



Without  
geography,  
you're  
nowhere.

# Long Term Plan Y13 Geography



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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	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural capital	Career link
1-2 (Teacher 1)	NEA (AL Component 3)	<p>Recap on NEA and check where students are up to.</p> <p>Decide on their individual enquiry questions and sub-questions.</p> <p>Continue the write-up of the investigation independently.</p>	All skills.	Real life experience in an area local to the students.	<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>	Fieldwork and any other selected topic(s).	<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 how communities function.</p> <p>BV: The Rule of Law, Individual</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>Data collection - fieldwork techniques.</p> <p>Data analyst.</p>

								Liberty, Mutual Respect & Tolerance.		
1-2 (Teacher 2)	Global Systems and Global Governance (AL Component 2)	Globalisation. Global systems. International trade and access to markets. Global governance. The 'global commons'. Globalisation critique.	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 global places and knowledge of their different systems and governance.	More people will mean that a country is richer. Migration only has negatives. Aid has no negative effects. No link between commonwealth and colonialism.	The changing economic world.	Evaluate the effect globalisation has on a country. Investigate the 'global commons' and how they are linked.	SMSC: SP2 Experiencing fascination, awe and wonder; SP4 Understanding human feelings and emotions; M4 Recognising right and wrong and applying it; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Mutual Respect & Tolerance.	Develop an appreciation that not all countries are at the same point of development and an understanding that all play a role in World trade.	TNC management. Transport planning and management. Trading/retail work. Manufacturing/industry.
3-4 (Teacher 1)	Water and Carbon Cycles (AL Component 1)	Water and carbon cycles as natural systems. The water cycle. The carbon cycle. Water, carbon, climate and life on Earth. Two contrasting case studies.	Graphical skills: interpreting maps/graphs/photos. Cartographic: interpreting atlas/maps/diagrams/OS GR skills. Formulate enquiry and argument.	Awe and wonder about different natural cycles in different ecosystems around the world.	Water and carbon cycles are not linked. Deforestation only has negative effects. Countries without rainforests are unable to help.	All KS3 Topics.	Evaluate how water and carbon cycles are linked. Investigate why water and carbon cycles are so important for life on Earth.	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	Explore the different cycles of water and carbon and how they're affected by humans, as well as realising that these are negatively affected without human intervention.	Environmental scientist. Data analyst. Data collection. Environmental planning. Ecosystem management.

			<p>Literacy: longer mark exam questions; and using sources of information.</p> <p>Numeracy: analysing/interpreting/calculating data.</p>					<p>diversity; S3 Understanding how communities function. BV: The Rule of Law, Individual Liberty, Mutual Respect &amp; Tolerance.</p>		
3-4 (Teacher 2)	Population and the Environment (AL Component 2)	<p>Introduction to population.</p> <p>Environment and population.</p> <p>Environment, health and well-being.</p> <p>Population change.</p> <p>Principles of population ecology and their application to human populations.</p> <p>Global population futures.</p> <p>Two contrasting case studies.</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>Curiosity about different populations around the world and their cultures.</p>	<p>Everyone lives in cities.</p> <p>All migrants are illegal.</p> <p>Population only ever increases.</p> <p>Higher population is always better.</p>	<p>Y7: Any Selected Topic(s) Y8: Issue Evaluation</p>	<p>Evaluate how population affects the environment.</p> <p>Investigate what the future populations of 2 contrasting countries could be like.</p>	<p>SMSC: SP1 Developing personal values and beliefs; M1 Expressing personal views or values; M2 Investigating moral values and ethical issues; M5 Understanding the consequences of actions; C1 Respecting diversity; S3 Understanding how communities function. BV: Democracy, The Rule of Law, Individual Liberty.</p>	<p>Develop an appreciation that world population is increasing, migration is more common and possible than ever before and resources are running out unless managed sustainably.</p>	<p>Urban planning.</p> <p>Population control/management.</p> <p>Data analyst.</p> <p>Environmental management.</p>
5 (Both teachers)	Synoptic Revision for AL Exams (AL Components 1 and 2)	All previous units.	All skills.	Same as previous units.	Misconceptions from previous units/assessments/PPEs.	All stated above.	<p>Same as previous units.</p> <p>Focussing the practice on 20 mark questions.</p>	<p>SMSC: All from previous topics. BV: All from previous topics.</p>	Further develop the cultural capital gained and make further links between topics.	Links from previous units.