban migration and the increase in the number of megacities. Further links will be made with urbanisation through looking at slums and sustainable living,</i>
Skills	<i>Basic map reading skills and where countries are in the world especially the continents. Also an introduction to graphs and how they can be used for field studies. End of Unit Assessment</i>	<i>Analyse and evaluate data collection including the production of suitable graphs to illustrate the data provided.</i>	<i>Production of annotated diagrams showing the processes of the water cycle and the river basin. Further diagrams will be needed to show the erosional and transport processes required in the formation of river landforms. Identification of river landforms and the ways that they are formed using erosional and depositional processes.</i>	<i>Students will develop problem solving and analytical skills when comparing the positives and negatives of engineering strategies. They will need to make a judgment upon which type of strategy is most effective and build an argument in order to successfully do this.</i>	<i>Analyse and interpret statistical information using census and world statistics. Map analysis looking at population distribution. Production of population pyramids and analysing a countries population through visual aids.</i>	<i>Use of models to interpret how towns and cities grow due to urbanisation. Produce diagrams to show pictorially the push and pull factors of migration. Map skills will be incorporated again with the location of India and increase locational knowledge by looking at the location of cities within the country.</i>
	Formal Assessment with GCSE style questions w/c 19/10/20 WAG 1 - 4/11/20	Completion of Fieldwork results of Lane Head 14/12/20	Formal Assessment with GCSE style questions w/c 08/02/21 WAG 3 24/02/2021	Formal Assessment with GCSE style questions Assessment w/c 29/03/21	Formal Assessment with GCSE style questions w/c 24/05/21	Formal Assessment with GCSE style questions on all units covered in the Year w/c 28/06/21 WAG 6 06/07/2021
Year 8	Europe - political, physical and political	Case studies and Eastern Europe	Coasts	Coasts	The Restless Earth	Africa
Knowledge	<i>Introduce the pupils to the continent they live in and map the countries that are in Europe. Look at the physical and human differences in the continent. Look at what Brexit is and how it has affected the UK. There will also gain knowledge on tectonic activity through studying an example of Iceland.</i>	<i>Eastern Europe will also be investigated by looking at Russia and the opening up of ex USSR countries. Students will learn of the importance of Russia on the rest of Europe and the influx of wealth from Russian oligarchs. Pupils will know about the has and oil resources that Russia supply and how this affects its relationship with the Ukraine. Finally, pupils will be introduced to the importance of tourism in Eastern Europe by analysing the impact on Bulgaria.</i>	<i>The students will gain an understanding regarding the characteristics of waves. Pupils will revisit the processes of erosion and how they impact on the coast line and produce the landforms associated with the coast e.g. stacks, wave cut platforms etc. and also the depositional processes associated with longshore drift. Finally, pupils will analyse coastal management schemes and how they are affecting costlines where they have been adopted.</i>	<i>Students will know the structure of the Earth and the different layers and how tectonic plates move around the earth. Students will learn about the three different type of plate boundaries (conservative, divergent and convergent). Students will learn what an earthquake is and what causes them to occur. Students will learn about the features of a volcano and the characteristics of shield and composite volcanoes and these will be consolidated by looking at case study of Mount Ontake and the Nepal earthquake. The pupils will then look at the plan, predict and protect against tectonic hazards.</i>	<i>Students will learn about the common misconceptions and stereotypes that exist about Africa. Students will learn about different physical and human features of Africa and how to identify these on a map. Students will learn how biomes and climate vary across the continent. Students will learn the causes and consequences of desertification in the Sahel. Students will learn how Africa's past has shaped its present. They will be studying the effects and legacy of colonialism and the slave trade. Students will look at the population distribution of Africa and the impacts of urbanisation within the continent.</i>	
Skills	<i>Analyse and evaluate evidence. Complete debates on why the UK left the EU after analysing the role of the EU. Further assessment will be carried out on the relationship of Eastern European countries with the USSR and the EU</i>	<i>Analyse and evaluate the development of Eastern European countries since the dissolution of the USSR. Data interpretation skills will be enhanced by analysing choropleth maps and statistics of the oil and gas produced by Russia and how this impacts on countries in western Europe.</i>	<i>Students will be learning the basic concepts which include the types of waves and process of erosion; and applying them so they can explain how they form certain landforms. Students will also be taught how to structure an assess based question when it comes to engineering strategies.</i>	<i>Interpretation of world maps over time and hazard maps.</i>	<i>Students will be applying knowledge learnt during the year throughout this topic. They will also be required to make links between lessons and explain how the human and physical geography of Africa interacts.</i>	
	Formal Assessment with GCSE style questions w/c 19/10/20	Formal Assessment with GCSE style questions w/c 14/12/20 WAG 2 06/01/21	Formal Assessment with GCSE style questions w/c 08/02/21	Formal Assessment with GCSE style questions w/c 29/03/20 WAG 4 20/04/20	Formal Assessment with GCSE style questions w/c 24/05/21	Formal Assessment with GCSE style questions on all units covered in the Year w/c 28/06/21 WAG 6 06/07/2021
Year 9	Global population, measurements and impacts	Work, economic geography and impact of technology	Climate Change	Reteach and case studies	Geography of crime - types of crime and responses	National and International crime - case studies
Knowledge	<i>The students will learn about how the world is populated and look at natural increase and migration. Pupils will look at various models and theories to population and how countries are dealing with population problems such as rapid increase and an aging population.</i>	<i>Still looking people on the land but with more concentration on the UK by looking at housing the UK population and where they work. This is building on the work pupils started in Year 7. The economic impact of tourism in the UK and how this also impacts on communication and transport. Finally, pupils will know how the number of people and technology has brought the world closer together and will complete work on TNC's and globalisation.</i>	<i>The students will receive an introduction on climate change, focusing on what it is and the science behind it. The students will learn how climate change occurs naturally and the subsequent evidence for the changes. The students will learn how humans have caused climate change and the subsequent evidence of our impact.</i>	<i>Students will look at a number of predictions for future climate change. Leading on from this they will identify the consequences this will cause for people; focusing on a U.K and Bangladesh case study. Students will identify and explain the actions the world can take to limit and prevent climate change to a large extent.</i>	<i>Students will learn how Geography and crime are connected. They will learn the different categories into which crime is classified and how the type of crime varies depending on place. Students will learn about the different strategies that can be used to prevent and reduce crime. Students will learn how local crime is recorded and how it affects local services. They will then look at how the conditions and Geography of London helped Jack the Ripper get away with murder.</i>	<i>Students will learn about national crime by looking at crime in the Amazon Rainforest. Students will learn about international crime through two case studies Students will look at modern day piracy and how drugs get into the UK.</i>
Skills	<i>Completion of population pyramids and the stages of the Demographic Transition Model. Compare and contrast how different countries are dealing with the population problems of that country</i>	<i>Analyse and evaluate evidence through interpretation of graphs and data. Use of secondary data and an introduction to GIS (Geographical Information Systems) to map information about housing in the UK</i>	<i>During components 2 and 3, students will have to use their interpretation skills when looking at graphs and statistics regarding natural and human climate change.</i>	<i>Students will also have to use the knowledge learnt on the consequences of climate change and apply it to specific case studies (Bangladesh and the U.K.</i>	<i>Calculating percentage change and displaying changes in graphs and choropleth maps.</i>	<i>Students will develop their problem-solving and creativity skills as they will have to come up with solutions for different crime issues. They will need to analyse the solutions to decide how successful they will be.</i>
	Formal Assessment with GCSE style questions w/c 19/10/20	Formal Assessment with GCSE style questions w/c 14/12/20 WAG 2 06/01/21	Formal Assessment with GCSE style questions w/c 08/02/21	Formal Assessment with GCSE style questions w/c 29/03/20 WAG 4 20/04/20	Formal Assessment with GCSE style questions w/c 24/05/21	Formal Assessment with GCSE style questions on all units covered in the Year w/c 28/06/21 WAG 6 06/07/2021

2020 -21 - LONG TERM PLAN -Geography

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	Challenge of Resource Management	Living World	Revision and skills for Paper 3	Revision and issue evaluation for paper 3	Revision of all topics with examination focus. Continuation of work on Issue Evaluation	Revision of all topics with examination focus. Continuation of work on Issue Evaluation
	Knowledge about resource management in the UK and then a focused look at global food distribution	Learn about small ecosystems and the links between biotic and abiotic. Case studies of Amazon Rainforest and Thar desert	To revise the key content for Papers 1, 2 and 3	To revise the key content for Papers 1, 2 and 3		
	End of topic assessment 23/10/2020	Mock Paper in November where complete both Paper 1 and Paper 2	End of topic assessment 10/02/2021	Past exam papers- Paper 1, 2 and 3 21/03/2021	Paper 1, 2 and 3 past papers. 04/05/2021	Paper 1: 11 June 2021 Paper 2: 16 June 2021 Paper 3: 23 June 2021
Knowledge	<i>The students will look in great detail at how are diminishing resources are being managed and look at how they can be completed sustainably. Examples used Almeria and Kenya</i>	<i>The students will look at the disparities between HIC and LIC's and how the gap can be closed for Economic World. For Living World pupils will look at ecosystems both small and large ,ooking at the Amazon Rainforest and Thar desert as the two large examples</i>	<i>The students will understand the key terminology and apply them to develop their skill at extended writing. Pupils will complete work on their urban fieldwork study and practice the and sources of authority.</i>	<i>After recapping what was learnt in the past year, this will then be applied to their developments in extended writing and expanding on their ideas. We will also use a plethora of examples from previous answers and papers to further develop our understanding.</i>	<i>After receiving crucial 1 to1's the students will pin-point and focus on their largest areas for development. A main focus will be on building confidence in their knowledge and also their skills in extended writing.</i>	<i>After receiving crucial 1 to1's the students will pin-point and focus on their largest areas for development. A main focus will be on building confidence in their knowledge and also their skills in extended writing.</i>
Skills	<i>BUG - Box, underline and go back to ensure complete understanding of question. PEEL - Point, evidence, explain and link back to question</i>	<i>Analyse and evaluate evidence. How to explain with evidence. How to examine the significance of causes and consequences.</i>	<i>Use and apply knowledge through an understanding of command prompts i.e. Identify, Describe, Explain, Discuss.</i>	<i>Use and apply knowledge through an understanding of command prompts i.e. Identify, Describe, Explain, Discuss.</i>	<i>Construct arguments, make judgements, draw conclusions and interpret evidence..</i>	<i>Construct arguments, make judgements, draw conclusions and interpret evidence..</i>
	WAG 1 - 4/11/19	WAG 2- 6/01/2020	WAG 3 24/02/2020	WAG 4- 20/04/2020	WAG 5- 08/06/2020	WAG 6 06/07/2020
YEAR 10	Challenge of Natural Hazards	Complete Natural Hazards and Challenge of Urban Environment	Challenge of Urban Environment/Physical Landscape of the UK	Physical Landscape of the UK	Changing Economic World	Fieldwork skills
	The students will learn about how natural hazards occur and how it can impact on human life	The students will look at how urban areas have changed and compare urban areas in a LIC and a HIC (Birmingham and Mumbai)	How urban areas are becoming more sustainable. Start to look at the formation of rivers and coasts in the UK	Continue in greater depth to look at how management strategies are being introduced to help with erosional processes	The students will look in great detail at the development gap and how they are changing. Pupils will look at strategies adopted to reduce the development gap. Tourism example - Jamaica and LIC/NEE country development and role of TNC's - Nigeria	This term will be spent looking at the skills required for Paper 3 and possible physical and human field trips
	Mid unit assessment 6/10/2020	End of topic assessment and mid unit assessment	End of topic assessment 10/02/2021	End of topic assessment	End of topic assessment	Part Paper 1 and Paper 2: Past exam papers
Knowledge	<i>The students will learn about major natural hazards and use case study as part of the evidence</i>	<i>Students will complete natural hazard unit by looking at climate change. They will start urban unit looking at Mumbai as an example of the challenges to the urban area in a LIC</i>	<i>Continuation of urban challenges with UK example of Birmingham and look at Freiburg as a sustainable urban area. Also start to look at erosional processes for rivers and coasts</i>	<i>Complete rivers and coasts by looking at management strategies to stop flooding and impact on human life</i>	<i>The students will understand the key terminology and apply them to develop their skill at extended writing. They will expand on their own opinions and refer to key examples</i>	<i>The students will complete a field trip where they will have two days in Liverpool completing human and physical fieldwork skills</i>
Skills	<i>Analyse and evaluate evidence.How to explain with evidence. How to examine the significance of causes and consequences.</i>	<i>Analyse and evaluate evidence.How to explain with evidence. How to examine the significance of causes and consequences also be able to use examples as evidence</i>	<i>Analyse and evaluate evidence.How to explain with evidence. How to examine the significance of causes and consequences also be able to use examples as evidence</i>	<i>Able to apply geographical processes to their understanding of the formation of coasts and rivers.</i>	<i>The students will be able to reach judgements by comparing the significance of different factors and evaluate the usefulness of evidence.</i>	<i>The students will be able to reach judgements by comparing the significance of different factors and evaluate the usefulness of evidence.</i>
	WAG 1 - 4/12/20		WAG 3 24/02/2021			WAG 6 06/07/2021

