

Long Term Plan – Geography (2024-25)

Vision: To enable students to better understand the world around them. By studying Geography, they will gain an understanding of the processes and features of different natural landscapes, and the potential hazards associated with them. They will also gain knowledge of different human landscapes and an understanding of the processes occurring within them. Geography aims to provide students with a unique perspective of contemporary issues by looking at the interaction between humans and the natural environment, this provides students with a more in-depth understanding of the world and will equip them in finding effective solutions to these contemporary issues.							Year End Points
HT1	HT2	HT3	HT4	HT5	HT6		
Year 7	Fantastic Places	Fantastic Places	Population	Weather and Climate	India	Rivers	<p>Students will know the 7 continents and the oceans. They will also gain knowledge of how to use maps by introducing them to compass directions, 4 and 6 figure grid references, measuring height on a map, scale, measuring distance and interpreting maps using symbols used by the Ordnance Survey.</p> <p>Students will gain knowledge on the different terms used when discussing population, such as birth rate, death rate and migration. They will know how and why the UK and world populations have changed. They will know the factors that can affect population. They will gain knowledge on how different countries have reduced their population growth rate. Students will be introduced to population pyramids and know how to interpret them.</p> <p>Students will know the difference between weather and climate. They will know how to measure different types of weather, the 3 types of rainfall and know the weather conditions associated with low and high air pressure. Students will also know the different factors that affect climate, they will know how climate varies across the world, know how to produce and interpret climate graphs, and know the causes, effects and responses of and to global warming.</p> <p>Students will know the key physical geography of India and their characteristics through studying the Himalayas, the Thar Desert, the Indo-Gangetic Plain and the Deccan Plateau. They will also gain knowledge on the human geography of India, including population changes and key processes and concepts such as urbanisation and development.</p> <p>Students will know how water travels around the water cycle, they will know the geomorphic processes of erosion, transportation and deposition in rivers and understand how they shape the landscape of a river basin. Students will know the key changes in the long and cross profile of a river. They will know the different ways in which humans use rivers. Students will also gain knowledge of the factors that can cause flooding and know strategies to mitigate against the effects of flooding.</p>
Year 8	How do rocks affect the landscape around us?	Tropical Rainforests	Development	What are the challenges and opportunities facing Africa?	Coasts	Middle East	<p>Students will know the key characteristics of sedimentary, metamorphic and igneous rock. They will gain knowledge of the rock cycle and how the 3 types of rock are created. They will know how the characteristics of the 3 types of rock can influence the landscape. They will know the 3 types of weathering: Biological, physical and chemical. Students also gain knowledge on the UK's geology and how the UK's geology has been influenced by continental drift.</p> <p>Students will gain knowledge on what an ecosystem is and understand the different components of a tropical rainforest are interdependent. They will know the key concepts of ecosystems, including the nutrient cycle and food chains and pyramids. They will gain key knowledge of tropical rainforests including their location, their climate, the structure of vegetation and how plants and animals are adapted to live in them. They know why rainforests are useful for humans, threats to the rainforest and how humans can sustainably manage tropical rainforests.</p> <p>Students will know the different categories/levels of development: AC, EDC and LIDC. They will know the different measures of development and will learn about how there is a development gap. They will know the causes of this gap, both human and physical, and will look at different strategies that are being used to help close the gap; including aid, tourism and Fairtrade. They will also know about sustainable development goals.</p> <p>Students will know that we cannot look at Africa as a whole – it is made up of 54 different countries. They will know the key physical features of Africa, including mountains, rivers, lakes and deserts. Students will also know</p>

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Year 9	Why do some volcanic eruptions have higher death tolls than others?	Manchester – A Unique Place	Russia	Glaciers	China	<p>Resources</p> <p>Students will know the causes, effects and responses to 2 volcanic eruptions: Mount Pinatubo in 1991 and Eyfjallajökull in 2010. They will know the factors that influenced the severity of each of the eruptions, including the country’s level of development, the type of eruption and its explosivity, the population density of its location and the country’s response to the eruption.</p> <p>Students will know the difference between space and place. They will know what makes it a major city, e.g. links to motorways, multiple train stations, large airport etc. They will know the place of Manchester, including its association with music and football, its historical links to the industrial revolution, its buildings etc. Students will also gain knowledge of how Manchester has changed through urbanisation, suburbanisation and counter-urbanisation. They will know why Manchester is an ethnically diverse city, and know why and where there are social inequalities in Manchester.</p> <p>Students will know the key physical features in Russia, including the location of rivers and mountains, and patterns in climate across the country. They will know the human geography of Russia, including patterns in population distribution and the location of key cities. They will know the differences between rural and urban areas and why those differences exist. Students will also gain knowledge on how Russians are having an impact on their environment now and how they had an impact in the past through Chernobyl. Students will also learn about Russia in our lives today, gaining knowledge on how Europe is dependent on oil and gas from Russia.</p> <p>Students will know how glaciers are created and patterns in their location. They will also know the difference between glaciers, ice sheets and ice fields. They will gain knowledge on the geomorphic processes of erosion, transportation and deposition in glaciated areas and understand how they shape the landscape. Students will also know the importance of glaciers to humans and current threats to glaciers.</p> <p>Students will know the location of China, how China has changed over time and improved its level of development. Students will gain knowledge on the southwest region of China, including the different regions, population density, level of development, biodiversity and physical features. Students will specifically look at Chongqing and Tibet in this region. They will also look at the benefits and issues of dams in China, as it increases the number of projects in the country.</p> <p>Students will know the issue of supply and demand with different resources, including food, water and energy.</p>
Year 10	UK in the 21 st Century	Urban Futures	Fieldwork: Death of the High Street	Changing Climate	Distinctive Landscapes	<p>Fieldwork: Does the River Wye fit the Bradshaw Model?</p> <p>Students will know the key physical characteristics of the UK, including patterns in rainfall and relief. They will also know the key human characteristics of the UK in the 21st Century, including changes in the UK’s population and population distribution. They will also gain knowledge on changes in the ethnic diversity of London, the UK’s economic hubs, the UK’s role in the Russia-Ukraine conflict, the global influence of the UK’s media and how the UK’s food culture has been influenced by different ethnic groups.</p> <p>Students will know patterns of urbanisation across the world. They will know the causes and consequences of rapid urbanisation in LIDCs. They will know the difference between megacities and world cities and will know the</p>

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Year 11	Global Hazards	Sustaining Ecosystems	Dynamic Development	Resource Reliance	Revision/Geographical Exploration Preparation	<p>Students will know the 4 different plate boundaries: Constructive, destructive, collision and conservative. They will know the hazards associated with each plate boundary. Students will know the difference between shield and composite volcanoes. Through a case study, they will know the causes, effects and responses to earthquakes. Students will also know the different factors that influence climate around the world, including the Global Atmospheric Circulation System. They will also know how atmospheric hazards such as drought and tropical storms occur. Through a case studies, they will gain knowledge on the causes, effects and responses to tropical storms and droughts.</p> <p>Students will know and understand the characteristics of different biomes across the world, including location, climate, plants and animals.</p> <p>Students will know the location of tropical rainforests, their climate, the structure of vegetation, nutrient cycle, water cycle, and plant and animal adaptations. They will also know the value of tropical rainforests for humans, the impacts of human activities on the rainforest, and ways to sustainably manage the rainforest. Students will know the location of polar environments, the key features of the land and sea in those areas, the climate, plant and animal adaptations and the water cycle. They will also know the impacts of human activities on polar environments and local and global sustainable management of polar environments.</p> <p>Students will know and understand the different factors that affect the development of countries and the strategies we can use to improve development in LIDCs, with a focus on Ethiopia. Students will know about the economic development of Ethiopia and the factors that have influenced it over the past 50 years. They will know which stage Ethiopia is at on the Rostow Model, whether Ethiopia has achieved the UN's Millennium Development Goals, how Ethiopia's international trade has affected its development and the top-down and bottom-up strategies put in place by Ethiopia to improve development.</p> <p>Students will know and understand the factors that affect supply and demand of resources. They will know how ecosystems have been affected by farming, fishing, deforestation, mining, reservoirs and water transfer schemes. Students will know the term 'food security', the different indicators of food security and different strategies that can be used to improve food security. They will also know the difference between Malthus' and Boserup's theories about the relationship between population and food supply.</p>