



Without
geography,
you're
nowhere.

Long Term Plan Y8 Geography



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	How has plate tectonics shaped our Earth?	<p>The structure of the Earth.</p> <p>Tectonic plate movements and Continental Drift.</p> <p>The global distribution of volcanoes and earthquakes.</p> <p>The formation of landforms - Mountain ranges and Ocean Trenches.</p>	<p>Describing and explaining global distribution patterns.</p> <p>Drawing and annotating diagrams to show plate movements.</p> <p>Interpretation of data.</p>	<p>Understanding of the Earth and its natural processes.</p>	<p>The Earth is one solid layer of rock.</p> <p>Earthquakes and volcanoes happen everywhere.</p> <p>Nobody lives near volcanoes.</p>	<p>Students build on their knowledge of natural hazards from KS2.</p>	<p>KS4 link - The Challenge of Natural Hazards.</p>	<p>Examining and analysing the link between physical processes - Convection currents, slab-pull.</p> <p>Balanced arguments - Living in hazardous environments.</p>	<p>Experiencing fascination, awe and wonder.</p> <p>Understanding the consequences of actions.</p>	<p>Unique geographical environments - Iceland and Japan and how way of life is linked to environment.</p> <p>Explore how our earth's tectonic plates have shaped the world map we recognise today. How have continents and oceans shifted over time?</p>	<p>Hazard management</p> <p>Hazard prediction and forecasting.</p>
2	How do	River	Drawing and	Understandi	Erosion can	Students	KS4 link -	Examining	Experiencing	Balance	Coastal

	<p>rivers and coasts change our landscapes?</p>	<p>features and processes - Erosion, transportation and deposition.</p> <p>Explaining the formation of river landforms - Waterfalls and meanders.</p> <p>Coastal processes - Erosion, transportation and deposition.</p> <p>Coastal landforms</p> <p>Coastal management strategies.</p>	<p>annotating diagrams to show physical processes.</p> <p>Describing and explaining landform formation sequences.</p> <p>Use of OS maps.</p>	<p>ng and wondering about the natural world and how humans and the physical environment interact.</p>	<p>be completely prevented.</p> <p>The whole of the coast can be protected.</p>	<p>build on their knowledge of physical geographical processes from KS2.</p>	<p>Physical environments.</p>	<p>the similarities and differences between the physical processes happening in rivers and in coasts.</p> <p>Evaluation of coastal management strategies.</p>	<p>fascination, awe and wonder.</p> <p>Understanding the consequences of actions.</p>	<p>between environmental processes and human needs/wants.</p> <p>Explore how rivers and coasts shape our landscapes, affect settlements and our economy.</p>	<p>management strategies.</p> <p>Council planning.</p>
3	<p>How do physical processes affect cold environments?</p>	<p>Glacial processes - Erosion, transportation and deposition.</p> <p>The economic opportunities and challenges of glacial upland/landscapes</p> <p>The challenges of</p>	<p>Describing global distribution patterns.</p> <p>Describing and explaining physical processes and the formation of landforms.</p> <p>Analysis of aerial/satellite images.</p>	<p>Understanding and wondering about the natural world and how humans and the physical environment interact.</p>	<p>The UK has never had glaciers.</p> <p>'Conflict' means war.</p>	<p>Students build on their knowledge of physical geographical processes from KS2.</p>	<p>KS4 link - Physical environments</p>	<p>Balanced arguments for and against the use of glacial landscapes and how this leads to conflict.</p> <p>Evaluation and analysis of the use of glacial landscapes.</p>	<p>Experiencing fascination, awe and wonder.</p> <p>Understanding the consequences of actions.</p>	<p>Balance between environmental processes and human needs/wants.</p> <p>The natural landscapes of the UK (The Lake District)</p>	<p>Environmental management</p>

		<p>living in cold environments.</p> <p>The impact of climate change on cold environments and the need for protection.</p>	Use of OS maps.								
4	How has urbanisation changed settlements over time?	<p>The growth and characteristics of Mega Cities.</p> <p>The opportunities and challenges of Mega Cities.</p> <p>The social and environmental issues faced by large cities.</p>	<p>Describing global distribution patterns.</p> <p>Graphical data interpretation.</p> <p>Interpretation of maps and photographs.</p>	Understanding of different cultures and ways of life.	<p>London is a Mega City.</p> <p>Everyone in HIC's lives in cities and everyone in LIC's live in rural areas.</p>	Students build on their knowledge of urban areas from KS2 and the characteristics of cities in developing countries.	KS4 link - The challenge of urban environments.	Analysis and evaluation of the push and pull factors leading to migration and urbanisation.	<p>Individual liberty</p> <p>Mutual respect and tolerance.</p> <p>Understanding the consequences of actions.</p> <p>Understanding how communities and societies function.</p>	<p>The contrast and development gap within cities and countries.</p> <p>Over half of the world's people live in towns and cities. Explore why and how cities around the world have grown to be the home of millions of people.</p>	<p>Urban planning</p> <p>Transport planning</p> <p>Environmental planning</p>
5	Why do countries develop at different rates?	<p>How development can be mapped and measured.</p> <p>The impact and possible solutions to the</p>	<p>Describing global distribution patterns.</p> <p>Data interpretation.</p> <p>Interpretation</p>	Understanding of the differing rates of development between countries.	<p>All countries develop at the same rate.</p> <p>A higher population means a higher level of</p>	Students build on their knowledge of development from KS2 and their interpretation of different cultures and ways of life.	KS4 link - Changing economic world.	<p>Debate of the influence of factors of development.</p> <p>Analysis of the reasons and impacts of migration.</p>	<p>Democracy</p> <p>Individual liberty</p> <p>Mutual respect and tolerance.</p> <p>Exploring the</p>	<p>Investigate the factors which accelerate or hinder a country's development. Is the gap between rich and poor</p>	Aid work

		development gap. The role of aid on development .	of graphical data.		development . All countries have gender equality.				values and beliefs of others. Exploring, understanding and respecting diversity. Understanding how communities and societies function.	narrowing or widening?	
6	How do physical processes and geographical location affect weather and climate?	The distribution of global biomes. The factors affecting weather and climate. Fieldwork investigation - Microclimates.	Describing global distribution patterns. Interpretation of climate graphs. Fieldwork skills - Data collection, presentation and statistical analysis, conclusion and evaluation.	Understanding and wondering about the natural world and how humans and the physical environment interact.	Fieldwork has to take place in unknown locations. Data collection is always accurate.	Students build on their KS2 knowledge of weather and climate.	KS4 - Fieldwork Paper 3.	Conclusions and evaluation of fieldwork techniques. Statistical analysis of fieldwork data. Making links between different fieldwork data sets.	Mutual respect and tolerance. Experiencing fascination, awe and wonder.	Explore why weather and climate varies around the world. Investigate the factors which affect the climate of different global regions. Carry out a fieldwork investigation to examine a microclimate.	Data collection - Fieldwork in Geography. Data analysis. Meteorology