

## Burnage Academy for Boys Geography Faculty Long Term Plans Year 7-9 2022-23

- All year groups will study the same units at the same time; adapt teaching suggestions to suit the needs of your group – these units will work in conjunction with the Medium-Term plans and lists of lessons on the shared areas.
- In year 7 geography is taught in half terms 1, 3 and 5, this alternates with history.
- In year 8 geography is taught in half terms 2, 4 and 6, again alternating with history.
- In year 9 geography is taught in all half terms.

### Key dates:

World Animal Day – 4<sup>th</sup> October

International day for preventing the exploitation of the environment in war – 6<sup>th</sup> November

Human rights month – December

International women's day – 8<sup>th</sup> March

Global recycling day – 18<sup>th</sup> March

Earth day – 22<sup>nd</sup> April

Nature Photography day – 15<sup>th</sup> June

Manchester Clean Air day – 17<sup>th</sup> June



Curriculum Intent: In year 7, pupils will investigate contemporary issues in geography, they will gain an understanding of the world and how it works, exploring both physical and hum geography topics. We ensure that year 7 geography provides the foundation for students to become knowledgeable about the world we live in regardless of their background and previous experiences. All students have a basic knowledge in key Geographical skills including the ability to locate places, read maps and graphs and identify geographical features. We aim to introduce students to key terminology that will be used regularly in Geography lessons across the whole of their learning journey and make our classrooms word rich in order to develop their oracy and vocabulary.

| Year 7                                 | HT1   | HT2 | HT3   | HT4 | HT5  | HT6 |
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| <b>Content, Knowledge &amp; Skills</b> | <u>Unit 1: Where do we live in the world?</u> <ul style="list-style-type: none"> <li>• How to use an atlas, give compass direction and describe the geographical location of a place using a variety of different scales</li> <li>• Know the different continents of the world, the countries of the UK and their capital cities</li> <li>• Develop a range of map reading skills including; four and six figure grid references, scale, using latitude and longitude, identifying a range of common map symbols and showing height on a map</li> </ul> |     | <u>Unit 3: What is an ecosystem?</u> <ul style="list-style-type: none"> <li>• Be able to describe key features of ecosystems and identify different biomes around the world</li> <li>• Describe how the features and characteristics of different biomes varies, including plant and animal adaptations and climate, with a focus of tropical rainforests and hot deserts</li> <li>• Define deforestation and be able to explain some of the causes and solutions to deforestation</li> <li>• Explain why hot deserts are challenging environment for human activity</li> <li>• Describe and explain how humans have developed hot deserts for economic activity</li> <li>• Understand how deserts are a fragile environment and explain how humans are trying to protect them</li> </ul> |     | <u>Unit 2: What is life like in Africa?</u> <ul style="list-style-type: none"> <li>• Describe the location of Africa and identify countries within Africa</li> <li>• Examine and challenge perceptions of Africa e.g. Africa is hot</li> <li>• Understand different human and physical environments of Africa</li> <li>• Know that Africa is a diverse place with many different cultures</li> <li>• Understand issues surrounding Africa including wildlife conservation and poverty</li> <li>• Outline why tourists would visit Africa using a case study country – The Gambia</li> <li>• Explain some of the impacts of tourism</li> <li>• Understand features of ecotourism</li> <li>• Understand colonisation and explain how it has shaped Africa today</li> </ul> |     |

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| <b>Purpose / potential links to KS4 &amp; future steps</b> | <ul style="list-style-type: none"> <li>• At GCSE knowledge of the continents is assumed</li> <li>• Many exam questions make use of map skills – scale, grid references, distance.</li> <li>• Embedded skills that are assessed through all three GCSE Geography papers</li> <li>• Map skills to continue to be integrated into lessons with different year groups to develop these skills further</li> <li>• Help pupils with skills needed for DOE and increase their awareness and understanding of their local area</li> </ul> |  | <ul style="list-style-type: none"> <li>• Many links to GCSE specification including; ecosystems, biomes, tropical rainforests, hot deserts</li> <li>• Introduce specific examples of specific biomes – hot desert and tropical rainforest. Same studied at GCSE</li> <li>• GCSE skills such as completing a climate graph, map work, latitude and longitude</li> </ul> |  | <ul style="list-style-type: none"> <li>• Many links to GCSE specification including; development, poverty, tourism, ecotourism, resources</li> <li>• Further development of GCSE skills such as describing the location of a place, map work, identifying countries</li> </ul> |  |
| <b>Key Vocabulary</b>                                      | Compass, Country, Continent, Scale, Direction, Latitude, Longitude, Location, Map, Symbol, Sea, Ocean, Globe, Place, Grid reference, Relief, Height, Capital  |  | Ecosystem, biome, producer, consumer, food web, food chain, decomposer, nutrient cycle, rainforest, deforestation, sustainable, opportunity, tourism, ecotourism, desertification  |  | Climate, Location, Diversity, Conservation, Tourism, Population, Human, Physical, Environment, Perception, Impacts,  |  |
| <b>Assessment</b>  | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Map skills written assessment for summative assessment at end of the topic</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Living world written assessment for summative assessment at end of the topic</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Africa written assessment for summative assessment at end of the topic</li> </ul> |  |



**Curriculum Intent:** In year 8, pupils will continue to investigate contemporary issues in geography, they will gain an understanding of the world and how it works, exploring both physical and human geography topics. We ensure that year 8 geography allows pupils to develop a sense of awareness of the world they live in on a national and global scale. All students have the opportunity to develop their knowledge further and apply Geographical skills to a variety of Geographical situations, including tectonic and weather hazards, global development, migration, river processes, landforms and flooding.

| Year 8                                 | HT1 | HT2  | HT3 | HT4   | HT5 | HT6  |
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| <b>Content, Knowledge &amp; Skills</b> |     | <p><u>Unit 4: Why are hazards different?</u></p> <ul style="list-style-type: none"> <li>• Understand what natural hazards and give examples</li> <li>• Understand convection currents and plate tectonic theory</li> <li>• Understand the structure of the earth</li> <li>• Be able to identify the different types of plate boundaries and give examples</li> <li>• Describe and explain the distribution of the earth's volcanoes and earthquakes</li> <li>• Understand how earthquakes happen and the damage they can cause</li> <li>• Know the effects of volcanoes and explain how they affected Iceland</li> <li>• Explain why some people live in areas at risk from tectonic activity</li> <li>• Understand the effects of Supervolcanoes at different scales – local, national and global</li> <li>• Identify different weather hazards in the UK and explain how the UK was affected by the Beast from the East</li> </ul> |     | <p><u>Unit 5: Why is development different around the world?</u></p> <ul style="list-style-type: none"> <li>• Define development and give examples of different types of HIC, NEE and LIC</li> <li>• Identify how money is spread around the world</li> <li>• Be able to explain reasons for migration using push and pull factors, giving specific examples for the UK and Nigeria</li> <li>• Define different types of migration and explain why migrant journey can be dangerous</li> <li>• Examine different ways that a country can develop, including aid, Fairtrade and tourism</li> <li>• Investigate how can gender equality increase development</li> <li>• Understand how countries and organisations support development</li> </ul> |     | <p><u>Unit 6: Why are rivers and coasts important?</u></p> <ul style="list-style-type: none"> <li>• Identify different ways that humans use rivers</li> <li>• Understand the water cycle</li> <li>• Explain how a river changes from source to mouth, including understanding how landforms in different courses of the river form due to processes</li> <li>• Describe how river flooding occurs and categorise the causes into human and physical</li> <li>• Explain the impacts of flooding, including an example</li> <li>• Understand what shapes our coastal landscapes</li> <li>• Understand how the processes of erosion and deposition shape the coast</li> <li>• Understand how the processes create landforms</li> <li>• Identify coastal landforms on OS maps and photographs</li> </ul> |

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|  |  |   |  |  | <ul style="list-style-type: none"> <li>• Appreciate how people on the Holderness coast are affected by coastal processes</li> <li>• Evaluate the effectiveness of different types of sea defences</li> </ul>   |
| <b>Purpose / potential links to KS4 &amp; future steps</b> |  | <ul style="list-style-type: none"> <li>• Introduces key concepts to pupils which are built upon for their GCSE</li> <li>• GCSE skills integrated within e.g. describing the distribution of tectonic hazards</li> <li>• Describing detail in images</li> <li>• Introduce specific named examples of tectonic hazards</li> </ul> |  | <ul style="list-style-type: none"> <li>• Introduces key concepts to pupils which are built upon for their GCSE</li> <li>• GCSE skills integrated within e.g. analysis of graphs, map work, figure analysis</li> <li>• Introduce specific named examples of tourist destinations</li> </ul> | <ul style="list-style-type: none"> <li>• Introduces key concepts to pupils which are built upon for their GCSE</li> <li>• GCSE skills integrated within e.g. drawing formation of different landforms</li> <li>• Introduce named specific examples of flood events and named UK river</li> </ul> |
| <b>Key Vocabulary</b>                                      |  | Natural hazard, effect, social, economic, environmental, primary effect, secondary effect, tectonic plate, convection, plate boundary, constructive, destructive, conservative, earthquake, volcano, weather hazard   |  | Development, development gap, HIC, LIC, NEE, indicator, migration, push factor, pull factor, refugee, economic migrant, poverty, tourism, Fairtrade  | Source, mouth, erosion, transportation, deposition, flooding, landform, effects, social, economic, environmental, soft engineering, hard engineering, weathering, geology, headlands, bays, cave arch, stack, stump, longshore drift, spit, hard engineering, soft engineering                   |
| <b>Assessment</b>  |  | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Hazards written assessment for summative assessment at end of the topic</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Rivers written assessment for summative assessment at end of the topic</li> </ul>             | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Rivers written assessment for summative assessment at end of the topic</li> </ul>                   |



**Curriculum Intent:** In year 9, pupils begin to look at some topics in more depth. Where pupils previously were able to identify and define an ecosystem in year 7, pupils now spend three half terms looking at different types of ecosystems in more detail. This physical geography is balanced with studies of both Rio de Janeiro and the Middle East. In these human geography topics, pupils are introduced to the concepts of inequality, opportunities, and challenges and how to improve the quality of life of citizens in different countries. Additionally, pupils are exposed to a way of life different to their own, allowing them to understand the world better. During half term 4, time is dedicated to exploring key careers related to geography such as meteorologists and quantity surveyors.

Historical GCSE geography uptake indicates that approximately 50% of pupils will terminate their geography education at the end of this year, therefore we ensure that the following ideas and skills are developed in all pupils to equip them for the study of their options and life beyond school:

- Decision making
- Evaluation skills
- An understanding of different physicality's of the world
- An understanding of how people's lives vary due to their location

| Year 9                                 | HT1  | HT2  | HT3  | HT4   | HT5 | HT6 |
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| <b>Content, Knowledge &amp; Skills</b> | <u>Unit 7: Why do we have a fragile planet?</u> <ul style="list-style-type: none"> <li>• Examine the distribution of global biomes</li> <li>• Identify the key characteristics in a variety of global biomes; climate, vegetation, animals</li> <li>• Examine the impacts of human activity on global biomes; rainforests and hot deserts</li> <li>• Understand the concept of sustainability and how sustainably managing each biome has become a key priority</li> </ul> | <u>Unit 8: How is Asia being transformed?</u> <ul style="list-style-type: none"> <li>• Understand the physical and political maps of Asia</li> <li>• Examine how India relies on the Monsoon climate</li> <li>• Investigate how floods threaten lives in Asia</li> <li>• Understand why the population of Asia is diverse and dynamic</li> <li>• Examine how urbanisation is changing lives in India</li> <li>• Investigate if China is helping to create an interdependent world</li> </ul> | <u>Unit 9: How is climate change impacting our planet?</u> <ul style="list-style-type: none"> <li>• Understand that climate change is a controversial issue affecting the future of our planet</li> <li>• Investigate the evidence for climate change</li> <li>• Examine the causes and consequences of climate change on our planet</li> <li>• A specific look at the consequences of climate change for the UK</li> <li>• Conduct a geographical enquiry regarding how Antarctica is changing as a result of climate change</li> <li>• Understand that action to face climate change requires</li> </ul> | <u>Unit 10: Why is the Middle East and important region?</u> <ul style="list-style-type: none"> <li>• Explain why the Middle East is an important world region</li> <li>• Describe how the physical geography influences the region</li> <li>• Discover the problems the climate of the Middle East creates for the region</li> <li>• Understand why the population of the Middle East is so diverse</li> <li>• Understand why the Middle East is a major economic region of the world</li> <li>• Examine how the United Arab Emirates has developed</li> <li>• Examine why Yemen is the poorest country in the Middle East</li> <li>• Understand why there is ongoing conflict in the Middle East</li> </ul> |     |     |



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|   |  | <ul style="list-style-type: none"> <li>Examine the impact of growth in Asia on world trade.</li> </ul> <p>This will continue into the first two weeks of</p> | international agreement and collaboration   | <p><u>Unit 11: Fieldwork enquiry</u></p> <ul style="list-style-type: none"> <li>Prepare for the fieldwork enquiry by creating a key enquiry question</li> <li>Understand the context to the enquiry</li> <li>Understand the field work techniques, which will be used to collect data</li> <li>Collect primary data through surveys and questionnaires</li> <li>Present the data using charts, graphs and maps</li> <li>Interpret the data looking at trends in graphs, patterns in questionnaires and spotting unusual results</li> <li>Justify the trends and patterns found</li> <li>Evaluate the problems experienced during the fieldwork</li> </ul> |  |
| <p><b>Purpose / potential links to KS4 &amp; future steps</b></p> | <ul style="list-style-type: none"> <li>Pupils study world Biomes in depth at GCSE</li> <li>Pupils study a named example of a rainforest and desert at GCSE with a focus on causes and impacts of deforestation and desertification.</li> <li>Sustainable management is also studied in greater depth.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils use a wide variety of maps</li> <li>Pupils need to know changes in places over time</li> </ul>                 | <ul style="list-style-type: none"> <li>This unit provides the foundation for pupils to study climate change within the GCSE curriculum.</li> <li>Pupils conduct a geographical enquiry using independent research.</li> </ul> | <ul style="list-style-type: none"> <li>Describing geographical location of specific locations.</li> <li>Pupils use a variety of different map types including plate tectonic maps</li> <li>Pupils have the opportunity to describe an analyse</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul> |

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|                       |  |   |   | <p>a variety of different photographs.</p> <ul style="list-style-type: none"> <li>• Pupils create, read information from and interpret climate graphs</li> <li>• Comparing of different climates</li> </ul>  |   |
| <b>Key Vocabulary</b> | <p>Adaptation, biodiversity, biomass, camouflage, community, consumer, ecosystem, endangered, environment, food chain, food web, habitat, population, producer, species, canopy, emergents, shrub, vegetation, humid, lianas, deforestation, habitat, Amazon, sloth, tropical, agriculture, biodiversity, deserts, high pressure, , flora, fauna, desertification, overgrazing, appropriate technology, irrigation, soil erosion, dry season, wild fires, wet season, grazing animals, tropical grassland, Svalbard, mineral extraction, geothermal energy</p> | <p>Diverse continent, monsoon climate, population pyramids, urbanisation, urban growth, economic growth, world trade</p>  | <p>Controversial issue, climate change, global warming, meteorologist, Artic sea, natural and human causes, greenhouse gases, greenhouse effect, consequences, Antarctica, international agreement.</p> | <p>Crude oil, diversifying, forced migration, Mediterranean climate, refugees, region, location, environmental, social, political, population density, trade, conflict</p>   |   |
| <b>Assessment</b>     | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work once per half term</li> <li>• Ecosystem written assessment for summative assessment at end of the topic</li> </ul>   | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work once per half term</li> </ul> | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work once per half term</li> </ul>             | <ul style="list-style-type: none"> <li>• Variety of plenary activities at end of lesson...quizzes, true or false questions etc</li> <li>• Marking of KS3 work twice per half term</li> <li>• Living world written assessment for summative assessment at end of the topic</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul> |

