WESTON FAVELL ACADEMY

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
Ensuring that end points & NC/spec are covered
Identifying what assessments are planned and when
Allowing for whole academy intent priorities to be planned for

(Year Geography)						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title:	**Hazards (Tectonic)**	**Hazards (Atmospheric)**	**Climate change**	**Ecosystems**	**TRF**	**Cold Environments**
Unit length:	6 weeks	7 weeks	6 weeks	7 weeks	6 weeks	7 weeks
Key concepts:	• Location • Space • Place	• Location • Space • Place	• Location • Space • Place	• Location • Space • Place	• Location • Space • Place	• Location • Space • Place
Knowledge/ Skills:	• Maps and Fieldwork skills • Water and coasts • Environmental geographies • Place studies Introduction to Hazards Definition of a natural hazard. Types of natural hazards. Factors affecting hazard risk Tectonjc Hazards. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins.	• Maps and Fieldwork skills • Water and coasts • Environmental geographies Place studies Weather Hazards, An introduction. British weather – Factors influencing British weather One example of a recent extreme weather event in the UK to illustrate: causes social, economic and environmental impacts	• Maps and Fieldwork skills • Water and coasts • Environmental geographies Place studies What is climate change? What evidence is there that there is climate change? Climate change is the result of natural and human factors and has a range of effects. Evidence for climate change from the beginning of the Quaternary period to the present day.	• Maps and Fieldwork skills • Water and coasts • Environmental geographies Place studies Introduction to Ecosystems. What is it? Biodiversity Geographical location of major ecosystems Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. UK Ecosystems.	• Maps and Fieldwork skills • Water and coasts • Environmental geographies Place studies Tropical rainforests? Where are they located? Factors that influence the location of TRFs. Tropical rainforest ecosystems have a range of distinctive characteristics. The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils,	• Maps and Fieldwork skills • Water and coasts • Environmental geographies Place studies Cold environments (polar and tundra) have a range of distinctive characteristics. The physical characteristics of a cold environment. The interdependence of climate, permafrost, soils, plants, animals and people. How animals adapt to the physical conditions. Issues related to biodiversity.

	Different types of plate margins and related hazards Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Earthquake case studies **LIC** LICs: Kashmir, Pakistan (2005), Haiti (2010), Nepal (2015) NEEs: Gujarat, India (2001), Sichuan, China (2008) HIC Case Studies Earthquakes Economically advanced countries: Kobe, Japan (1985) Loma Prieta, California (1989),	how management strategies can reduce risk evidence that weather is becoming more extreme in the UK. Drought: Central, Eastern and Southern England and Wales (2004-2006, 2010-2012). Heavy Rain – Flooding: Tewkesbury, River Severn (Summer 2007) Lake District (November 2009) Carlisle, River Eden (June 2012) York, River Ouse (September 2012) Somerset Levels (December 2013-March 2014) Cumbria (December 2015). Flash floods: Boscastle (August 2004) Inverness (September 2002)	Possible causes of climate change. Natural causes of Climate Change Natural factors: orbital changes, volcanic activity and solar output. Human causes of Climate change use of fossil fuels, agriculture and deforestation. Overview of the effects of climate change on people and the environment. Effects of Climate change on the environment and people Managing climate change: mitigation – alternative energy production, carbon capture, planting trees, international agreements adaptation – change in agricultural	One example of a small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle. The balance between components. The impact on the ecosystem of changing one component. Overview of the distribution and characteristics of large scale, natural, global ecosystems. Epping Forest case study School based case study – near / around Academy pond Sustainable development. Top down, bottom up. What sustainable solutions can we promote as a way of looking after our environment?	plants, animals and people. Adaptation How plants and animals adapt to the physical environment. Issues related to biodiversity. Deforestation has economic and environmental impacts. Changing rates of deforestation. A case study of a tropical rainforest to illustrate: causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth impacts of deforestation - economic development, soil erosion, loss of biodiversity, contribution to climate change. Tropical rainforests need to be managed to be sustainable.	Development of cold environments creates opportunities and challenges. A case study of a cold environment to illustrate: development opportunities in cold environments: mineral extraction, energy, fishing and tourism challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure. Cold environments are at risk from economic development. The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments:

	L'Aquila, Italy (2009) Sendai, Japan (2011) South Napa, Volcano Case studies Volcanic eruptions: LIC: Mount Pinatubo, Philippines (1991) Soufrier Hills, Montserrat (1995) Sinabung, Indonesia (2014). Economically advanced countries: Mount St Helens, USA (2005) Etna, Sicily (2007) Eyjafjallajökull, Iceland (2010) Mount Ontake, Japan (2014). Management can reduce the effects of a tectonic hazard. Cost benefit analysis of different strategies employed.	Lostwithiel (November 2010) Bognor Regis (May 2015). Strong winds/storms: November 2011 January 2012 October 2013 December 2013 February 2014 December 2015 (Storm Desmond) Periods of exceptionally cold weather: Winter 2010/2011 Periods of heavy snowfall: January 2010 December 2010 November/December 2010 March/April 2013. Periods of exceptionally high temperatures (heat wave): Summer (2003) September/October (2011) March (2012).	systems, managing water supply, reducing risk from rising sea levels. Explain and evaluate sustainable solutions to climate change.		Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably: selective logging and replanting conservation and education ecotourism and international agreements about the use of tropical hardwoods debt reduction. Evaluate the importance of globalisation to a HIC and LIC ecosystems.	use of technologyrole of governments international agreements conservation groups. Sustainable solution to the challenge

	How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. Explain the importance the 3 Ps	Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Cause of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to a tropical storm. Use named example of a tropical storm to show its effects and responses. How monitoring, prediction, protection and planning can reduce the effects of tropical storms.				

		Hurricanes: Andrew (1992) Katrina (2005) Ike (2008) Sandy (2012) Arthur (2014) Cyclones: Odisha (1999) Giri (2010) Phailin (2013) Hudhud (2014) Typhoons: Angela (1995) Bopha (2012) Haiyan (2013) Managing and coping with weather hazards. Evaluate the effectiveness of the 4 Ps. Evaluate sustainable hazard management options. Develop revision resources from knowledge organiser for 10 question quizzes				

End points covered:	**End Point 1** **Locational knowledge** • extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps to focus on different environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities **End Point 2** **Place knowledge** • understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia **End Point 3** **Human and physical geography** • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: ○ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts ○ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources • 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 **End Point 4** **Geographical skills and fieldwork** • use Geographical Information Systems (GIS) to view, analyse and interpret places and data • use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information					
NC/Spec coverage:	• Development of fieldwork skill • Apply geographical knowledge, understanding, skills and approaches to real world contexts					
Cross-curricular links:						
Assessments:						
Other academy intent priorities						
Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						