Geography Long-Term Plan

Year 7	Topic	Objective	Keywords
Autumn 1	**Our Planet**	Baseline Assessment. Study world GIS photo. *Earth's story. How life developed. *The timescale of earth and evolution. *How people spread around the earth. *Earth's place in the solar system. Earth's journey around the sun. *How natural processes and humans change the earth. *The different categories of geography. What is a continent and what is the UK?	Earth, fossil, mass extinction, evolution, era, ice age, asteroid, solar system, sun, geography, continent
Autumn 2	**Maps and mapping**	*How maps connect people and places. *Using atlases. Using scale and plans. *Sketch maps and photographs drawn to scale. Making maps and a key. *OS maps. Four and six figure grid references. *Giving and following directions using eight points of the compass and scale distance. *Understanding height using contour lines. Lines of latitude and longitude. *Mapping earth: grid lines, co-ordinates, degrees.	Map, scale, plan, contour lines, Ordnance Survey, grid reference, key, compass, north, south, east, west, atlas, latitude, longitude, equator, coordinates, degrees
Spring 1	**Rivers**	*Rivers and drainage basins. *Look at world's rivers and mountain ranges. *How rivers shape the land. *River-created landforms. V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes. *Flood plains.	Rivers, tributaries, mouth, source, water cycle, precipitation, evaporation, drainage basins, landforms. V-shaped valleys, waterfalls, gorges, meanders, oxbow lakes, flood plains, erosion, transport, deposition
Spring 2	**Weather and Climate**	*Examine the different types of weather. *Examine what causes weather. *Measuring weather. Weather and climate in the UK. *Rain and clouds. The water cycle. *Air pressure and the weather it produces.	Weather, climate, water cycle, water vapour, condense, Met Office, precipitation, cloud, temperature, air pressure, frost, fog, air mass, warm

		*Climate, why it varies from place to place. World climate.	front, cold front, seasons, altitude, climate regions
Summer 1	**Glaciers (Landscape)**	*2000 years ago *Glaciers; where they are and why. *How glaciers shape the landscape. *Landforms shaped by erosion *Landform created by deposition *Glacial landforms on an OS map *How glaciers affect us.	Glacier, ice age, tundra, landscape, ice sheets, iceberg, freeze-thaw weathering, landform, erosion, deposition, ribbon lake
Summer 2	**Climate change, our warming planet**	*Examining the big picture. Predicting the future for the world's climate. *Our changing climate *What is causing global warming? *Greenhouse gases and how they work. *How climate change affects humans and other species. *More about carbon dioxide *How can we stop global warming?	Global warming, greenhouse gases, climate change, carbon dioxide, greenhouse gas, methane, atmosphere, drought, melt, thaw, sea levels

Main textbooks used are 'geog.1' and 'geog.2', Gallagher. Parish, Williamson

Year 8	Topic	Objective	Keywords
Autumn 1	**Ecosystems, Rainforests**	*Define, examine and describe local ecosystems. *The world's natural vegetation. Examine and locate types of forest. *Rainforest ecosystem. Plants and animals in the rainforest. *Structure and layers of the forest. *Survival in the rainforest *How do people live in the rainforest? *Development of the rainforest.	Ecosystems, vegetation, rainforest, layers, emergent layer canopy, understory, forest floor. survival, rainfall, humid, climate, tropical rainforests, Equator, species, deforestation
Autumn 2	**Rivers (progression)**	*Rivers and us. Examine how we use rivers. *Our water supply. How we get water into our homes, schools, workplaces. *Floods. Look at what causes floods. *Reducing the risk of floods. Protecting ourselves from floods. *Flooding on the River Thames. *Protecting ourselves from floods.	Flood, risk, protection, River Thames, electricity, transport, farming, supply, sewage, reservoir, water treatment, drought, flash flood, impermeable, embankment, saturated, barrier

Spring 1	**Population**	*How and why the population is growing. *Dense and sparsely populated areas. *Examine how the UK's population has changed over centuries. UK life expectancy. *World population growth and life expectancy. *The impact of our growing population on the planet. *Population trends. *Compare the population of an MEDC and LEDC.	Population, dense, sparse, birth rate, death rate, life expectancy, sustainable, population trends, resources, MEDC, LEDC,
Spring 2	**Industry and Jobs**	*Jobs in the UK. The structure of employment, the primary, secondary and tertiary sectors. *Examine the economy and jobs *Look at the UK's jobs structure in the past. *Study Doncaster and the changes in jobs there. *Jobs structure in other countries, China & Ethiopia. *Why factories have closed in the UK and where those jobs have gone. *Clothing factories in Bangladesh. *The jobs involved in making a mobile phone.	employment, unemployment, primary, secondary and tertiary sector, goods, services, consume, produce, supply, technology, economy, export, import, exploitation, globalisation, multinational company
Summer 1	**Coasts**	*Examine what causes waves and tides. *How waves shape the coast. (Erosion, transport, deposition) *Landforms created by waves. (Wave-cut platforms, caves, arches and stacks) *Look at our uses for the coast. *The threat of the sea to flood. Storm surges. *Examine the effects of erosion in Happisburgh. *Coastal defences.	Coast, waves, tide, high tide, low tide, erosion, transport, deposition, landforms, wave-cut platforms, caves, arches, stacks, storm surges, coastal defences, groynes, headland, spit, rock armour, sea wall
Summer 2	**India and its changes**	*First impression of India. Compare to UK. *Physical geography of India. *Human geography. Population, maps and resources. *Development in India. *Farming in India. New ideas and their problems. *Industry, new location, old problems. *Karnataka. Changes here and the effects on people. *Compare regions in India.	India, climate, monsoon, physical, human, population, new emerging economy (NEE), development, agriculture, industry, economy

Main textbooks used are 'geog.2' and 'geog.3', Gallagher, Parish, Williamson

Year 9	Topic	Objective	Keywords
Autumn 1	**International Development**	What is development? Compare life in a MEDC with life in a LEDC. *Look at how data is used to measure development. Compare countries. *Examine GDP and world wide variation. *Study of a developing country, Malawi. *Study of a developed country, Singapore. *Historical and geographical reasons for the development gap. Health and educational issues. *Reasons for immigration. Poverty and illegality issues. *Look at how we can end poverty.	Development, standard of living, poverty, MEDC, LEDC, GDP, developing country, developed country, life expectancy, resources, employment, immigration, refugee, conflict, aid, NGO,
Autumn 2	**Earthquakes and Volcanoes**	*The layers of the earth. The earth's plates. The location of volcanoes. *Why volcanoes happen. Movement of plates. *Examine the damage volcanoes can do. *The formation of Iceland and why it has so many active volcanoes. *What are earthquakes? How we measure them and the damage they do. *Examine Chinas earthquakes in 2008. *Examine tsunamis. Look at the 2004 tsunami. *Why people live in tectonic zones.	Tectonic, plates, volcano, core, mantle, crust, plate boundary, magma, ash, lava, vent, active, dormant, extinct, earthquakes, focus, aftershocks, faults, tsunami, hazard, Richter scale
Spring 1	**Cities**	*How towns and cities grew. Study New York. *Locate cities on a UK map using football stadiums. Label features of a city. *Study the urbanisation of Manchester. *Examine current urban areas around the UK. *Patterns of urbanisation around the world. *Reasons why people move from rural to urban areas today.	Urban, suburb, urbanisation, rural, sustainable, slum, advantage, disadvantage, industrial, migration, decline, regenerate, services, transport links, housing, push factors, pull factors, shanty town

		*How people can make towns and cities more sustainable. The advantages and disadvantages of living in urban areas. The problem of slums. *Examine what is happening in Abu Dhabi regarding sustainability.	
Spring 2	**Energy Resources**	*Earth's natural resources. Renewable and non-renewable resources. *Main uses for water around the world. How fresh water is shared. *How the world's population can deal with the demand for water. *Soil as a resource. The issue of desertification. The Sahel. *Oil. How oil is formed, where it is and problems. *Renewable energy in the UK. *Examine how solar power is used around the world. *Species harmed due to peoples use of resources.	Natural resources, renewable, non-renewable, population, fresh water, demand, desertification, soil, soil erosion, irrigate, climate, oil, oil deposits, solar power, fossil fuels, hydroelectric, wind farms
Summer 1	**Our World/ Locational Knowledge**	*Our world *Africa: biomes, population, GNI *Asia- India: biomes, population, GNI *Asia- China: biomes, population, cities, economy	Biome, rainforest, desert, savanna, temperate forest, grassland, tundra, taiga, ecosystem, GNI, Africa, developing, Asia, India, colonisation, monsoon, China, population, cities, economy, biodiversity
Summer 2	**Our World/ Locational Knowledge**	*Russia: biomes, population, resources *The Middle East: biomes, population, oil *Map skills: OS maps, scale *Fieldwork: traffic, local environment	Russia, resources, frozen tundra, permafrost, coniferous forest, Middle East, Saudi Arabia, Egypt, Iran, Iraq, desert, grassland, conflict. Map, scale, contours, Ordnance Survey, scale, grid reference, compass, atlas, latitude, longitude, equator, co-ordinates, degrees

Main textbook used is 'geog.3' Gallagher, Parish, Williamson

Year 10	Topic	Objective	Keywords
Autumn 1	Landscapes and Physical Processes Distinctive landscapes, landform processes, flooding.	To learn what makes landscapes distinctive in the UK. To understand how UK physical landscapes are affected by human activity. To understand how can landscapes in the UK can be managed. To know how processes work together to create landform features at different scales in river and coastal landscapes in the UK	River landforms, fluvial erosion, abrasion, attrition, hydraulic action and solution, transportation, deposition, v-shaped valleys, waterfalls, gorges, floodplains, meanders, plunge pools, coastal landforms, cliff retreat, weathering, rock falls, landslides, longshore drift, headlands, bays, cliffs, wave-cut platforms, arches, stacks, beaches, spits, rock pools, wave-cut notches, climate, seasonal variation
Autumn 2	Landscapes and Physical Processes Landform processes, flooding	To learn what factors affect the rates of landform change in river and coastal landscapes in the UK To understand what physical processes affect stores and flows in UK drainage basins and reasons why UK rivers flood. To develop understanding of current and future management approaches to the flooding problem in the UK.	Flows, stores, the drainage basin, interception, infiltration, throughflow, overland flow, physical factors, vegetation, geology, annual regimes, human factors, hydrographs, river channel, 'hard' and 'soft' engineering
Spring 1	Rural-urban Links Population, rural-urban change, global cities	To understand how urban and rural areas of the UK are linked. To learn how rural areas in the UK are changing and what the causes and consequences of population change are in the UK. To know what some of the contemporary challenges are facing UK towns and cities.	Urban-rural continuum, sphere of influence, retail, urban services, rural counter-urbanisation, settlements, commuting, technological change, service provision, poverty, deprivation, depopulation, sustainable, communities, economic, political, social factors, birth rates, ageing population,

			migration, housing, brownfield, greenfield
Spring 2	Rural-urban Links	To learn how and why is retailing changing in the UK To know what the global patterns of urbanisation are To understand what the consequences of urbanisation in two global cities are To understand how global cities are connected	Retail, economy, high street, global patterns, urbanisation, global cities, low income country (LIC), newly industrialised country (NIC), high income country (HIC), natural population change, migration, push & pull factors, social & cultural patterns, poverty, deprivation, globalisation, transport, trade, tourism, media
Summer 1	Tectonic Landscapes and Hazards/ Coastal Hazards and their Management	To understand how tectonic processes work together to create landform features at different scales. To know what the impacts of tectonic processes are. To learn how might the risks associated with tectonic hazards be reduced.	Tectonic, plate movement, plate boundaries, convection, subduction, divergence, constructive and destructive margins, rift valley, ocean trench, hotspots, shield volcanoes, stratovolcanoes, caldera, cinder cone, lava tube, geyser, earthquake, tsunami, infrastructure, economy, vulnerability, hazard, magnitude, eruption, lahars, pyroclastic flow, lava flow, ash clouds, monitoring, hazard mapping, building technology, emergency planning
Summer 2	Weather, Climate and Ecosystems Climate change during the Quartenary, extreme weather, UK weather and climate, ecosystems, ecosystems and people.	To understand the evidence for climate change. To know the causes of climate change. To learn what the causes and consequences of, and responses to, two weather hazards are. To understand what factors create variations in weather and climate at different scales within the UK.	Climate change, glacial and inter-glacial periods, evidence, ice cores, CO^2, carbon cycle, the greenhouse effect, Quaternary period, global circulation, atmosphere, low and high pressure, hurricanes, cyclones, annual seasonality, monsoon, hazard, emergency aid, heatwave, drought, water security, maritime and continental climates, micro-climate

Year 11	Topic	Objective	Keywords
Autumn 1	Weather, Climate and Ecosystems	To know where large scale ecosystems are found. To understand what the key processes of ecosystems at different scales are. To know how people use ecosystems and environments. To understand how human activities modify processes and interactions within ecosystems. To learn how can ecosystems be managed sustainably.	Ecosystems, biomes, global climate patterns, tropical rainforest, savanna, tundra, tropical coral reefs, nutrient cycles, food webs, water cycle, carbon cycles, biodiversity, flood mitigation, small scale ecosystem, sand dune, urban park, hedgerow, energy production, impact, local scale, natural habitat, nutrient cycles, soil structure and soil erosion, regional scale, intensive farming, sustainable environmental strategies, wildlife corridors
Autumn 2	Development and Resource Issues	To understand how economic development is measured and what contemporary global patterns are. To know what the causes and consequences of uneven development at the global scale are. To understand the responses to uneven development at the global scale.	Development, GNI, GDP, 'development gap', LIC, NIC, global trade, imports, exports, trade blocs, global industry, multinational companies (MNCs), globalisation, tourism, uneven development, employment, environment, culture, infrastructure, international aid, non-government organisations (NGOs), inequality, emergency aid, long-term development aid, development targets, fair trade
Spring 1	Development and Resource Issues	To learn how and why the demand for water is changing. To know if water resources are being managed sustainably. To understand the causes and consequences of regional patterns of economic development in one economically developing country. To know the causes and consequences of regional patterns of economic development in the UK.	Water consumption, water footprints, water security, population growth, agricultural change, consumerism, reservoirs, irrigation, abstraction, ground-water, rain water harvesting, social, economic, cultural, political, and environmental factors, north-south divide, wealth, poverty, regional inequalities, investment, national policies, infrastructure investment

		To understand how regional inequalities in the UK can be reduced.	
Spring 2	Environmental Challenges	To know what the impacts of increasing consumer choice are on the global environment. To understand how climate change can affect people and how can technology be used and people's lifestyles changed to reduce these impacts.	Ecological footprint, global interdependence, consumerism, ecosystem destruction, tropical rainforests, biome, palm oil, agri-business, food miles, environment, waste, short and long-term effects, climate change, extreme weather, changing seasonal patterns, government, greenhouse emissions.
Summer 1	Applied Fieldwork Enquiry Fieldwork methodology, representation and analysis. Exam practice and preparation.	To complete two fieldwork enquiries. 2024: Methodological approach to focus on 'qualitative surveys'. The conceptual framework focus is 'cycles and flows'.	
Summer 2			