

YEAR 7 LONG-TERM PLAN

MICHAELMAS 1 & 2 Sep - Dec	LENT 1 Jan - Feb	LENT 2 & TRINITY 1 Mar-Apr	TRINITY 2 May - Jun
<p style="text-align: center;"><u>Unit 1:</u> <u>Our Place in the World</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) – Europe, Middle East, Russia - physical and human characteristics. - Similarities, differences, and links between these places. - Physical characteristics of the areas. - Human characteristics of these areas – population/culture. - Use and interpretation of Ordnance Survey Maps. - Build on knowledge of globes, maps and atlases. 	<p style="text-align: center;"><u>Unit 2:</u> <u>Weather – The UK and Beyond</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) – UK, USA, Ethiopia – physical and human characteristics. - Similarities, differences, and links between these places. Climates and reasons why climates are different around the world. - Place based exemplars – climatic hazards in the above places – e.g. tropical storms and droughts. 	<p style="text-align: center;"><u>Unit 3:</u> <u>Think Act</u></p> <ul style="list-style-type: none"> - Climate change –causes, effects and responses. - How human processes have affected climate change. - Impact of climate change on the Maldives. Locational knowledge and physical characteristics of the Maldives. - Energy use – renewable and non-renewable energy. - Sustainability and stewardship. - Food miles. 	<p style="text-align: center;"><u>Unit 4:</u> <u>Our landscape</u></p> <ul style="list-style-type: none"> - Study of the landscapes across the UK. - Formation of the landscape –rocks, glaciation, and weathering. - Case study – limestone scenery Ingleton - Field visit to Ingleton in June/July. - Use of GIS to investigate glacial landscapes.

YEAR 8 LONG-TERM PLAN

New academic year begins beginning of June.

TRINITY 2	MICHAELMAS 1 Sep - Oct	MICHAELMAS 2 Oct - Dec	LENT 1 Jan - Mar	LENT 2 & TRINITY 1 Apr - May
<p style="text-align: center;"><u>Unit 1:</u> <u>Our landscape - Continued</u></p> <ul style="list-style-type: none"> - Study of the landscapes across the UK. - Formation of the landscape –rocks, glaciation, and weathering. - Case study – limestone scenery Ingleton - Field visit to Ingleton in June/July. - Use of GIS to investigate glacial landscapes. 	<p style="text-align: center;"><u>Unit 2:</u> <u>Rivers, Coasts and Flooding</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) – UK and Bangladesh – physical characteristics. - River (hydrological) & Coastal processes. - Impacts and responses of coastal erosion. - River flooding – impact and responses e.g. Bangladesh and Monsoon Rains. - Flood risk maps GIS. - Flood defences – interaction between physical and human geography. 	<p style="text-align: center;"><u>Unit 3:</u> <u>8 Billion & Counting</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) of countries of different sizes and population densities. - Build on knowledge of globes and atlases. Interpretation of choropleth maps. Interpretation of population pyramids. - Similarities, differences, and links between these places. - Benefits, problems and solutions relating to ageing populations. 	<p style="text-align: center;"><u>Unit 4:</u> <u>Our Developing World</u></p> <ul style="list-style-type: none"> - Measuring development and reasons for uneven development around the world. - International Development – contrast different regions. - Similarities, differences, and links between these places. - Human characteristics of these areas – population, urbanisation, industrial sectors and demographic change. - How physical and human geography interacts. 	<p style="text-align: center;"><u>Unit 5:</u> <u>Save or Destroy</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) – Amazon Rainforest (Brazil). - Placed based exemplar – Amazon – Climate, population, interaction between human and physical processes - Use of natural resources – deforestation. - Effective functioning of natural systems – impacts of deforestation locally and globally. - Sustainability and stewardship.

YEAR 9 LONG-TERM PLAN

New academic year begins beginning of June.

TRINITY 2 & MICHAELMAS 1 Jun - Sep	MICHAELMAS 2 & LENT 1 Oct - Jan	LENT 1 & LENT 2 Feb - Apr	TRINITY 1 May – Jun
<p>Unit 1: <u>Happy Holidays</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness). - Growth of world tourism. - Economic impacts of tourism in countries at different levels of development. - Fieldwork in Grasmere. Data analysis and presentation. - Advantages and disadvantages of tourism on people, the economy, and the environments of different areas. 	<p>Unit 2: <u>Restless Earth</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) of areas susceptible to tectonic hazards. - Plates and tectonics, different types of volcanoes. Links to geology. - Cause, effects and responses of tectonic hazards. Interaction between physical and human geography. - Impacts of tectonic hazards on countries at different levels of development. 	<p>Unit 3: <u>Global Power</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) of global countries and superpowers e.g. BRICS (Brazil, Russia, India, China and South Africa). - Similarities, differences, and links between these places. Geopolitical relationships and interconnectivity. - Economic differences. - Physical characteristics of China. - Human characteristics of China. - Use and interpretation of maps. - Build on knowledge of globes, maps and atlases. 	<p>Unit 4: <u>Resource Management</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) of countries of different sizes and population densities. - Overview of global and UK distribution of food, energy and water. - Energy resource management - Case study: how a <u>developed</u> country has attempted to manage their energy resources in a sustainable way – Germany. - Case study: how an <u>emerging economy or developing</u> country has attempted to manage their energy resources in a sustainable way – China. - This is a transitional unit to GCSE

YEAR 10 LONG-TERM PLAN

New academic year begins beginning of June. Please see [Edexcel Geography A Specification](#) for more details of content included. **Resource Management was started at the end of Y9.**

YEAR	TRINITY 2	MICHAELMAS 1	MICHAELMAS 2	LENT 1	LENT 2	TRINITY 1
10	<p style="text-align: center;"><u>Resource Management - Continued</u></p> <ul style="list-style-type: none"> - Locational knowledge (deepen special awareness) of countries of different sizes and population densities. - Overview of global and UK distribution of food, energy and water. - Energy resource management - Case study: how a <u>developed</u> country has attempted to manage their energy resources in a sustainable way – Germany. - Case study: how <u>an emerging economy or developing</u> country has attempted to manage their energy resources in a sustainable way – China. 	<p style="text-align: center;"><u>The Changing Landscapes of the UK</u></p> <ul style="list-style-type: none"> - Overview of UK's Physical Landscape – recap from Y9 - River landscapes and processes – case study: one named river landscape in <u>UK</u> – River Wyre. - Physical Geography Fieldwork – River Wyre (timing of this trip to be reviewed) - Coastal landscapes and processes – case study: one named distinctive coastal landscape in <u>UK</u> – Holderness Coast. 		<p style="text-align: center;"><u>Weather Hazards and Climate Change</u></p> <ul style="list-style-type: none"> - Tropical cyclones – case study: social, economic and environmental impacts of a Tropical cyclone in a <u>developed</u> country, and their responses – USA Hurricane Sandy - Case study: social, economic and environmental impacts of a Tropical cyclone in an <u>emerging economy or developing</u> country, and their responses. - How the two case studies vary. - Drought – case study: impacts of drought on people and ecosystems in a <u>developed</u> country, and their responses – California USA. - Case study: impacts of drought on people and ecosystems in an <u>emerging economy or developing</u> country, and their responses – Ethiopia. - How the two case studies vary. 		<p style="text-align: center;"><u>Changing Cities</u></p> <ul style="list-style-type: none"> - Overview of urban patterns and processes. - Case study: UK - Birmingham - Case study: major city in an <u>emerging economy – Mexico City</u>

YEAR 11 LONG-TERM PLAN

New academic year begins beginning of June. Please see [Edexcel Geography A Specification](#) for more details of content included.

YEAR	TRINITY 2	MICHAELMAS 1/2	LENT 1/2	LENT 2/TRINITY 1	TRINITY 1/TRINITY 2
11	<p><u>Changing Cities - Continued</u></p> <ul style="list-style-type: none"> - Overview of urban patterns and processes. - Case study: UK - Birmingham - Case study: major city in an <u>emerging economy</u> – Mexico City 	<p><u>Ecosystems, Biodiversity and Management</u></p> <ul style="list-style-type: none"> - Overview of global ecosystems and their importance - Tropical rainforests – case study: sustainable management of rainforest – Madagascar. - - Deciduous woodlands – case study: sustainable use and management of a deciduous woodland – New Forest National Park. 	<p><u>Global Development</u></p> <ul style="list-style-type: none"> - Case study: development in a <u>developing country</u> or <u>emerging economy</u> – India. 	<p><u>Investigations - UK Challenges (Synoptic)</u></p> <ul style="list-style-type: none"> - 8.1 – The UK’s resource consumption and environmental sustainability challenge. - 8.2 – The UK’s Settlement, population and economic challenges. - 8.3 – The UK’s Landscape challenges. - 8.4 – The UK’s Climate Change challenges. 	<p><u>Fieldwork & Revision</u></p>
		<p><u>Fieldwork</u></p> <ul style="list-style-type: none"> - Write up of River Wyre Fieldwork – Trip date TBC. 			