



## Subject 5 Year Plan: 2020-21 Geography

Interleaving Key Subject Concepts:	Year 7	Year 8	Year 9	Year 10	Year 11
<p>Geographical skills are embedded and used throughout topics in both KS3 and KS4 to deepen pupil's spatial awareness of the world and understand geographical similarities, differences, and links between places through the study of human and physical geography.</p> <p>Links are made throughout topics to help pupils progress in geography and give them the understanding of how processes between human and physical geography interact, and how these interactions can change and form</p>	<p>Not knowing how much Geography has been taught at KS2, particularly due to lockdown therefore a recap geographical skills topic will be taught first to establish historical concepts foundation</p> <p>Autumn term: <i>Beginning with a recap of KS2 knowledge using different skills with a focus on the 7 continents, incorporating both human and physical geography. Pupils will then move onto the UK.</i></p> <ol style="list-style-type: none"> <li><b>Around the world -</b> understanding how humans interact with the living world and how this can create opportunities or challenges.</li> <li><b>Our Island home –</b> understanding what makes up the UK along with major locations. The UK's physical characteristics and how we interact with these. A look at their local environment and its key features, understanding of community. A look at the</li> </ol>	<p>Due to lockdown and humanities split with geography being taught at the start of the last academic year focus was on embedding geographical skills before moving on.</p> <p>Autumn Term: <i>Recapping geographical skills to embed knowledge for future topics, extend their locational knowledge and deepen their spatial awareness of the world's countries starting with Russia</i></p> <ol style="list-style-type: none"> <li><b>Geographical Skills -</b> to understand geographical concepts and recap understanding of skills which appear throughout topics</li> <li><b>Russia -</b> understanding how location impacts physical landscape, climate, and the natural environment. Russia's population distribution and how this impacts</li> </ol>	<p>Move to a 3-year KS3 therefore more opportunities to develop topics of interest. Tailored to Year 9 students and the transition to GCSE</p> <p>Autumn Term: <i>Recapping of previous knowledge to check understanding of human and physical geography</i></p> <ol style="list-style-type: none"> <li><b>Rivers –</b> Recap previous learning on rivers whilst going into further detail on certain aspects of the topic. Understanding how rivers affect humans and the environment, with a key focus on flooding.</li> <li><b>Coasts –</b> Recap learning from year 8 knowledge and adding further depth to develop understanding. Understanding how the coast shapes our landscapes, how it can have negative impacts</li> </ol>	<p>Priority is catch up curriculum and addressing any misconceptions and gaps in remote learning.</p> <p>Autumn Term: <i>Taught last year and partly through lockdown</i></p> <ol style="list-style-type: none"> <li><b>Resource Management</b> - Global distribution of resources, UK provision of food, water, and energy resources Option choice Global Water with a focus on the Lesotho Highland Water Project and Wakel Basin. Exam structure and geographical skills recapped. Testing to make sure of pupils understanding.</li> </ol>	<p>Priority is catch up curriculum and addressing any misconceptions and gaps in remote learning. Additional focus on revision for exams/assessments/answer structures.</p> <p>Autumn Term: <b>RECAP:</b> <b>UK Physical Environments (started in Year 10).</b> Coasts will be revised (or the work completed)</p> <ul style="list-style-type: none"> <li>River landscapes (erosion, deposition, landforms) will be taught, linking where possible to the similarities in the Coastal work as additional revision</li> <li>A case study of the River Tees is used to exemplify this work.</li> <li>The risk of flooding and factors affecting this</li> <li>Managing flooding includes revision of the Somerset Levels flooding studied in the</li> </ul>



## Subject 5 Year Plan: 2020-21 Geography

<p>the environment in which we live</p>	<p>UK's links with Europe and the changing of the European Union.</p>	<p>global trade. Russia's importance in the world</p>	<p>on humans, economically and socially, and how we can protect ourselves from coastal erosion. Links are made to rivers topic with similar economic and social impacts on humans in both.</p>		<p>Natural Hazards Unit on Paper 1.</p> <ul style="list-style-type: none"> <li>Map skills are interleaved in this topic to enhance and revise the skills required for GCSE Geog</li> </ul> <p>Purpose of the rest of this term will be to address any gaps in learning from the GCSE curriculum across 2 of the 6 units of work. It will also be an opportunity to reteach and identify gaps in knowledge.</p> <p><b>Revision starts with Paper 2 (Human Geography)</b></p> <ul style="list-style-type: none"> <li><b>Revise: Urban Issues and Challenges</b></li> <li><b>Revise The changing economic world</b></li> </ul>
	<p>Spring Term:</p> <p>Understanding the challenges and opportunities faced in the UK with a switch to physical geography</p>	<p>Spring Term:</p> <p><i>Understanding the influence human impacts have on the physical environment</i></p> <ol style="list-style-type: none"> <li><b>Global Issues</b> - how current global issues are</li> </ol>	<p>Spring Term:</p> <p><i>Human geography relating to population and urbanisation; international development; economic</i></p>	<p>Spring Term:</p> <p><i>Paper 1: The Challenge of Natural Hazards – the dynamic nature of physical processes and systems and how humans interact with</i></p>	<p>Spring term 1:</p> <p><i>Paper 3: geographical application and skills</i></p> <ol style="list-style-type: none"> <li><b>Issue evaluation</b> - critical thinking and</li> </ol>



## Subject 5 Year Plan: 2020-21 Geography

	<p>1. <b>Challenges and opportunities in the UK</b> – identifying sparsely and densely populated areas and their characteristics. Understanding why people migrate internally and globally. The challenge for more energy and where it comes from and how we can be more sustainable with a focus on waste.</p> <p>2. <b>Weather &amp; Climate</b> – the difference between these, exploring the UK climate in comparison with global climates. Interpreting different weather data from around the UK.</p>	<p>affecting different parts of the world, their lasting impact, what can be done to protect the future and make more sustainable choices.</p> <p>2. <b>Glaciation</b> – understanding how ice can change the world, the physical processes, how we identify glaciers, the distribution of glaciers and how human impacts affect these changes in the present and what needs to be done to reduce these impacts for future</p>	<p><i>activity; and the use of natural resources</i></p> <p>1. <b>Asia</b> – identifying physical landscapes and numerous countries. Map and maths skills. Understanding Asia’s population, internal and external migration and how urbanisation impacts the SEE’s (social, economic, and environmental factors). The growth of China and its importance in the world.</p> <p>2. <b>Development</b> – how development starts, measuring it and why some countries are more developed than others. Links made to Asia topic and the Africa topic from year 7 to embed understanding. Pupils investigate migration, learning why people migrate, again, making clear link to the Asia with more depth on social reasoning. How it impacts a</p>	<p><i>these in a variety of places and at a range of scales.</i></p> <p>1. <b>Tectonic hazards</b> - with a focus on earthquakes. Case Studies include Chile and Nepal</p> <p>2. <b>Tropical Storms</b> - their distribution and formation with a case study of TS Haiyan. Similarities with tectonic hazards are made in this section to interleave exam structure and knowledge organisation</p> <p>3. <b>UK Weather Hazards</b> - case study of the Somerset Levels Flooding which links with the river’s topic on Paper 2. Map skills addressed in this section to build on those studied in KS3</p> <p>4. <b>Climate Change</b> - Natural and human causes and the impact of global warming. This interleaves with the Urban unit where sustainable living is addressed.</p>	<p>problem-solving task based on a current issue</p> <p>2. <b>Geographical skills</b> – summary of cartographic, graphical, numerical, statistical, and data skills.</p> <p><b>EXAMS</b></p>
--	---	--	---	---	--



			countries health, trade and how they can remove poverty.		
	<p>Summer term: <i>To increase knowledge about diverse places, people, resources, and natural and human environments and how they interact with the physical environment</i></p> <p>1. <b>Africa</b> – location of key places and physical features including different biomes. Understanding of how Africa’s past has shaped its future and the stereotypical views of Africa. A look at population changes and urbanisation and the challenges and opportunities this brings for some countries.</p> <p>2. <b>Hazards</b> -</p>	<p>Summer Term: <i>Understanding the physical processes that shape and change the coast and land, and the impact this has on people.</i></p> <p>1. <b>Coasts</b> – physical processes, including erosion, transportation, and deposition and how these change the physical landscape over time. How people use the coast, coastal management strategies and OS map skills.</p> <p>2. <b>Rivers</b> – understanding what rivers are and how water flows into them, the importance of rivers for social, economic and environment benefits, how weathering, transportation and erosion create landforms. Flooding and management strategies. Identifying river landforms on OS maps.</p>	<p>Summer Term: <i>understanding of the interaction between physical and human processes, focusing on the Middle East and Natural Resources</i></p> <p>1. <b>Middle East</b> – understand the physical landscape of the region, and study key countries with economic power. Case studies of countries with contrasting problems, development in UAE and poverty in Yemen. Conflict in the Middle East and how these conflicts can have a social, economic, and environmental impacts. Key focus on the 2022 World cup in Qatar, looking at the controversy to the event</p> <p>2. <b>Natural Resources</b> – Recapping previous knowledge in KS3 to</p>	<p>Summer Term: <i>The Living World – understanding the different environments, and the need for management strategies governed by sustainability</i></p> <p>1. <b>Ecosystems and biomes</b> – understanding the range of scales and interaction between living and non-living components</p> <p>2. <b>Tropical Rainforests</b> – characteristics, deforestation - with a focus on Malaysia and sustainable management in the Amazon</p> <p>3. <b>Hot Deserts</b> - characteristics - Case study is the Thar Desert where opportunities and challenges are discussed Causes of and reducing desertification</p>	<p>Summer term: <b>EXAMS</b></p>



## Subject 5 Year Plan: 2020-21 Geography

			<p>further understand natural resources. Understanding what natural resources are and how they are used domestically. How and why natural resources are important for humans. The topic ends with an in depth investigate into energy. How electricity is generated, renewable and non-renewable sources of energy and how we can protect the environment by using more sustainable energy.</p>	<p>4. <b>Physical landscapes</b> in the UK – looking at a range of diverse landscapes          5. <b>Coastal landscapes</b> – understanding physical processes, distinctive landforms, and management strategies to protect the coast from erosion.          6. <b>Rivers</b> – how valleys change over time, distinctive fluvial landforms, and physical processes. Management strategies used to protect river landscapes and effects of flooding</p>	
<p style="text-align: center;"><b>KS3 National Curriculum</b></p>			<p style="text-align: center;"><b>KS4 National Curriculum</b></p>		
<p><b>The national curriculum for geography aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both</li> <li>• terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• understand the processes that give rise to key physical and human geographical</li> <li>• features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> </ul>			<p><b>Following AQA specification.</b></p> <p><b>Paper 1- Living with the Physical Environment</b>          Section A: The Challenge of Natural Hazards          Section B: The Living World (Hot deserts option)          Section C: The UK physical environment (Coasts and river option)</p> <p><b>Paper 2- Challenges in the Human Environment</b>          Section A: Urban Issues and challenges          Section B: The Changing Economic World          Section C: Resource Management (Global Water option)</p>		



## Subject 5 Year Plan: 2020-21 Geography

**Are competent in the geographical skills needed to:**

- collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Paper 3 – Geographical Application and Skills**

Section A: Issue evaluation

Section B: Fieldwork (cancelled due to Covid 19)

Section C: Geographical Skills