

**Burnage Academy for Boys Geography Faculty**  
**Long Term Plans Year 7-9 2021-22**

- 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 human 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
<b>Content, Knowledge &amp; Skills</b>	<u>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>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 and be able to categorise</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>		<u>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>	
<b>Purpose / potential links to KS4</b>	<ul style="list-style-type: none"> <li>At GCSE knowledge of the continents is assumed</li> </ul>		<ul style="list-style-type: none"> <li>Many links to GCSE specification including; development, poverty, tourism, ecotourism, resources</li> </ul>		<ul style="list-style-type: none"> <li>Many links to GCSE specification including; ecosystems, biomes, tropical rainforests, hot deserts</li> </ul>	

<b>&amp; future steps</b>	<ul style="list-style-type: none"> <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>• Further development of GCSE skills such as describing the location of a place, map work, identifying countries</li> </ul>		<ul style="list-style-type: none"> <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>	
<b>Key Vocabulary</b>	Compass, Country, Continent, Scale, Direction, Latitude, Longitude, Location, Map, Symbol, Sea, Ocean, Globe, Place, Grid reference, Relief, Height, Capital		Climate, Location, Diversity, Conservation, Tourism, Population, Human, Physical, Environment, Perception, Impacts,		Ecosystem, biome, producer, consumer, food web, food chain, decomposer, nutrient cycle, rainforest, deforestation, sustainable, opportunity, tourism, ecotourism, desertification	
<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>• Africa 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>	



**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
<b>Content, Knowledge &amp; Skills</b>		<p><u>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>• 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>• Be able to compare effects of earthquakes in differing areas of wealth and development using key terms</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>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>• Explain reasons for the development gap and compare levels of development between countries using development indicators</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>• Understand why conditions in squatter settlements are challenging</li> </ul>		<p><u>Why are rivers 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</li> <li>• Assess whether the River Tees displays normal characteristics and landforms</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 of the Somerset Level flooding</li> <li>• Identify and explain examples of how the impacts of flooding and erosion can be reduced</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 eg 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 eg 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 eg 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
<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
<b>Content, Knowledge &amp; Skills</b>	<p><u>How do ecosystems operate?</u></p> <ul style="list-style-type: none"> <li>• Examine food chains and food webs in local and global biomes</li> <li>• Identify the key characteristics in a variety of global biomes</li> <li>• Describe the distribution of global biomes</li> <li>• Examine a local scale ecosystem and understand how human and physical changes impact this ecosystem</li> </ul>	<p><u>What makes rainforests a unique biome?</u></p> <ul style="list-style-type: none"> <li>• Identify the key characteristics of tropical rainforests; climate, vegetation, animals</li> <li>• Describe the global distribution of tropical rainforests</li> <li>• Explain why deforestation is happening in a named rainforest</li> <li>• Examine local and global impacts of deforestation</li> <li>• Understand the concept of</li> </ul>	<p><u>What makes hot deserts a unique biome?</u></p> <ul style="list-style-type: none"> <li>• Identify the key characteristics of hot deserts; climate, vegetation, animals</li> <li>• Describe the global distribution of hot deserts</li> <li>• Explain how hot desert environments bring opportunities for people living there</li> <li>• Examine why hot deserts are seen as challenging environments</li> </ul>	<p><u>What is life like in Rio de Janeiro?</u></p> <ul style="list-style-type: none"> <li>• Describe the location of Rio de Janeiro</li> <li>• Explain why Rio de Janeiro is a divided city</li> <li>• Explore life in the favelas with a focus on opportunities and challenges for the people living there, assess whether life in the favelas is improving</li> <li>• Why is Rio de Janeiro a popular tourist destination?</li> </ul>	<p><u>Middle East</u></p> <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>	

		<p>sustainability and how sustainably managing rainforests has become a key priority</p>	<ul style="list-style-type: none"> <li>Investigate a named hot desert, assessing whether this hot desert is a typical hot desert environment</li> <li>Introduce the concept of desertification</li> </ul>	<ul style="list-style-type: none"> <li>How did the 2016 Olympic games positively and negatively impact the city of Rio de Janeiro?</li> <li>Why is Rio de Janeiro an important city?</li> </ul> <p>Careers week – links to geographical careers in line with year 9 option choices</p>	
<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 need to have a detailed understanding of food chains and food webs and how human and physical changes can impact these.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils study a named example of a rainforest at GCSE with a focus on causes and impacts of deforestation.</li> <li>Sustainable management is also studied in greater depth.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils study a named example of a hot deserts at GCSE with a focus on how development brings opportunities and challenges</li> <li>Causes of desertification and how this is being managed are studied at GCSE</li> </ul>	<ul style="list-style-type: none"> <li>Pupils study a NEE city in detail at GCSE (Rio de Janeiro)</li> <li>Pupils are prepared to look at how urban growth impacts the city of Rio.</li> <li>Squatter settlements are examined with a focus on challenges, opportunities and improvements</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 and analyse a variety of different photographs.</li> <li>Pupils create, read information from and interpret climate graphs</li> <li>Comparing of different climates</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Adaptation, biodiversity, biomass, camouflage, community, consumer, ecosystem, endangered, environment, food chain, food web, habitat,</p>	<p>Canopy, emergents, shrub, vegetation, humid, lianas, deforestation, habitat, Amazon, sloth, tropical, agriculture, biodiversity</p>	<p>Deserts. high pressure. Adaptations, flora, fauna, desertification, overgrazing, appropriate technology, irrigation, soil erosion</p>	<p>Opportunity, challenges, mega-cities, natural increase, sanitation, social deprivation, social opportunities, squatter settlement, traffic</p>	<p>Crude oil, diversifying, forced migration, Mediterranean climate, refugees, region, location, environmental, social, political, population density, trade, conflict</p>

	population, producer, species			congestion, urbanisation, rural to urban migration, push factor, pull factor	
<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> <li>Rainforests 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> <li>Hot deserts 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> <li>Rio de Janeiro 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>