

Archbishop Beck Catholic College Long Term Plan for **Geography**

Year 7

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p align="center">What is Geography?</p> <p>How do physical features impact humans?</p> <p>An introduction into geography and relationship between human and physical geography.</p>	<p align="center">Weather and Climate</p> <p>What is the difference between weather and climate?</p> <p>Students will differentiate between weather and climate and the factors affecting climate.</p>	<p>Geography, human, physical, continents, countries, oceans, HICs, NEE, LICs, weather, climate, greenhouse effect, climate change, sustainable.</p> <p>Prisoners of geography (12 simple maps) By Tim Marshall Where on earth? Geography without the boring bits</p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p align="center">Glaciers</p> <p>How does water change the landscape?</p> <p>Students explore of the different ways in which water can shape the land through glaciers, rivers and coasts.</p>	<p align="center">Cold Environments</p> <p>Should humans visit cold environments?</p> <p>Analysis into whether humans should visit and inhabit harsh environments of Antarctica and The Arctic.</p>	<p>Glacier, coast, river, landform, weathering, erosion, transportation, deposition, Antarctica, Arctic, poles</p> <p>Horrible geography by Anita Ganeri 'Racing rivers' 'cracking coasts' 'freaky peaks' Maps by Aleksandra Mizielska & Daniel Mizielski The ordnance survey puzzle book</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p align="center">Cold Environments</p> <p>Should humans visit cold environments?</p> <p>Analysis into whether humans should visit and inhabit harsh environments of Antarctica and The Arctic.</p>	<p align="center">Is Russia constrained by its geography?</p> <p>An investigation using knowledge gained throughout the year on how the physical environment impacts the development of Russia.</p>	<p>Antarctica, Arctic, poles, tundra, inhabit, sparse, population density</p> <p>Prisoners of geography By Tim Marshall Russia- pg 1-32, The Arctic pg 265 Where on earth? Geography without the boring bits pg 60-64</p>

Year 7

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
Please stipulate term and approx. date.	<p>Confidence- completing questionnaire as part of fieldwork, no hands up when questioning, encourage contribution to class discussion, group work where relevant.</p> <p>Positive Use of positive praise, rewards in books for exceptional work. Prizes for homework projects. Texts home.</p> <p>Respectful Local area, speaking to public during enquiry. Meet and greet at door. Respecting peers in group work. Build respectful relationships in the classroom.</p>	<p>Please stipulate term and approx. date.</p> <p>Geography careers week- December</p>

Metacognition Methods applied in Teaching
<p>High five lesson</p> <p>Consolidation at the start of every lesson on slides- range of tasks to consolidate from last lesson/previous work.</p> <p>Modelling of extended answers using structure strips, model answers and sentence starters. Modelling for map skills-grid ref.</p> <p>Response & feedback through Q&A every lesson. Feedback lessons after assessments and green pen planned into scheme of work (particularly after extended writing)</p> <p>Independent learning- extended writing and homework projects set with lessons.</p> <p>Challenge- all tasks to be suitably challenging for a range of abilities.</p>

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Year 8

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p align="center">Ecosystems</p> <p>Do ecosystems pose opportunities or challenges in Africa?</p> <p>Students will explore the different ecosystems in Africa and identify the opportunities and challenges they might pose.</p>		<p>Antarctica, Arctic, poles, ecosystem, Biome, equator, poles, rainforest, sustainable, vegetation</p> <p>Reading Opportunities Horrible Geography- 'Blooming Rainforests' by Anita Ganeri Where on earth? Geography without the boring bits</p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p align="center">Resources</p> <p>Is there enough food, water and energy in the world?</p> <p>Students analyse the global distribution of resources in relation to the demand and look at strategies to balance this out.</p>	<p align="center">Population and migration</p> <p>Which factors explain the pattern of migration?</p> <p>Students investigate the reasons behind migration and the impact that migration has regionally and internationally.</p>	<p>Desert, opportunity, challenge, desertification, supply, demand, renewable, non-renewable, fossil fuel, surplus, deficit, population distribution, birth rate, death rate, sparse, dense, migration, push factors, pull factors</p> <p>Horrible Geography- 'Desperate Deserts' by Anita Ganeri Where on earth? Geography without the boring bits- pg 73-80</p>
<p align="center">Summer Half Term 5</p> <p align="center">What are the issues in the Sahel?</p> <p>An investigation using knowledge gained throughout year 7 & 8 on what are the main issues people face in the Sahel and the factors explain patterns of migration in the North Africa.</p>	<p align="center">Half Term 6</p> <p align="center">Coastal study</p> <p>Investigating costal landscapes with a focus on a specific coastline. Using fieldwork skills and introducing students to the idea of a geographical investigation.</p>	<p>Key Vocabulary/Reading Opportunities population distribution, birth rate, death rate, sparse, dense, migration, push factors, pull factors, desertification, erosion, transportation, deposition, swash, backwash</p>

Year 8

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>Animals from the rainforest during enrichment day.</p> <p>Coastal fieldwork in the summer term.</p>	<p>Confidence Completing questionnaire as part of fieldwork, no hands up when questioning, encourage contribution to class discussion, group work where relevant.</p> <p>Positive Use of positive praise, rewards in books for exceptional work. Prizes for homework projects. Texts home.</p> <p>Respectful Meet and greet at door. Respecting peers in group work. Build respectful relationships in the classroom.</p>	<p>Please stipulate term and approx. date.</p> <p>Geography careers week- December</p>

Metacognition Methods applied in Teaching
<p>High five lesson</p> <p>Consolidation at the start of every lesson on slides- range of tasks to consolidate from last lesson/previous work.</p> <p>Modelling of extended answers using structure strips, model answers and sentence starters. Modelling for map skills-grid ref.</p> <p>Response & feedback through Q&A every lesson. Feedback lessons after assessments and green pen planned into scheme of work (particularly after extended writing)</p> <p>Independent learning- extended writing and homework projects set with lessons.</p> <p>Challenge- all tasks to be suitably challenging for a range of abilities.</p>

Year 9

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p style="text-align: center;">Urbanisation</p> <p>Can cities be sustainable?</p> <p>Students investigate the process of urbanisation and look at whether cities have the potential to develop in a sustainable manner.</p>	<p style="text-align: center;">Hazards</p> <p>Why do some hazards have a higher death toll than others?</p> <p>An overview of the global hazards of volcanoes, earthquakes, tsunamis and wildfires. Students investigate why some hazards may have higher death tolls than others and explore the impact of the Japanese triple disaster in 2011.</p>	<p>Urban, rural, urbanisation, burgess model, megacity, migration, sustainable, push factors, pull factors</p> <p>Plate tectonics, constructive, destructive, conservative, earthquake, volcano, tsunami, wildfires, cause, effect, response</p> <p>Horrible Geography- 'Violent Volcanoes' 'Stormy Weather' and 'Earth-shattering Earthquakes' by Anita Ganeri 'Trash' by Andy Mulligan</p>
Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p style="text-align: center;">Hazards</p> <p>Why do some hazards have a higher death toll than others?</p> <p>An overview of the global hazards of volcanoes, earthquakes, tsunamis and wildfires. Students investigate why some hazards may have higher death tolls than others and explore the impact of the Japanese triple disaster in 2011.</p>	<p style="text-align: center;">Rivers</p> <p>What causes flooding?</p> <p>Students explore of the different ways in which water can shape the land through rivers.</p>	<p>Erosion, transportation, deposition, flooding, human, physical, hard and soft engineering.</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p style="text-align: center;">Development</p> <p>Why do countries develop at different rates?</p> <p>Students explore and analyse the different reasons for countries developing at different rate and assess the strategies used to improve development in countries.</p>	<p style="text-align: center;">Why is China developing so fast?</p> <p>An investigation using the knowledge gained throughout year 7, 8 and 9 on the rapid development of China and the potential impacts this may have.</p>	<p>Development, Economic activity, primary, secondary, tertiary, quaternary, TNC, industrial revolution, NEE</p> <p>Factfulness by Hans Rosling</p> <p>Prisoners of geography pg 33-63</p>

Year 9

Cultural Capital Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>Please stipulate term and approx. date.</p> <p>River fieldwork in summer term</p>	<p>Confidence Completing questionnaire as part of fieldwork, no hands up when questioning, encourage contribution to class discussion, group work where relevant.</p> <p>Positive Use of positive praise, rewards in books for exceptional work. Prizes for homework projects. Texts home.</p> <p>Respectful- trade game; developing cultural awareness. Meet and greet at door. Respecting peers in group work. Build respectful relationships in the classroom.</p>	<p>Please stipulate term and approx. date.</p> <p>Geography careers week- December</p>

Metacognition Methods applied in Teaching
<p>High five lesson</p> <p>Consolidation at the start of every lesson on slides- range of tasks to consolidate from last lesson/previous work.</p> <p>Modelling of extended answers using structure strips, model answers and sentence starters. Modelling for map skills-grid ref.</p> <p>Response & feedback through Q&A every lesson. Feedback lessons after assessments and green pen planned into scheme of work (particularly after extended writing)</p> <p>Independent learning- extended writing and homework projects set with lessons.</p> <p>Challenge- all tasks to be suitably challenging for a range of abilities.</p>