

## Long Term Plan: Geography 2022-23

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| Year 9<br>Geography | Intent              | Provide pupils with the knowledge of diverse places, people, resources and natural and human environments and processes through enquiry based learning                               |
|                     | Assessment strategy | September baseline, summative assessment in January and June. Smaller assessments throughout the year, in order to assess skills, geographical writing and content based assessments |

|                     |                        | Half Term 1                                                                                                                                                                                                                                  | Half Term 2                                                                                                                                                                                      | Half Term 3                                                                                                                                                                                       | Half Term 4                                                                                                                                                                                                                                                             | Half Term 5                                                                                                                                                                                                                                                                                                          | Half Term 6                                                                                                                                             |
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| Year 9<br>Geography | Disciplinary knowledge | <b>Global ecosystems</b><br>Analysis of climate data, interpreting global maps, choropleth maps, asking geographical questions, understanding cause and impact                                                                               | <b>Middle East</b><br>Analysis of climate data, interpreting maps on a local and global scale, choropleth maps, cause and effect, global and ethical issues                                      | <b>Cold environments</b><br>Analysis of climate data, interpreting graphs, map work, understanding processes, links between human and physical geography and how they impact each other           | <b>Climate change and the future of our planet</b><br>Analysis of climate data, interpreting graphs, choropleth maps, interpreting maps on a local and global scale, global and ethical issues, understanding cause, impact and response, asking geographical questions | <b>Weather Hazards</b><br>Analysis of climate data, interpreting graphs, asking geographical questions, understanding cause, effect and response, using maps on a local and global level, annotating images, understanding how physical geography can have human affects.                                            | <b>Russia</b><br>Analysis of climate data, interpreting maps and graphs, global and ethical issues, asking geographical questions                       |
|                     | Substantive knowledge  | Ecosystems, biomes, rainforests and structure, plant adaptations, animal adaptations, deforestation, managing deforestation, importance of coral reefs, threats to coral reefs, deserts, challenges in the desert, opportunities in a desert | Location, diversity, challenges and opportunities of diversity, life in Kabul under Taliban rule, opium in Afghanistan, war in Afghanistan, Egypt's tourism trade, war in Syria, Qatar world cup | Characteristics of cold environments, glacial formation, how glaciers changed landscapes, erosion and depositional landforms, how people use glaciers, threats to antarctica, managing antarctica | Global challenges, evidence of climate change, causes of climate change, consequences of climate change – UK and globally, mitigating and adapting to climate change, consequences of climate change, HIV, covid 19, plastic, managing plastic                          | UK major weather events, human and physical causes of flooding, impacts and responses of flooding, Beast from the East, where and how are tropical storms formed, feature and structure of tropical storms, Typhoon Haiyan, reducing the effects of tropical storms, link between climate change and tropical storms | Ural mountains, where people live in Russia, Russia's military base, corruption in Russia, fossil fuel production in Russia, attitudes to homosexuality |

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| Justification                      | Students need to understand processes and concepts that can help explain exploitation of ecosystems – economic processes, inequality, development, living off earth's resources | Students need to extend their locational knowledge and deepen their spatial awareness of the world's countries including Africa, Russia and Asia. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and Asia | This will also be the third opportunity for students to consider the concept of a natural system – and as they will now be well acquainted with the idea of the processes that shape landscapes (erosion, transport, deposition, weathering and mass movement) through their earlier studies of rivers and coasts. | Students need to understand how human and physical processes interact to influence and change landscapes, at present and in the future for different biomes.                                                                | Students need to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. | Students need to extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of Russia, focusing on their environmental regions and, key physical and human characteristics, countries and major cities. |
| Keystone vocabulary                | Ecosystem, adaptation, biome, desertification, deforestation, symbiosis, polyp, coral bleaching                                                                                 | Culture, diversity, ethnicity, religion, opium, conflict, corruption, immigration, refugee                                                                                                                                                                                                                        | Glacier, corries, pyramidal peak, arete, drumlin, erosion, deposition                                                                                                                                                                                                                                              | Pandemic, crisis, mitigate                                                                                                                                                                                                  | Response, flooding, typhoon, air pressure                                                                                                                                                                              | Corruption, military, identity, homosexuality, region                                                                                                                                                                                                  |
| Links to prior learning            | Links made to weather and climate, geographical skill, living off Earth's resources                                                                                             | Links made to Asia, population, ecosystems, weather and climate, development                                                                                                                                                                                                                                      | Links made to rivers and coasts processes in different landscape environments.                                                                                                                                                                                                                                     | Links made to glaciation, weather and climate                                                                                                                                                                               | Links made to Y7 weather and climate this SOL builds up the basic foundation of weather and climate                                                                                                                    | Links made to Middle East, Resources, Urbanisation                                                                                                                                                                                                     |
| Cross-curricular and careers links | Science – ecosystems, symbiosis.<br><b>Careers</b><br>Environmental consultant, ecologist, natural resource manager, marine biologist, wildlife biologist                       | Re – diversity, religion, religious conflict<br><b>Careers</b><br>Journalist, human rights activist, military roles, United Nations                                                                                                                                                                               | <b>Careers</b><br>Climate analyst, environmental consultant, GIS specialist, scientific adviser, microbiologist                                                                                                                                                                                                    | Science – climate change, greenhouse gases, greenhouse effect, disease, vaccines<br><b>Careers</b><br>Environmental consultant, campaigner, marine biologist, wildlife biologist, energy auditor, sustainability consultant | Science – greenhouse gases<br><b>Careers</b><br>Meteorologist, climatologist, weatherization expert, environment agency                                                                                                | Re – religious attitudes<br><b>Careers</b><br>Journalism, campaigner, charity worker, United Nations                                                                                                                                                   |
| Links to future study              | Understanding how an ecosystem will facilitate the study of other countries within the curriculum.                                                                              | Skills acquired in this unit are applied to other units.                                                                                                                                                                                                                                                          | Knowledge and skills from this unit can be applied to the Russia unit.                                                                                                                                                                                                                                             | Knowledge and skills from this unit can be applied to weather hazards.                                                                                                                                                      | Knowledge and skills from this unit can be applied to the Russia unit.                                                                                                                                                 | This topic will facilitate understanding case studies for future learning at KS4 and beyond.                                                                                                                                                           |
| Assessment                         | Baseline assessment, MAP- math and skills based<br><br>Assessed writing – coral reefs                                                                                           | Assessed writing- global and national effects of opium                                                                                                                                                                                                                                                            | Summative assessment<br>Assessed writing – Antarctica                                                                                                                                                                                                                                                              | MAP – low tariff questions, retrieval and an extended question<br>Assessed writing – plastic crisis                                                                                                                         | Summative assessment<br>Assessed writing – South Yorkshire floods                                                                                                                                                      | MAP – low tariff questions, retrieval and an extended question<br>Assessed writing – fossil fuel production in Russia                                                                                                                                  |

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|  |          |                                                    |                                                        |                                                         |                                                               |                                                            | and the impact this has globally                    |
|  | Homework | Sam learning – a focus on y8 content for retrieval | Sam learning – a focus on skills and global ecosystems | Sam learning – a focus on ks3 retrieval and Middle East | Sam learning – a focus on ks3 retrieval and cold environments | Sam learning – a focus on ks3 retrieval and climate change | Sam learning – a focus on retrieval from y9 content |