



## Subject 5 Year Plan: 2021-22 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>Autumn term: <i>Knowledge and understanding of geographical skills. Focus starts with the UK at both local and national scale.</i></p> <ol style="list-style-type: none"> <li><b>Geographical Skills</b> – to understand geographical concepts and knowledge of the skills which appear throughout the topics, including interpreting maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</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 UK's links with Europe and the changing of the European Union.</li> </ol>	<p>Autumn Term: <i>Knowledge and understanding of the Earth's physical processes with and in-depth detailed look at a particular country</i></p> <ol style="list-style-type: none"> <li><b>Hazards</b> – understand how physical process can impact human activity, looking at earthquakes and volcanic activity. The theory of plate tectonics and how earthquakes and volcanoes are linked to these. A look at the hazards people associate with these events and how scientists attempt to predict, manage and prevent these hazards.</li> <li><b>Russia</b> - understanding how location impacts physical landscape, climate, and the natural environment. Russia's population distribution and how this impacts global trade. Russia's importance in the world</li> </ol>	<p>Autumn Term: <i>Knowledge and understanding of our planets biomes with the understand on how human and physical processes interact to influence, and change landscapes, environments.</i></p> <ol style="list-style-type: none"> <li><b>Ecosystems</b>– understanding of the different biomes around the world, and how these have adapted to their climate and environment. A look at the living and non-living components within these ecosystems, with a focus on Tropical Rainforests.</li> <li><b>Population change</b> – understanding how many people live on this planet and how and why these populations are changing. A focus is on the distribution of the world's population and</li> </ol>	<p>Autumn Term: <i>Starting with the short topic of the world's resources with a focus on global water. The Challenge of Natural Hazards – the dynamic nature of physical processes and systems and how humans interact with these in a variety of places and at a range of scales.</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> <li><b>Tectonic hazards</b> – A look in detail of</li> </ol>	<p>Autumn Term: <b>Not taught due to COVID 19.</b> <i>Knowledge and understanding of the physical processes and systems, how they change, and how people interact with them on a range of scales and in a range of places.</i></p> <ol style="list-style-type: none"> <li><b>Physical landscapes in the UK</b> – looking at a range of diverse landscapes in the UK.</li> <li><b>Coastal landscapes</b> – understanding physical processes, distinctive landforms, and management strategies to protect the coast from erosion.</li> <li><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</li> </ol>



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the environment in  
which we live

how some countries try to control this, as well as the growth of urbanisation.

tectonic plates around the world and what hazards these cause - with a focus on earthquakes. Case Studies include Chile and Nepal and impacts these have on the SEE's.

3. **Weather Hazards** – tropical storms and 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. A look at how the UK is affected by weather hazards with a case study of Somerset Levels Flooding, which links with the river's topic in section C. Map skills addressed in this section to build on those studied in KS3
4. **Climate Change** - Natural and human



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				causes and the impact of global warming. This interleaves with the Urban unit where sustainable living is addressed.	
Spring Term:	Spring Term:	Spring Term:	Spring Term:	Spring Term:	Spring term:
<p><i>Understanding the challenges and opportunities faced in the UK with a switch to physical geography</i></p> <ol style="list-style-type: none"> <li><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.</li> <li><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.</li> </ol>	<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 affecting different parts of the world, their lasting impact, what can be done to protect specific environments in the future and how we can make more sustainable choices.</li> <li><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</li> </ol>	<p><i>Human geography relating to population and urbanisation; international development; economic activity; and the use of natural resources</i></p> <ol style="list-style-type: none"> <li><b>Asia &amp; Urbanisation</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.</li> <li><b>Middle East</b> – physical landscape and study key countries with economic power. Case</li> </ol>	<p><i>The Living World – understanding the different environments, and the need for management strategies governed by sustainability</i></p> <ol style="list-style-type: none"> <li><b>Ecosystems and biomes</b> – understanding the range of scales and interaction between living and non-living components</li> <li><b>Tropical Rainforests</b> – characteristics, deforestation - with a focus on Malaysia and sustainable management in the Amazon</li> <li><b>Hot Deserts</b> - characteristics - Case study is the Thar Desert where opportunities and</li> </ol>	<p>Purpose of this term will be to address any gaps in learning from the GCSE curriculum across 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>Revise: Urban Issues and Challenges</li> <li>Revise The changing economic world</li> </ul> <p><b>Paper 1 (Physical Geography)</b></p> <ul style="list-style-type: none"> <li>Revise Natural Hazards</li> <li>Living World</li> </ul>	



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	<p>Evidence and cause of climate change and how we can mitigate and adapt to these.</p>	<p>reduce these impacts for future</p>	<p>studies of countries with contrasting problems, including conflict and how they have a social, economic, and environmental impacts.</p>	<p>challenges are discussed. Causes of and reducing desertification</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 problem-solving task based on a current issue</li> <li><b>Geographical skills</b> – summary of cartographic, graphical, numerical, statistical, and data skills.</li> </ol>
	<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> <ol style="list-style-type: none"> <li><b>UK and the Wider World</b> – understanding the employment structure of the UK and how and why this has changed. How the UK's economy is linked to foreign countries and why key businesses moved their businesses abroad, and how the UK links to the rest of the world.</li> </ol>	<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> <ol style="list-style-type: none"> <li><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.</li> <li><b>Rivers</b> – understanding what rivers are and how water flows into them, the</li> </ol>	<p>Summer Term: <i>understanding of the interaction between physical and human processes, focusing on the Middle East and Natural Resources</i></p> <ol style="list-style-type: none"> <li><b>Development</b> – how development starts, measuring it and why some countries are more developed than others. Investigation of migration, why people migrate, again, with more depth on social reasoning. How it</li> </ol>	<p>Summer Term: <i>Knowledge and understanding of the physical processes and systems, how they change, and how people interact with them on a range of scales and in a range of places.</i></p> <ol style="list-style-type: none"> <li><b>Physical landscapes in the UK</b> – looking at a range of diverse landscapes in the UK.</li> <li><b>Coastal landscapes</b> – understanding physical processes, distinctive landforms, and management strategies to</li> </ol>	<p>Summer term:</p> <p><b>EXAMS</b></p>



<p>2. <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>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>impacts a countries health, trade and how they can remove poverty.</p> <p>2. <b>Natural Resources</b> – Understanding what natural resources are and how they are used domestically. How and why natural resources are important for humans. In depth investigate into energy. How electricity is generated, renewable and non-renewable sources of energy and sustainability.</p>	<p>protect the coast from erosion.</p> <p><b>3. 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><b>KS3 National Curriculum</b></p>			<p><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>Are competent in the geographical skills needed to:</b></p> <ul style="list-style-type: none"> <li>collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</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> <p><b>Paper 3 – Geographical Application and Skills</b>            Section A: Issue evaluation</p>	



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|  | <ul style="list-style-type: none"><li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)</li><li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li></ul> | Section B: Fieldwork ( <b>cancelled due to Covid 19</b> )<br>Section C: Geographical Skills |
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