



Without
geography,
you're
nowhere.

Long Term Plan Y10 Rebuild Geography 2024/2025



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
1-2	Paper 1: The Living World	<p>Ecosystems - global biomes, different scaled ecosystems and food chains/webs.</p> <p>Tropical Rainforests - location, characteristics, opportunities, challenges and management.</p> <p>Optional Topic: Hot Deserts - location, characteristics,</p>	<p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p>	<p>Locational knowledge of different ecosystems and cultures around the world.</p>	<p>Forests are the same all over the world.</p> <p>Deforestation only has negative effects.</p> <p>Countries without rainforests are unable to help.</p> <p>Hot desert temperatures are always high 24/7.</p> <p>There is zero rainfall in</p>	<p>Y7: South America - Should the Peruvian Amazon be developed? All continent studies (people and places).</p> <p>Y8: How do physical processes affect cold environments? How do physical processes and geographical location affect weather and climate?</p>	<p>A-Level Geography: Water and carbon cycles.</p> <p>BTEC Travel & Tourism: How weather and climate affect the Travel and Tourism industry.</p>	<p>Analyse the impact of changes to food chains/webs.</p> <p>Evaluate the management strategies of tropical rainforests.</p> <p>Investigate the opportunities and challenges of hot desert environments.</p>	<p>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.</p>	<p>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.</p>	<p>Environmental scientist.</p> <p>Aid worker.</p> <p>Data analyst.</p> <p>Data collection.</p> <p>Environmental planning.</p> <p>Ecosystem management.</p>

		opportunities, challenges and management.	Numeracy: analysing/interpreting/calculating data.		desert regions. People do not live in hot deserts. Desertification isn't down to humans.				BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.		
2-3	Recap - 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.
3-4	Paper 1: Physical Landscapes in the UK	The Physical Diversity of the UK - geology and landscapes. Optional Topic 1: Coastal Landscapes -	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/dia	Locational knowledge of different landscapes around the UK.	All waves are the same. Only erosion causes damage. All rocks are the same.	Y7: What is Oceania's place in the world? All continent studies (people and places).	A-Level Geography: Coastal systems and landscapes. BTEC Travel & Tourism: The	Analyse how geology and past ice ages have shaped the landscapes of the UK.	SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP4	Explore different landscapes within their country on a local and national scale and develop an	Council planning. Coastal management. River flooding management.

		<p>processes, landforms and named example events.</p> <p>Optional Topic 2: River Landscapes - processes, landforms and named example events.</p>	<p>grams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p>		<p>Rivers only erode and don't create deposits.</p> <p>Rivers have the same characteristics all along their course.</p> <p>Human activities can't / don't increase flood risk.</p>	<p>Y8: How do rivers and coasts change our landscapes?</p>	<p>importance of coastal resorts in the Travel and Tourism industry.</p>	<p>Evaluate the most appropriate management technique for different coastlines.</p> <p>Evaluate how different human and physical factors affect the shape of hydrographs.</p>	<p>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.</p>	<p>understanding of how they affect people's lives.</p>	<p>Data analyst.</p>
5 -6	<p>Paper 2: Urban Issues and Challenges</p>	<p>Rio, Brazil - urban change/growth, challenges, opportunities and management.</p> <p>London, UK - urban change/growth, challenges, opportunities and management.</p> <p>Urban Sustainable Development - London.</p>	<p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p> <p>Formulate enquiry and argument.</p> <p>Literacy: longer mark exam questions; and using sources of information.</p>	<p>Curiosity about different urban environments and the cultures.</p>	<p>Everyone lives in cities.</p> <p>All parts of Rio are poor and nobody has a job.</p> <p>Why can't they just improve all the favelas with money?</p> <p>More people live in Scotland than London.</p> <p>All migrants are illegal.</p>	<p>Y7: What are the opportunities and challenges facing Africa? How is Asia developing and transforming? All continent studies (people and places).</p> <p>Y8: How has urbanisation changed settlements over time?</p>	<p>A-Level Geography: Population and the environment.</p> <p>BTEC Travel & Tourism: Role that populations play in affecting the Travel and Tourism industry and its economy.</p>	<p>Evaluate whether the olympic games was a success for Rio or not.</p> <p>Evaluate the social, economic and environmental challenges of urban change in London.</p> <p>Investigate how London's transport system can be further improved to be more sustainable.</p>	<p>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</p>	<p>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.</p>	<p>Aid worker.</p> <p>Urban planning.</p> <p>Transport management.</p> <p>Retail management.</p> <p>Town planning.</p>

			Numeracy: analysing/inter preting/calcula ting data.		There are no green spaces in London. The Olympics benefited everyone.				issues: C1 Respecting diversity; S3 Understandin g how communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.		
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