



## Long Term Plan - \*Geography\*

### Vision:

At the Radclyffe High School, we are always striving for excellence. We aspire to make our education lively and memorable. We welcome and nurture students from diverse backgrounds and develop our students' sense of pride by increasing their own styles of resilience and optimism, to ensure that they can tackle anything. The purpose of education at The Radclyffe is to ensure that all students have access to 'powerful knowledge' no matter what their background. Education underpins student development and prepares them to face everyday challenges, starting from year 7 and continuing through to year 11 and hopefully, into their future lives.

The subject of Geography has the power to do this in three clear ways:

1. We give all of our pupils' access to our vast wealth of knowledge through well-prepared lessons and a systematic style of learning, in order to help students, link their own lives to that of the world around them.
2. We ensure that all pupils, no matter their background, can access our lessons through excellent teaching methods, differentiation and regular support in the classroom.
3. We prioritise the teaching of other cultures, countries and how people interact with the physical environment to further cement students' understanding of their place on Earth and the relevance of geography to them.

*"Cherish the natural world because you're a part of it, and you depend on it." David Attenborough.*

Every single person acts as a caretaker for our planet; therefore, as teachers, we should instil a sense of responsibility and duty within our students to care for it. As geography teachers, we do this by ensuring each student at The Radclyffe studies a variety of places and environments and then we discuss how physical and human processes can affect these. We teach our students to develop a variety of skills in order to problem-solve, manage and apply data effectively, distinguish the interdependence of the human and physical environment and to understand where they themselves fit into this complicated yet exciting world.

	HT1	HT2	HT3	HT4	HT5	HT6	Threshold concepts/knowledge and skills
Year 7	<div>What is Geography?</div> <div>Map Skills</div> <div>AP1</div>	<div>Geography Of The UK</div>		<div>Weather and Climate</div> <div>AP2</div>	<div>Development</div>	<div>Resources &amp; Climate Change</div> <div>Sustainability</div> <div>EOY Assessment</div>	<ul style="list-style-type: none"> <li>• Size and scale of the world, local areas (Oldham). Continents, oceans, countries in Europe and the Americas.</li> <li>• Identity – personal geography, describing routes to school from home, describing their local areas.</li> <li>• Location/place – world continents, European countries and countries in the Americas.</li> <li>• Sustainability – managing resources effectively.</li> <li>• Cause and effect of weather and climate change. Cause and effect of flooding.</li> <li>• Hazard/risk of extreme weather and climate change</li> <li>• Physical processes of how the world began and the water cycle.</li> <li>• Interdependence – the relief influences the weather and population distribution</li> <li>• Human process of development and causes, effects and consequences of global inequalities.</li> <li>• Map skills of latitude and longitude, symbols, keys, compass directions 4 and 6 figure grid references, contour lines, scale and OS maps.</li> </ul>
Year 8	<div>Population &amp; Urbanisation</div>	<div>Rivers and Infiltration</div> <div>Fieldwork</div> <div>AP1</div>	<div>World Biomes – Polar Regions</div> <div>AP2</div>	<div>Africa</div>		<div>Industry – Industrial structure, Comparison of UK with another country</div> <div>EOY Assessment</div>	<ul style="list-style-type: none"> <li>• Size and scale of the continent of Africa.</li> <li>• Location/place – countries in Africa. Studying contrasting places and voices in Africa.</li> <li>• Development of HICs, NEEs and LICs.</li> <li>• Human process of development and causes, effects and consequences of global inequalities.</li> <li>• Cause and effect of rural-urban migration.</li> <li>• Interdependence – physical reasons for poverty.</li> <li>• Human process of urbanisation and industrialisation.</li> <li>• Using GIS to monitor the spread of disease.</li> <li>• Formation of physical landforms as a result of physical processes.</li> <li>• Interdependence of human and physical processes.</li> </ul>



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Year 9	Coasts		Tectonic Hazards		Resource Management and sustainability		Weather Hazards		Asia (Including the Middle East)		EOY Assessment	<ul style="list-style-type: none"><li>• Cause and effect of tectonic hazards such as earthquakes, volcanoes and tsunamis.</li><li>• Hazard/risk of tectonics in Asia.</li><li>• Physical processes of tectonic plates/tectonic hazards</li><li>• Cause and effect of natural hazards such as floods, volcanic eruptions, earthquakes and tsunamis.</li><li>• Human impacts on global ecosystems</li><li>• Size and scale of the Middle East and the continent of Asia.</li><li>• Location/place – Middle East and the continent of Asia.</li><li>• Development of the Middle East and the continent of Asia.</li><li>• Inequality</li><li>• Hazard/risk – poor working conditions, world disasters.</li><li>• Interdependence of the physical environments and people</li><li>• Human process of conflict, migration, trade and globalisation.</li><li>• Globalisation of resources, people, skills, ideas.</li><li>• Identity – comparisons to people in contrasting places</li></ul>
Year 10	The Development Gap	LIC/NEE Economy: Nigeria	Climate Change	Resources: Water Management		Ecosystems and Tropical Rainforests		Urban Challenge and Opportunity LIC/NEE: Rio de Janiero		Rivers and Physical Fieldwork		<ul style="list-style-type: none"><li>• knowledge of locations, places, processes, environments and different scales.</li><li>• Geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</li><li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</li><li>• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</li></ul>
Year 11	Urban Challenge and Opportunity in the UK: Manchester and Human Fieldwork		Natural Hazards:Tectonic Hazards	UK Economy		Hot Deserts	Extreme weather in the UK and Weather Hazards		Coasts	Unseen Fieldwork Pre-release	Revision	<ul style="list-style-type: none"><li>• Knowledge of locations, places, processes, environments and different scales.</li><li>• Geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.</li><li>• Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.</li><li>• Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</li></ul>
Assessment			Assessment	EOU Assessment		EOU Assessment		EOU Assessment		Fieldwork Report Write-Up		<ul style="list-style-type: none"><li>• Literacy skills – writing at length, interpreting a variety of command words, using the PEEL technique, developing points effectively.</li><li>• Maths skills – interpreting data, creating graphs and interpreting graphs.</li><li>• ICT literacy – using MS word, using Excel to create graphs, interpreting data, writing reports.</li><li>• Command word practice – see command word sheet.</li><li>• Map skills – describing distribution on a range of maps, describing locations, creating a variety of maps, interpreting a variety of maps.</li><li>• Data skills – interpreting primary and secondary data, using a range of qualitative and quantitative data.</li></ul> <p>Extensive list of skills here: T:\Faculties\Humanities\1. GEOGRAPHY 2021-22\1. GEOGRAPHY 2021-22\1. Schemes of Work\2. KS3 LESSONS\Year 7\Geographical Skills Checklist</p>



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### Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
By the end of Year 7 students will have the necessary mapskills, an essential part of the geographer's toolkit and a knowledge of geological timescales and the structure of the earth. They will have knowledge of the physical processes involved in the water cycle and how relief influences weather in the UK, how this links with water deficit and water surplus. They will have knowledge of the human and physical geography of the UK. They will have knowledge of the inequalities in the world and the causes, effects and consequences of this inequality. They will have knowledge of the causes, effects and possible solutions to climate change, and will begin to develop their knowledge of places around the world.	By the end of Year 8 students have had the opportunity to revisit threshold concepts in year 7 to build on these to widen their knowledge and understanding. For example, being able to explain how physical processes form physical landscapes. Students will know how human processes e.g. urbanisation affect human features e.g. cities. Students will understand the concept of development - the reasons for the development gap and the strategies to reduce this. They will have knowledge of the impact of industrialisation and urbanisation and a wider place knowledge through studies of Africa. They will be equipped with the knowledge necessary to challenge stereotypes.	By the end of year 9 students will have had the opportunity to build on the threshold concepts and key knowledge in years 7 and 8. They will understand how their lives can be affected by physical and human processes on the other side of the world and how decisions that they make can affect the lives of people in other parts of the world, can impact on places and the environment. They will have a deeper understanding of the Middle East, Asia and marine ecosystems. They will be equipped with the knowledge necessary to challenge stereotypes, make informed decisions and be responsible citizens of the 21 Century.	<p>Progression has been the key driver at the planning stage with concepts needed initially being taught first.</p> <p>By the end of 10 students will have the knowledge of development, which underpins understanding of the current world issues and causes, effects and proposed solutions to climate change. Students will have the knowledge of contrasting levels of development in the world by an in depth study of an NEE city (Rio de Janeiro, Brazil) and a UK city (Manchester). Students will also have a deeper understanding of hydrological processes involving coasts and rivers. They will also have knowledge of the risk assessments associated with fieldwork and will have completed two pieces of fieldwork. They will have the knowledge to answer the majority of sections on paper 1 and a section of paper 2.</p> <p>For more information regarding the GCSE specification, please see here: <a href="#">AQA   GCSE   Geography   Specification at a glance</a></p>	By the end of Year 11 students will have acquired deep knowledge about the impacts of development around the world, with a key focus on development in Nigeria and the UK. Students will apply knowledge they have gained in KS3 to deepen their understanding around ecosystems and water management issues around the world. Students will apply personal understanding of the UK to an in-depth study of the UK's economy and Manchester. Students will look at major growth around the world in cities such as Rio de Janeiro with an understanding of how to create sustainable living environments. They will have the foundations to study GCSE further at A level have a deeper understanding of the physical and human processes that shape the world they live in and be responsible citizens.