



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

Long Term Plan Y10 Geography 23/24



**ARCHBISHOP
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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, opportunities, challenges</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>Numeracy: analysing/interpreting/calculating data.</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 desert regions.</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. BV: The Rule of Law, Individual Liberty,</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>

		and management.			People do not live in hot deserts. Desertification isn't down to humans.				Mutual Respect & Tolerance.		
2-3	Recap - Paper 1: The Challenges of Natural Hazards	<p>Tectonic Hazards - processes, landforms and named example events.</p> <p>Weather Hazards - processes, landforms and named example events.</p> <p>Climate Change - evidence, causes, effects, management and named example events.</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>Numeracy: analysing/interpreting/calculating data.</p>	Awe and wonder about natural processes and hazards around the world.	<p>The UK has no natural hazards.</p> <p>A Tsunami is a weather hazard.</p> <p>Tectonic hazards always occur on plate margins.</p> <p>We don't get extreme weather in the UK.</p> <p>Climate change is not natural.</p>	<p>Y7: What is Oceania's place in the world? All continent studies (people and places).</p> <p>Y8: How has plate tectonics shaped our Earth?</p> <p>Y9: What are the challenges of tectonic hazards, atmospheric hazards and global climate change?</p>	<p>A-Level Geography: Hazards.</p> <p>BTEC Travel & Tourism: Role hazards play in affecting the Travel and Tourism industry.</p>	<p>Evaluation of adaptation and mitigation strategies used to manage the impacts of tectonic hazards.</p> <p>Evaluation of the impacts and responses to a Tropical storm event.</p> <p>Evaluation and prediction of the likely future impacts of climate change.</p>	<p>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.</p>	<p>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</p>	<p>Hazard management.</p> <p>Forecasting.</p> <p>Volcanologist.</p> <p>Seismologist.</p> <p>Data analyst.</p>
3-4	Paper 1: Physical Landscapes in the UK	<p>The Physical Diversity of the UK - geology and landscapes.</p> <p>Optional Topic 1: Coastal Landscapes - processes, landforms and named</p>	<p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p>	Locational knowledge of different landscapes around the UK.	<p>All waves are the same.</p> <p>Only erosion causes damage.</p> <p>All rocks are the same.</p> <p>Rivers only erode and</p>	<p>Y7: What is Oceania's place in the world? All continent studies (people and places).</p> <p>Y8: How do rivers and coasts change</p>	<p>A-Level Geography: Coastal systems and landscapes.</p> <p>BTEC Travel & Tourism: The importance of coastal resorts in the</p>	<p>Analyse how geology and past ice ages have shaped the landscapes of the UK.</p> <p>Evaluate the most appropriate management</p>	<p>SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and</p>	<p>Explore different landscapes within their country on a local and national scale and develop an understanding of how they</p>	<p>Council planning.</p> <p>Coastal management.</p> <p>River flooding management.</p> <p>Data analyst.</p>

		<p>example events.</p> <p>Optional Topic 2: River Landscapes - processes, landforms and named example events.</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>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>our landscapes?</p>	<p>Travel and Tourism industry.</p>	<p>technique for different coastlines.</p> <p>Evaluate how different human and physical factors affect the shape of hydrographs.</p>	<p>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>affect people's lives.</p>	
5 - 6	Paper 3: Fieldwork	<p>Fieldwork visit to collect physical and human primary data.</p> <p>Familiar fieldwork investigation/ follow-up.</p> <p>Unfamiliar Fieldwork skills/practice.</p>	<p>Fieldwork: investigative and analytical skills.</p> <p>Graphical skills: interpreting maps/graphs/photographs.</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>Real life experience in an area local to the students.</p>	<p>A hypothesis is a guess.</p> <p>Fieldwork has to be in unique places like the Grand Canyon etc.</p> <p>All data is the same.</p> <p>Collecting fieldwork data is only done by scientists and explorers.</p> <p>Maths is only done in maths lessons.</p>	<p>Y7: What makes a good geographer and what is Europe's place in the World? All continent studies (people and places).</p> <p>Y8: How do rivers and coasts change our landscapes? How do physical processes and geographical location affect weather and climate? (Fieldwork Investigation)</p>	<p>A-Level Geography: AS fieldwork topic and NEA.</p> <p>BTEC Travel & Tourism: Use of data and analysis for research purposes.</p>	<p>Investigate how their fieldwork enquiry could be improved if they were to do it again.</p> <p>Evaluate the advantages and disadvantages of different data collection methods.</p> <p>Making links between different data sets.</p>	<p>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 influences; S1 Developing personal qualities and using social skills; S3 Understanding</p>	<p>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.</p>	<p>Data collection - fieldwork techniques.</p> <p>Data analyst.</p>

			Numeracy: analysing/inter preting/calcula ting data.						g how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.		
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