



**Without
geography,
you're
nowhere.**

Long Term Plan ARC Geography



**ARCHBISHOP
SENTAMU
ACADEMY**
CHURCH OF ENGLAND

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
1	What makes a good geographer and what is Hull's place in the world?	Core maps skills including latitude and use of atlas's. OS map skills including 4 and 6 figure grid refs, relief and scale. The Location of Hull and how it is influenced by its surroundings - What is the future for Hull with renewable energy?	Map skills - Longitude, latitude, atlas use. OS map skills - grid refs, relief, scale and direction. GIS - Use and purpose - Analysis of data.	Value of Geography as a subject and locational knowledge of Hull.	Brexit means that the UK is no longer in Europe as a geographical continent. Hulls location in the UK.	KS2 Geographic skills - use of globes, OS maps and geographical photographs. Build on locational and place knowledge of KS2.	Geographical skills across all 3 GCSE papers and core location knowledge.	Multiple distance calculations - Routes. 6 figure grid references. Analysis and evaluation skills or the impact of Brexit.	Developing personal values and beliefs. Using imagination and creativity in learning. Understanding the consequences of actions.	Core map skills are a vital life skill. Investigate the city we live in and its place in the UK and place Europe.	Politics. Fieldwork/mapping. Civil servant.
2	What are the	Use of maps	Describing	Locational	UK has left	KS2	Paper 2 -	Analysis of	Experiencing	The UK is a	Environment

	opportunities and challenges facing the UK?	to locate different parts of the UK. Understanding the structure of the UK. How Brexit may affect the UK both positively and negatively. How may climate affect the UK over time.	distribution patterns on UK maps. Describing physical features of the UK. Describing and explaining reasons for distribution patterns of geographical features e.g: Population. Analysis and evaluation for decision making e.g: Migration.	and cultural knowledge of the UK.	Europe. Most of the UK looks the same. Role of migrants in the workforce. All migration is illegal.	Geographic skills - OS maps and geographical photographs. Build on locational and place knowledge of KS2. Examining similarities and differences between countries and places.	Urban World and Economic Development	the disparities and differences between countries within the UK.	fascination, awe and wonder. Exploring the values and beliefs of others. Exploring, understanding and respecting diversity. Understanding how communities and societies function.	diverse country, and varies greatly in wealth as well as cultures. Explore the quality of life for different communities in the UK, the diverse landscapes the UK has to offer.	al planning. Urban planning.
3	How is Europe developing and transforming ?	Population structures and how this links to development . Population pyramids and how populations are changing in europe. How is climate change affecting Europe? Tourism in Europe.	Reading and interpreting population pyramids. Evaluating evidence for these changes. Climate change and its impacts on the countries and people that live there.	Locational and cultural knowledge of Europe.	The UK left Europe. All Europe is wealthy Europe will not be affected by climate change.	KS2 Geographic skills - use of globes, OS maps and geographical photographs. Build on locational and place knowledge of KS2. Examining similarities and differences between countries and places. Link back to	Paper 2 - Urban World and Economic Development	Population statistical analysis. Making predictions. Evaluation and debate.	Experiencing fascination, awe and wonder. Exploring the values and beliefs of others. Exploring, understanding and respecting diversity. Understanding how communities and societies function.	Explore Europe as our own continent. Investigate its numerous challenges, varied wealth and how Europe is changing over time.	Population and resource planning. News reporting.

						unit 2.					
4	What is North America's place in the world?	Population distribution of North America - Causes linked to climate and development . Tourism and its environmental and economic impacts. Impact of tectonic hazards in San Francisco.	Describing and explaining distribution patterns. Describing, explaining and assessing the environmental and economic impacts of tourism. Causes and impacts of tectonic hazards and forming a comparison.	Locational and cultural knowledge of North America.	Oceania only includes the USA and Canada. Tourism only has positive impacts. North America doesn't have volcanoes and earthquakes.	KS2 Geographic skills - use of globes, OS maps and geographical photographs. Build on locational and place knowledge of KS2. Examining similarities and differences between countries and places.	Paper 1 - Climate Change & Tectonic Hazards. Paper 2 - Economic Development .	Analysis and evaluation of impacts of human processes on the physical environment.	Experiencing fascination, awe and wonder. Exploring the values and beliefs of others. Exploring, understanding and respecting diversity. Understanding how communities and societies function.	North America is home to some of the most well recognised and visited tourist attractions in the world. Explore the impact of tourism on the development of regions and countries in North America.	Tourism - Conservation officer, holiday planner and guide. Environmental conservationist/marine biology. Hazard planning and management .
5	What is Africa's place in the world and how is it developing?	Formation of physical geography features e.g: African Rift valley. Opportunities and challenges of tourism. Levels of development . Role of slums in economic activity.	Describing formation sequences of geographical features. Assessing and evaluating the social, economic and environmental impacts of tourism. Assessing and evaluating the social, economic	Locational and cultural knowledge of Africa.	Africa is a country. All Africa is poor. Slum areas have no value to a country.	KS2 Geographic skills - use of globes, OS maps and geographical photographs. Build on locational and place knowledge of KS2. Examining similarities and differences between countries and places.	Paper 2 - Economic Development and Urban World.	Analysis and evaluation of impacts of human processes on the physical environment. Evaluation and debate. Impacts of poverty on a country.	Experiencing fascination, awe and wonder. Exploring the values and beliefs of others. Exploring, understanding and respecting diversity. Understanding how communities and societies function.	Africa is home to some of the wealthiest and poorest countries in the world. Explore the impact of development of regions and countries in Africa	Holiday planner/guide. Urban developer. Economist. Aid worker.

			and environmental impacts of industry and development.								
6	Antarctica - What is the value of Antarctica, and how is it being affected by climate change?	<p>Understanding of how climate influences the changes in the Antarctic.</p> <p>Understanding the value of the tropical rainforest. E.g. Climate change research.</p> <p>Understanding of the consequences of global warming for the planet.</p>	<p>Map skills- Describing the shape and changes in Antarctica.</p> <p>Graph skills of creating a climate graph.</p> <p>Enquiry skills- Should Antarctica be developed?</p>	<p>Locational and scientific value of Antarctica.</p>	<p>Antarctica is huge.</p> <p>Antarctica is always completely inhabited.</p> <p>Antarctica is always cold.</p>	<p>KS2 Locational knowledge - understanding of latitude.</p> <p>KS2 - Physical Geography understanding the features of biomes.</p> <p>KS2 - Human geography, different types of settlement and land use. E.g. type of scientific activity in the Antarctic.</p>	<p>KS5 - Fieldwork skills. Understanding the process of enquiry. Students are able to study data and draw conclusions.</p> <p>KS5 - Landscape systems. Understanding of the impact of human activity.</p>	<p>Debate for and against development in the Antarctic.</p> <p>Create your own climate graph.</p> <p>Debate on climate change.</p>	<p>Experiencing fascination, awe and wonder.</p> <p>Exploring the values and beliefs of others.</p> <p>Exploring, understanding and respecting diversity.</p> <p>Understanding how communities and societies function.</p>	<p>Students develop a greater understanding of the importance of Antarctica.</p> <p>Students understand the role they play in protecting the environment.</p> <p>Students understand how development can cause conflict between different groups.</p>	<p>Conservationist.</p> <p>Animal conservation.</p> <p>Resource planning.</p> <p>Ecotourism planner.</p>