

**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

| <b>(Year Geography)</b>   |  |   |   |  |   |  |
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|                           | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
| <b>Unit title:</b>        | UK Landscapes (Rivers)<br>Characteristics of a River<br>River Profile  | UK Landscapes (Coasts)  | Challenges in the Human Environment<br>Urban Issues and Challenge   | Changing Economic Uk/World   | Resources Management (Food)   | Resources Management (Water)   |
| <b>Unit length:</b>       | 6 weeks  | 7 weeks   | 6 weeks   | 7 weeks  | 6 weeks   | 7 weeks  |
| <b>Key concepts:</b>      | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>   | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>  | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>  | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>   | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>  | <ul style="list-style-type: none"> <li>Location</li> <li>Space</li> <li>Place</li> </ul>   |
| <b>Knowledge/ Skills:</b> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> <li>Place studies</li> </ul> <p>Overview of the location of major upland/lowland areas and river systems.</p> <p><b>Coastal Landscapes and Processes</b></p> <p>weathering processes – mechanical, chemical</p> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> </ul> <p>Place studies</p> <p><b>Coastal Landscapes and Processes</b></p> <p>weathering processes – mechanical, chemical</p> <p>mass movement – sliding, slumping and rock falls</p> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> </ul> <p>Place studies</p> <p>The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation - migration (push - pull theory), natural increase. The emergence of mega-cities.</p> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> </ul> <p>Place studies</p> <p>A case study of a major city in an HIC, LIC or NEE to illustrate: the location and importance of the city, regionally, nationally and internationally</p> <p>causes of growth: natural increase and migration</p> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> </ul> <p>Place studies</p> <p>Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</p> <p>Areas of surplus (security) and deficit (insecurity):</p> <p>global patterns of calorie intake and food supply</p> | <ul style="list-style-type: none"> <li>Maps and Fieldwork skills</li> <li>Water and coasts</li> <li>Environmental geographies</li> </ul> <p>Place studies</p> <p>Areas of surplus (security) and deficit (insecurity):</p> <p>global patterns of water surplus and deficit</p> <p>reasons for increasing water consumption: economic development, rising population</p> <p>factors affecting water availability:</p> |

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| <p>mass movement – sliding, slumping and rock falls</p> <p>erosion – hydraulic power, abrasion and attrition</p> <p>transportation – longshore drift</p> <p>deposition – why sediment is deposited in coastal areas.</p> <p>How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>River Management</p> <p>Hard engineering continued.</p> <p>Cost benefit analysis of hard engineering.</p> <p>oft engineering.</p> <p>What is it?</p> | <p>erosion – hydraulic power, abrasion and attrition</p> <p>transportation – longshore drift</p> <p>deposition – why sediment is deposited in coastal areas.</p> <p>How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.</p> <p>Coastal Management</p> <p>Hard engineering continued.</p> <p>Cost benefit analysis of hard engineering.</p> <p>oft engineering.</p> <p>What is it?</p> <p>Why is it important?</p> | <p>Uneven development</p> <p>Evaluate sustainable urban management options.</p> <p><b>Section A Focus</b></p> <p>how urban growth has created challenges:</p> <p>managing urban growth - slums, squatter settlements</p> <p>providing clean water, sanitation systems and energy</p> <p>providing access to services - health and education,</p> <p>reducing unemployment, crime</p> <p>managing environmental issues - waste disposal, air and water pollution, traffic congestion. An example of how urban planning is improving the quality of life for the urban poor.</p> | <p>how urban growth has created opportunities:</p> <p>social: access to services – health, education; access to resources -water supply, energy</p> <p>economic: how urban industrial areas can be a stimulus for economic development.</p> <p>how urban growth has created challenges:</p> <p>managing urban growth - slums, squatter settlements</p> <p>providing clean water, sanitation systems and energy</p> <p>providing access to services - health and education,</p> <p>reducing unemployment, crime</p> <p>managing environmental issues - waste disposal, air and</p> | <p>reasons for increasing food consumption: economic development, rising population</p> <p>factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, under nutrition, soil erosion, rising prices, social unrest.</p> <p>Case studies</p> <p>Different strategies can be used to increase food supply.</p> <p>Overview of strategies to increase food supply:</p> <p>irrigation, aeroponics and hydroponics, the new Green Revolution and use</p> | <p>climate, geology, pollution of supply, over-abstraction, limited infrastructure, poverty. Impacts of water insecurity: waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply.</p> <p>Overview of strategies to increase water supply:</p> <p>diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination</p> <p>an example of a large-scale water transfer scheme to show how its development has both advantages and disadvantages. Moving towards a sustainable resource future:</p> <p>water conservation, groundwater management,</p> |
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|  | <p>Why is it important?</p> <p>soft engineering<br/>Hard engineering .</p> <p>Cost benefit analysis of hard engineering.</p> <p>River Case study review</p> | <p>soft engineering – beach nourishment and re-profiling, dune regeneration</p> <p>managed retreat – coastal realignment</p> <p>Hard engineering continued.</p> <p>Cost benefit analysis of hard engineering.</p> <p>Coastal Case study review<br/>Holderness coast<br/>Studland Bay<br/>Barton on Sea<br/>Walton on the Naze<br/>Lyme Regis<br/>Medmerry<br/>Hunstanton<br/>Sustainable solution to a UK coast problem.</p> <p>Students given a scenario from a real coastal issue.</p> |  | <p>water pollution, traffic congestion.<br/>An example of how urban planning is improving the quality of life for the urban poor.</p> <p>Features of sustainable urban living:</p> <p>water and energy conservation</p> <p>waste recycling</p> <p>creating green space.<br/>How urban transport strategies are used to reduce traffic congestion.</p> <p><b>Evaluation of Case studies</b></p> <p>London, Lagos or Rio<br/>Critical evaluation of strategies</p> | <p>of biotechnology, appropriate technology</p> <p>one example of a large-scale agricultural development to show how it has both advantages and disadvantages.</p> <p>Moving towards a sustainable resource future:</p> <p>the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses</p> <p>an example of a local scheme in an LIC or NEE to increase sustainable supplies of food.</p> <p>Case Study critical evaluation</p> <p>Global geopolitics of food.</p> | <p>recycling, 'grey' water<br/>an example of a local scheme in an LIC or NEE to increase sustainable supplies of water</p> <p><b>Fieldwork</b><br/>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There should be a clear link between the geographical enquiries and the subject content. Students will be expected to have an understanding of the following aspects of the process of geographical enquiry:</p> <p>Suitable question for geographical enquiry</p> <p>Selecting, measuring and recording data appropriate to the chosen enquiries</p> |
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|                                   |   |  |  |  |  | <p>Selecting appropriate ways of processing and presenting fieldwork data</p> <p>Describing, analysing and explaining fieldwork data</p> <p>Reaching conclusions<br/>Evaluation of geographical enquiry.</p> <p>Data method collection, justification, risk management.</p> |
| <p><b>End points covered:</b></p> | <p><b>End Point 1</b><br/><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>End Point 2</b><br/><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>End Point 3</b><br/><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:             <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> </li> <li>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</li> </ul> <p><b>End Point 4</b><br/><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul> |  |  |  |  |   |

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| <b>NC/Spec coverage:</b>                     | <ul style="list-style-type: none"> <li>• Development of fieldwork skill</li> <li>• Apply geographical knowledge, understanding, skills and approaches to real world contexts</li> </ul> |  |  |  |  |  |
| <b>Cross-curricular links:</b>               |   |  |  |  |  |  |
| <b>Assessments:</b>                          |   |  |  |  |  |  |
| <i>Other academy intent priorities</i>       |   |  |  |  |  |  |
| <b>Curriculum</b>                            |   |  |  |  |  |  |
| <b>Careers - Gatsby 4</b>                    |   |  |  |  |  |  |
| <b>Culturally rich – broadening horizons</b> |   |  |  |  |  |  |