



Without  
geography,  
you're  
nowhere.

# Long Term Plan Y10 Geography



ARCHBISHOP  
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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	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>	<p>Awe and wonder about natural processes and hazards around the world.</p>	<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 &amp; 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.</p> <p>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>

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 and management.</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>People do not live in hot deserts.</p> <p>Desertification isn't down to humans.</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 &amp; 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>BV: The Rule of Law, Individual Liberty, Mutual Respect &amp; Tolerance.</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>
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 example events.</p>	<p>Graphical skills: interpreting maps/graphs/photos.</p> <p>Cartographic: interpreting atlas/maps/diagrams/OS GR skills.</p>	<p>Locational knowledge of different landscapes around the UK.</p>	<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 don't create deposits.</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 our landscapes?</p>	<p>A-Level Geography: Coastal systems and landscapes.</p> <p>BTEC Travel &amp; Tourism: The importance of coastal resorts in the Travel and</p>	<p>Analyse how geology and past ice ages have shaped the landscapes of the UK.</p> <p>Evaluate the most appropriate management technique for</p>	<p>SMSC: SP1 Developing personal values and beliefs; SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M1 Expressing</p>	<p>Explore different landscapes within their country on a local and national scale and develop an understanding of how they affect people's lives.</p>	<p>Council planning.</p> <p>Coastal management.</p> <p>River flooding management.</p> <p>Data analyst.</p>

		Optional Topic 2: River Landscapes - processes, landforms and named example events.	Formulate enquiry and argument.  Literacy: longer mark exam questions; and using sources of information.  Numeracy: analysing/interpreting/calculating data.		Rivers have the same characteristics all along their course.  Human activities can't / don't increase flood risk.		Tourism industry.	different coastlines.  Evaluate how different human and physical factors affect the shape of hydrographs.	personal views or values; M2 Investigating moral values and ethical issues; S3 Understanding how communities function. BV: Democracy, Individual Liberty, Mutual Respect & Tolerance.		
4-5	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.		
6	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.  Literacy: longer mark exam questions; and using sources of information.  Numeracy: analysing/interpreting/calculating data.	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.  Maths is only done in maths lessons.	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 and geographical location affect weather and climate? (Fieldwork Investigation)	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 influences; S1 Developing personal qualities and using social skills; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect & Tolerance.	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.