

St Thomas More RC College



Geography - Long-Term Plan

		Term 1a	Term 1b	Term 2a/b	Term 2a/b	Term 3a	Term 3b
Year 7	Topics to be covered:	Map skills	UK Europe and the World	Weather and climate / ecosystems	Single use plastic field work study	Extreme weather	Russia and population
	Skills to be developed:	Scale and distance Relief Grid references Map symbols Mapping	Atlas skills / map skills Choropleth mapping Pie charts Grid referencing Longitude and latitude	Climate graphs Map and Atlas skills Primary data collection	Primary data collection Evaluation of data Data presentation	Categorising effects into short term and long term, also between social, economic and environmental impacts in contrasting locations	Choropleth maps Line graphs Extrapolation of data Population pyramids
	Key assessments taking place:	Base line assessment to inform future learning OS map skills and plotting. Students will create their own maps using the correct geographical symbols	UK and Europe Map skills assessment. Students will demonstrate location knowledge as they plot continents and countries.	Diary of a rainforest animal, exploring how they have adapted to their climate and ecosystem	Analysis of findings and result. Students will use the data that they have collected themselves and make conclusions about their findings	. Cause / effects and responses to a weather hazard. Students will use a case study of a recent weather event and explain how it was caused, what damage was done and what people did to reduce the effects.	Students will be assessed on their understanding of geographical models. They will need to be able to read information from the Demographic Transition Model and Population Pyramids
	Key vocab	Human Geography Physical Geography Environmental Geography Ordnance Survey Grid References Scale Contours Longitude and Latitude	Atlas Continents European Union UK Great Britain British Isles Migration	Ecosystem Biome Relief rainfall Frontal rainfall Convictional rainfall	Primary Secondary Sustainability Hypothesis Data analysis Enquiry	Weather Climate Hydrological Cycle Microclimates Biome Ecosystem	Demographic Transition Population Pyramid Dependency Ratio

	Cross curricula	<p>Produce Design: Making of contour models from selected materials</p> <p>Art : contour shading</p> <p>Maths: Scale : throughout curriculum / Co-ordinates and number lines</p>	<p>Maths : Representing data in graph formats in line with Maths teaching in year 8</p> <p>Maths : Cross sectional drawing / 3 D shapes</p> <p>CPSHE : The UK and UK citizenship</p>	<p>Science : convection currents in the atmosphere</p>	<p>Computing and ICT. Field work to be carried out using geographical skills Data analysis and presentation in computing. Maths –analysis of data using mean/mode/median</p>	<p>Science: Energy transfer. Year 9 term 3b</p>	<p>History : The cold war/Russia Year 10/9 2a/b</p>
	<p>Opportunities for retrieval practice: Specific retrieval practice is planned into each lesson as part of the “do now” task when students enter the classroom. Retrieval quiz tasks are set every two weeks for completion on Satchel 1.</p>						

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 8	Topics to be covered:	Physical Asia, Population and resource pressure focusing on energy production	Asia and Industry	Middle East – deserts and sustainability	Middle East and conflict	Africa – Physical diversity and climate	Africa – human development and change
	Skills to be developed:	Maps from memory Climate graphs Photo analysis Analysis of maps Empathy and understanding of contrasts in life styles around the globe	Group presentations Decision making ICT research % calculations Atlas and map skills	Atlas skills Group work and discussion Climate graphs – analysis Primary data collection Data presentation	Longitude and latitude Decision making Justify / discuss Resource analysis	Map reading To what extent Climate graphs Global interaction Land use and biomes	Infographic analysis Decision making DTM

	Key assessments taking place:	<p>Physical landscapes and the reasons for flooding</p> <p>Decision making – life in the city of a Low Income Country.</p> <p>Students will study the Dharavi Slum in India and assess the opportunities and disadvantages of living in such an area</p>	<p>Decision making skills – where would you locate a factory</p> <p>Students will be assessed on their understanding of Newly emerging economics and the need for manufacturing in these countries.</p>	Adaptation – design a desert creature	Decision making – who owns the Caspian Sea	Physical and human characteristics of Africa	Physical and economic factors affecting the economic growth of Africa
	Key vocab	<p>Climate</p> <p>Sustainable</p> <p>Global disparity</p> <p>Fossil fuels</p> <p>Distribution</p> <p>Scarcity</p> <p>Surplus</p> <p>Pressure</p> <p>Consumption</p> <p>Supply</p> <p>Insecurity</p>	<p>Industrialisation</p> <p>Trans National Corporation</p> <p>Manufacturing</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Globalisation</p>	<p>Ecosystems</p> <p>Adaptation</p> <p>Sustainability</p> <p>Desert</p> <p>Biome</p> <p>Primary data</p> <p>Secondary data</p> <p>Arid</p>	<p>Conflict</p> <p>Water stress</p> <p>Water scarcity</p> <p>Morality</p> <p>Social</p> <p>Environmental</p> <p>Economic</p>	<p>Diversity</p> <p>Exports</p> <p>Biome</p> <p>Culture</p> <p>Economic change</p> <p>Stereotypes</p> <p>HIC</p> <p>NEE</p> <p>LIC</p>	<p>GDP</p> <p>Per Capita</p> <p>Human development Index</p> <p>Literacy rate</p> <p>Emancipation</p> <p>Demographic transition model</p>
	Cross curricula	<p>Science:</p> <p>Renewable and none renewable energy resources</p>	<p>RE : Home learning: social festival in India – specifically Dhavali</p>	<p>Maths : Sample sizing and procedures using Ratio and Scale</p> <p>Science / Biology : plant and animal adaptation</p>	<p>History:</p> <p>Crusades / Islamic Empire</p> <p>Year 7 term 3a</p>	<p>History :</p> <p>Pre-colonial Africa</p> <p>Year 8 term 2b/3a</p>	<p>Music:</p> <p>Revision techniques through music and song and protest songs</p>

			History : industrialisation and industrial revolution				
<p>Opportunities for retrieval practice: Specific retrieval practice is planned into each lesson as part of the “do now” task when students enter the classroom. Retrieval quiz tasks are set every two weeks for completion on Satchel 1.</p>							

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	Topics to be covered:	Development	Tectonics	Climate Change	Rivers	Sustainable cities and urban regeneration	Coasts
	Skills to be developed:	Atlas Skills Decision making Statistical skills / maths Choropleth	Map Skills Decision making Longitude and latitude ICT and report writing Video analysis	Photo analysis IT research Proportional circles Map skills Global citizenship	Hydrographs Map skills – scale and grid references Photo analysis	UK location skills Atlas skills Data presentation	Key terms Photo analysis Explain / justify 4 and 6 figure grid references Field work Primary Data collection and analysis
	Key assessments taking place:	Students will answer questions on the causes, effects and responses to a Tsunami in a specific location – Thailand or Japan	Students will demonstrate their understanding of plate boundaries by annotating diagrams of plates types and explaining the processes that lead to tectonic activity	Students will make decisions reading the impacts of climate change. The question given will be: Should we mitigate or adapt to climate change.	Students will describe the processes by which river features are created. Focus will be on waterfalls and oxbow lakes	Students will use a city case study, such as Manchester, and assess the level of suitability within the city	Students will design and coastal management plan for an area at risk of erosion and present this in a written report.
	Key vocab	Human Development Index Infant Mortality Life Expectancy Literacy Rate GNI / GDP	Plate margin Core Mantle Crust Distribution Conservative	Glaciation Anthropogenic Ordnance Survey Ice Sheet Ice Field Adaptation	Erosion Transportation Deposition Drainage Basin Hydrological Cycle	Urbanisation Sustainable Regeneration Central Business District Multicultural	Transportation Deposition Hydraulic Action Abrasion Attrition Solution

			Constructive Destructive	Mitigation	Fluvial	Immigration	Traction Saltation Suspension Longshore drift
Cross curricula	CPSHE: Addressing stereotypes	Maths - Plotting of co-ordinates. Taught in year 8, unit 4 maths Science : convention currents and energy transfer History: The volcanic eruption at Pompeii Drama / CPSHE: Role play	Science / chemistry: Atmospheric emissions Music: Protest songs – songs to learn about environmental issues and demand change				Science : succession and coastal dunes
<p>Opportunities for retrieval practice:</p> <p>Specific retrieval practice is planned into each lesson as part of the “do now” task when students enter the classroom. Retrieval quiz tasks are set every two weeks for completion on Satchel 1.</p>							

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Year 10	Topics to be covered:	Hazards Tectonics / weather / climate change	Hazards – climate change The Living World	The Living World	Physical land scrapes in the UK Rivers	Physical landscapes in the UK – rivers continued - Coasts	Fieldwork coastal processes
	Skills to be developed:	Data plotting Atlas skills Data manipulation and analysis Choropleth mapping Longitude and Latitude	Data analysis Classification of information Data presentation – pie charts Decision making	Maths % calculations Plotting and analysing plotted data UK map skills Data presentation – pie charts Line graphs	Diagram annotation Map skills Processes Flood hydrographs Problem solving and decision making	Decision making after cost benefit analysis Fieldwork visit (3a or 3b depending on dates of field work Hypothesis Primary data collection, analysis and presentation	Photo analysis Decision making Map skills Processes Testing hypothesis
	Key assessments taking place:	Past exam papers on Hazards will be used, marked and quality assessed	MOCK EXAM Previous years exam – paper 2 sections 1 and 2 plus, paper 1 section 1	Past exam papers on Ecosystems will be used, marked and quality assessed	Past exam papers Resources will be used, marked and quality assessed	GCSE – past papers River management strategies	Field work analysis
	Key vocab	Tectonic Climatic Hazard Risk Global Atmospheric Circulation Extreme	Management Anthropogenic Mitigation Greenhouse Gas Climate Change	Ecosystem Biome Bio-diversity Sustainable management Deforestation Desertification Resource Global distribution Malnourishment Undernutrition	Erosion Transportation Deposition River Course Levees Engineering Management River Discharge	Hard engineering Soft engineering	Hypothesis Primary data collection, analysis and presentation

				Scarcity Deficit / Stress Surplus Insecurity Irrigation			
	Cross curricula	Science : The earths structure – science year - 7 term 3a	Science / chemistry: Atmospheric emissions –year 9 term 1b	Science – Earth’s resources: year 9 term 1B Food Tech: Nutrition Year 10 term 3a	English – Skills based Analysis of written documents	English Analytical writing	Science Testing hypothesis
<p>Opportunities for retrieval practice: Specific retrieval practice is planned into each lesson as part of the “do now” task when students enter the classroom. Retrieval quiz tasks are set for completion on Satchel 1.</p>							

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 11	Topics to be covered:	Urban Environments	Changing Economic World	Changing economic world - Nigeria and the UK	The Challenge of Resource Management	Pre- release for paper 3 -	
	Skills to be developed:	Location knowledge Data analysis and presentation	Location knowledge Data presentation – DTM /PP	Independent learning (UK / Nigeria) booklet	Assessing suitability of human activities		

		<p>Data collection in the field – urban regeneration</p> <p>Photo analysis Literacy – answering long answer questions Atlas skills</p>	<p>Map analysis</p> <p>Describing trends and patterns</p> <p>Maths skills – dependency ratios</p> <p>Global links and interdependence</p>	<p>Global dependency and globalisation – analysis of data and HDI</p>	<p>Predicting future needs of a growing population</p>	
	Key assessments taking place:	<p>Past exam papers on Urban Environments will be used, marked and quality assessed</p>	<p>Past exam papers on The Changing Economic World will be used, marked and quality assessed</p>	<p>Past exam papers on a case studies (Nigeria and the UK) and economic change will be used, marked and quality assessed.</p>	<p>Past exam papers will be used, marked and quality assessed.</p>	<p>Past papers on Skills (field work) will be used, marked and quality assessed</p>
	Key vocab	<p>Urbanisation Megacities Land Use Models Opportunities Challenges Regeneration Sustainability</p>	<p>Demographic Population Pyramids Development Development Gap Mitigation Intermediate Technology HDI</p>	<p>Formal Economy Primary Secondary Tertiary De-industrialisation Trans-National Quality of Life North – South Divide Urban and Rural</p>	<p>Surplus Deficit Supply Demand Sustainability Agri business Agriculture</p>	<p>Data Collection Data Presentation Analysis Hypothesis Risk Assessment</p>
	Cross curricula	<p>CPSHE – multiculturalism Year 9 term 1a</p> <p>Maths Data analysis</p>	<p>Maths : scatter graphs</p> <p>History : transatlantic slavery Year 8 term 3a/b</p>	<p>CPSHE : Why is Politics Important? How our countries run? CPSHE: Year 10 term 1a / year 9 term 2b The UK Labour Market</p>		<p>Science: Data collection – on going through out the curriculum</p>

		Science Hypothesis testing		History : Benin Year 8 2b			
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