



Without  
geography,  
you're  
nowhere.

# Long Term Plan Y8 Geography



ARCHBISHOP  
SENTAMU  
ACADEMY  
Church of England

| Half term | Unit title                                | Key knowledge/<br>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  |
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| 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  |

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|   | <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>ing 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>                        |

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|   |   | <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.</p> <p>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 of graphical</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  |

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|   |   | development gap.<br><br>The role of aid on development.  | data.  |   | development. All countries have gender equality.   |   |                          |   | values and beliefs of others.<br><br>Exploring, understanding and respecting diversity.<br><br>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.<br><br>The factors affecting weather and climate.<br><br>Fieldwork investigation - Microclimates. | Describing global distribution patterns.<br><br>Interpretation of climate graphs.<br><br>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.<br><br>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.<br><br>Statistical analysis of fieldwork data.<br><br>Making links between different fieldwork data sets. | Mutual respect and tolerance.<br><br>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.<br><br>Data analysis.<br><br>Meteorology |