



Without
geography,
you're
nowhere.

Long Term Plan KS4 Geography 25/26

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject intent and ethos 'Without geography, you're nowhere'	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural capital	Career link
Y10 HT1-2	Paper 1: The Living World	Ecosystems - global biomes, different scaled ecosystems and food chains/webs. Tropical Rainforests - location, characteristics, opportunities, challenges and management. Optional Topic: Hot Deserts - location, characteristics, opportunities, challenges	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Locational knowledge of different ecosystems and cultures around the world.	Forests are the same all over the world. Deforestation only has negative effects. Countries without rainforests are unable to help. Hot desert temperatures are always high 24/7. There is zero rainfall in desert regions.	Y7: South America - Should the Peruvian Amazon be developed? All continent studies (people and places). Y8: How do physical processes affect cold environments? How do physical processes and geographical location affect weather and climate?	A-Level Geography: Water and carbon cycles. BTEC Travel & Tourism: How weather and climate affect the Travel and Tourism industry.	Analyse the impact of changes to food chains/webs. Evaluate the management strategies of tropical rainforests. Investigate the opportunities and challenges of hot desert environments.	SMSC: SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; C1 Respecting diversity; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty,	Explore different biomes to their own and how they are affected by humans, as well as developing a realisation that not all biomes and people/cultures are the same as ours.	Environmental scientist. Aid worker. Data analyst. Data collection. Environmental planning. Ecosystem management.

		and management.			People do not live in hot deserts. Desertification isn't down to humans.				Mutual Respect & Tolerance.		
Y10 HT2-3	Paper 2: The Changing Economic World	Economic Development - quality of life indicators, TNCs and fairtrade. Lagos, Nigeria - global development gap, trade links and aid. The UK - economic change, deindustrialisation, north-south divide and transport improvements.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Curiosity about different places and how their economies are different and changing.	LICs have absolutely no access to clean water or electricity. Quality of life is just measured in terms of money. More people will mean that a country is richer. Migration only has negatives. Aid has no negative effects. No link between commonwealth and colonialism.	Y7: How is Asia developing and transforming? What are the diverse landscapes and cultures of North America and how do they attract tourists? All continent studies (people and places). Y8: Why do countries develop at different rates? Y9: How do populations change over time and what are the challenges? How does globalisation lead to an increasingly connected world?	A-Level Geography: Global systems and global governance. BTEC Travel & Tourism: Role of the Travel and Tourism industry in the economy.	Evaluate the effect a TNC has on a host and donor country. Investigate how Nigeria has global links and how strong they are. Evaluate the effects of deindustrialisation and a switch to hi-tech industries on the UK.	SMSC: SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M4 Recognising right and wrong and applying it; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.	Develop an appreciation that not all countries are at the same point of development and an understanding that all play a role in World trade.	Aid worker. TNC management. Transport planning and management. Housing development. Trading/retail work. Manufacturing /industry.

Y10 HT4-5	Paper 1: The Challenges of Natural Hazards	Tectonic Hazards - processes, landforms and named example events. Weather Hazards - processes, landforms and named example events. Climate Change - evidence, causes, effects, management and named example events.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Awe and wonder about natural processes and hazards around the world.	The UK has no natural hazards. A Tsunami is a weather hazard. Tectonic hazards always occur on plate margins. We don't get extreme weather in the UK. Climate change is not natural.	Y7: What is Oceania's place in the world? All continent studies (people and places). Y8: How has plate tectonics shaped our Earth? Y9: What are the challenges of tectonic hazards, atmospheric hazards and global climate change?	A-Level Geography: Hazards. BTEC Travel & Tourism: Role hazards play in affecting the Travel and Tourism industry.	Evaluation of adaptation and mitigation strategies used to manage the impacts of tectonic hazards. Evaluation of the impacts and responses to a Tropical storm event. Evaluation and prediction of the likely future impacts of climate change.	SMSC: SP2 Experiencing fascination, awe and wonder; M1 Expressing personal views or values; M5 Understanding the consequences of actions; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Individual Liberty.	Develop an understanding of how powerful our natural world can be and how different hazards affect different places, as well as the topical issue of climate change	Hazard management. Forecasting. Volcanologist. Seismologist. Data analyst.
Y10 HT6	Paper 3: Fieldwork	Fieldwork visit to collect physical and human primary data. Familiar fieldwork investigation/ follow-up. Unfamiliar Fieldwork skills/practice.	Fieldwork: investigative and analytical skills. Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument.	Real life experience in an area local to the students.	A hypothesis is a guess. Fieldwork has to be in unique places like the Grand Canyon etc. All data is the same. Collecting fieldwork data is only done by scientists and explorers.	Y7: What makes a good geographer and what is Europe's place in the World? All continent studies (people and places). Y8: How do rivers and coasts change our landscapes? How do physical processes	A-Level Geography: AS fieldwork topic and NEA. BTEC Travel & Tourism: Use of data and analysis for research purposes.	Investigate how their fieldwork enquiry could be improved if they were to do it again. Evaluate the advantages and disadvantages of different data collection methods. Making links between different data sets.	SMSC: SP2 Experiencing fascination, awe and wonder; SP5 Using imagination and creativity in learning; M2 Investigating moral values and ethical issues; M3 Moral codes and models of moral virtues; C3 Appreciating personal	Investigate how different physical and human factors affect a place different to their own, as well as developing vital transferrable social skills that will benefit them in their future life.	Data collection - fieldwork techniques. Data analyst.

			Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.		Maths is only done in maths lessons. and geographical location affect weather and climate? (Fieldwork Investigation)			influences; S1 Developing personal qualities and using social skills; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.			
Y11 HT1 -2	Paper 2: Urban Issues and Challenges	Rio, Brazil - urban change/growth, challenges, opportunities and management. London, UK - urban change/growth, challenges, opportunities and management. Urban Sustainable Development - London.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Curiosity about different urban environments and the cultures.	Everyone lives in cities. All parts of Rio are poor and nobody has a job. Why can't they just improve all the favelas with money? More people live in Scotland than London. All migrants are illegal. There are no green spaces in London. The Olympics benefited everyone.	Y7: What are the opportunities and challenges facing Africa? How is Asia developing and transforming? All continent studies (people and places). Y8: How has urbanisation changed settlements over time?	A-Level Geography: Population and the environment. BTEC Travel & Tourism: Role that populations play in affecting the Travel and Tourism industry and its economy.	Evaluate whether the olympic games was a success for Rio or not. Evaluate the social, economic and environmental challenges of urban change in London. Investigate how London's transport system can be further improved to be more sustainable.	SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP3 Exploring the values and beliefs of others; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; C1 Respecting diversity; S3 Understanding how	Explore how contrasting urban areas can share the same issues and challenges yet be so different, as well as an appreciation of the uniqueness of their own surroundings.	Aid worker. Urban planning. Transport management. Retail management. Town planning.

									communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.		
Y11 HT 2-3	Paper 1: Physical Landscapes in the UK	The Physical Diversity of the UK - geology and landscapes. Optional Topic 1: Coastal Landscapes - processes, landforms and named example events. Optional Topic 2: River Landscapes - processes, landforms and named example events.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	Locational knowledge of different landscapes around the UK.	All waves are the same. Only erosion causes damage. All rocks are the same. Rivers only erode and don't create deposits. Rivers have the same characteristics all along their course. Human activities can't / don't increase flood risk.	Y7: What is Oceania's place in the world? All continent studies (people and places). Y8: How do rivers and coasts change our landscapes?	A-Level Geography: Coastal systems and landscapes. BTEC Travel & Tourism: The importance of coastal resorts in the Travel and Tourism industry.	Analyse how geology and past ice ages have shaped the landscapes of the UK. Evaluate the most appropriate management technique for different coastlines. Evaluate how different human and physical factors affect the shape of hydrographs.	SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; S3 Understanding how communities function. BV: Democracy, Individual Liberty, Mutual Respect & Tolerance.	Explore different landscapes within their country on a local and national scale and develop an understanding of how they affect people's lives.	Council planning. Coastal management. River flooding management. Data analyst.
Y11 HT4	Paper 2: The Challenge of Resource Management	Global resource management - supply, consumption and	Graphical skills: interpreting maps/graphs/photos.	Locational knowledge about how resources are spread	There would never be a water deficit in the UK because of the weather.	Y7: South America - Should the Peruvian Amazon be developed?	A-Level Geography: Changing places.	Investigate how the inequalities in supply and consumption	SMSC: SP1 Developing personal values and beliefs; M1 Expressing	Develop an appreciation that world resources are running out unless	Energy development/production. Farming.

		inequalities. Resources in the UK - food, water and energy. Optional Topic: Global energy issues - challenges, management and named examples.	Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information. Numeracy: analysing/interpreting/calculating data.	around the world.	All energy costs the same. Every country uses the same amount of energy. Only LICs suffer from energy insecurity.	All continent studies (people and places). Y9: Why is conservation of the world's resources so important but challenging?	BTEC Travel & Tourism: Role of resources in the Travel and Tourism industry.	of energy can be improved. Evaluate how UK resources can be distributed evenly and fairly. Evaluate how energy can be managed in a sustainable way and whether this has been successful or not.	personal views or values; M2 Investigating moral values and ethical issues; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Individual Liberty.	humans manage them sustainably and that not all places have the same access to resources as we do.	Water management. Data analyst. Resource planning.
Y11 HT4/5	Paper 3: Issue Evaluation	Investigation of the pre-release booklet from the exam board. Practice possible exam questions.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument. Literacy: longer mark exam questions; and using sources of information.	Locational knowledge about a chosen place and curiosity about how the decision can be sustainable.	Misconceptions from the units the booklet links to. This unit is the same as fieldwork. All answers are in the pre-release booklet.	Y7: What makes a good geographer and what is Europe's place in the World? South America - Should the Peruvian Amazon be developed? (Issue Evaluation) All continent studies (people and places). Y8 & Y9: Any other selected unit depending on	Any of the KS5 topics.	Investigate the wider links to the topics from Papers 1 and 2. Analyse the issue from the pre-release and evaluate the possible solutions with a well-balanced argument.	SMSC: SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; SP5 Using imagination and creativity in learning; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; M5 Understanding the	Develop an understanding of World topical issues and make further links between topics.	Data analyst. Issue management /resolution.

			Numeracy: analysing/inter preting/calcula ting data.			the pre-release.			consequences of actions; S2 Participating, cooperating and resolving conflicts. BV: All from previous topics.		
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