OCL Geography Curriculum: Long Term Plan

Core concepts in Geography:

Concept:	Definition:
Place and space	Space (locational knowledge) and place (geographical imaginations) embedded through understanding the interactions between places and the networks created by flows of people.
Scale	Exploring geography through different lenses at local, national and global levels.
Physical and human processes	Understanding a sequence of events that occur in the natural world (physical processes) and the activities that lead to change in societies (human processes) and how they sometimes interact with each other.
Environmental impact and sustainable development	Growing awareness of environmental consequences while meeting the needs of people today without harming the needs of the future.
Interdependence	Interconnections explore how people and natural events in places are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.
Cultural awareness	The promotion of cultural diversity by being empathetic towards those from other cultures.

Types of knowledge in Geography:

Type of knowledge:	Definition:	Example:
Substantive knowledge	This is the content that is to be learned.	*Tectonic hazards occur along plate boundaries*
Disciplinary knowledge	The origins of substantive knowledge.	*We understand that tectonic hazards occur along plate boundaries partly because Alfred Wegener suggested the theory of continental drift*

Year 9						
Brief overview						
Across year 9 students will build on and link together the knowledge from year 7 and 8 so that they are well prepared for KS4 study, if they choose to study Geography further. The year starts with a topic on interconnectedness where students draw on all previous learning across years 7 and 8 to see how interconnected the physical and human worlds are; how physical process impact on humans socially, economically and environmentally; and how human actions impact on the physical world. This unit will be taught through the study of current topical issues, including Covid-19 and migration. While Autumn 1 consolidates student learning, Autumn 2 requires them to look ahead and see how the key processes learnt across years 7 and 8 are changing and how these will impact on future populations, cultures and physical landscapes. Again this unit will be taught through a study of current topical issues including the impact of climate change on coral bleaching in the Great Barrier Reef, the global trade of waste and threats to extreme environments including the frozen planet and forests. In Spring 1 and 2, students draw on their learning from the concept of ecosystems which has been introduced through a study of the deciduous ecosystem in the UK in year 7, as well as an exploration of cold environments in Russia and Antarctica and deserts in the Middle East during year 8. This will be, however, the first time students study ecosystems as a topic and will require students to see the links and processes that occur within the Amazon Rainforest, Sahara Desert and the Sahel's savannah. Again, the concept of interconnectedness will be a primary focus, requiring students to see how human interact with these environments and the impact they have. Year 9 finishes off with drawing on learning from tectonic hazards and social and economic development in year 7 to better understand how tectonic hazards affect countries of varying degrees of development. They then utilise their understanding of the UK, weather, climate change and fluvial processes taught across KS3 to see how tropical storms, extreme weather events and climate change impact on people and the environment and how these events are being affected by an ever changing world. a deep study of ecosystems.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**Interconnectedness**	**Future threats**	**Biomes**	**Biomes**	**Natural Hazards**	**Natural Hazards**
Relevant core concepts	*Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness*					
Relevant end points	○ *Place and space:* **To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us.** ○ *Scale:* **To be able to understand geography through a variety of different lenses; considering local, national and global scales.** ○ *Physical and human processes:* **To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems.** ○ *Environmental impact and sustainability:* **To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future.** ○ *Interdependence:* **To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales** ○ *Cultural awareness:* **To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.**					
Core substantive knowledge	**1. Afghanistan introduction: the factors that mean there is a high production of poppies (location, terrain, poor infrastructure, conflict, and natural disasters)** 2. **To explain how the Afghanistan heroin trail show us that crime interconnects our countries.** **3. Iceland introduction: location and explanation of eruption in 2010.** 4. **To explain how the Iceland eruption of 2010 shows how interconnected countries are.** **5. Migration introduction: explanation of what migration is and the causes of migration.** 6. **To explain how international migration makes countries so interconnected.** 7. **COVID-19 introduction: to understand what COVID-19 is and how it spread worldwide.**	1. **Overpopulation and declining resources** 2. **To understand how a rising population and climate change is leading to water insecurity.** 3. To understand the main concerns facing the future of energy. 4. **To understand how a developed world is leading to a rising waste issue.** 5. To explain how overfishing is impacting the ocean ecosystem. 6. To explain how land use and extraction of resources is destroying the Earth's wilderness. 7. Wilderness example – Patagonia. 8. **To explain how rising sea levels and climate change is causing harm to coral reefs.** 9. **To understand the impact of climate change on our frozen planet.** 10. To understand how climate change is threatening the future of USA national parks.	**1. Introduction to ecosystems – definitions, components, links, food chain** **2. Introduction to ecosystems – food web, nutrient and energy cycle** **3. Example of a small scale ecosystem (the pond)** **4. Distribution and key characteristics of the world's ecosystems (link to pressure)** **5. GAC** **6. Introduction to the tropical rainforest (soils, climate, vegetation, animals)** **7. Stratification and vegetation adaptations in the tropical rainforest** **8. How do humans use the Amazon Rainforest? (logging, mining,**	1. **Introduction to the desert (soils, climate, vegetation, animals)** 2. **Vegetation and animal adaptations in the desert** 3. **Economic opportunities in the Sahara Desert (agriculture, solar panels, oil/gas and tourism)** 4. **Desertification in the Sahel** 5. **Sustainable practices to reduce desertification in the Sahel.** 6. **Evidence of Climate Change** 7. **Natural causes of climate change** 8. **Human causes of climate change** 9. **Effects of climate change** 10. **Mitigation** 11. **Adaptation** 12. **Geographical skills**	1. **Types of natural hazard** 2. **Theory of plate tectonics and continental drift** 3. **Plate margins** 4. **Plate margins** 5. **Introduction to earthquakes – focus, epicentre, Richter Scale** 6. **Effects of an earthquake in an LIC - Haiti** 7. **Responses to an earthquake in an LIC - Haiti** 8. **Effects of an earthquake in a HIC – L'Aquila** 9. **Responses to an earthquake in a HIC – L'Aquila** 10. **Prediction and planning for earthquakes to reduce risk and impact** 11. **Impact of earthquakes in HICs and LICs**	1. **Impact of earthquakes in HICs and LICs** 2. **What is a tropical storm and how are they caused?** 3. **Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.** 4. **Typhoon Haiyan effects** 5. **Typhoon Haiyan responses** 6. **Tropical storms: planning and prediction** 7. **Evidence of extreme weather in the UK** 8. **Somerset Flood effects** 9. **Somerset Flood responses** 10. **Geographical skills**

	8. **To explain how the COVID-19 pandemic shows how interconnected places are.** 9. Switched off places – North Korea 10. Switched off places – the Sahel 11. **To outline how interconnected our world will be in the future.** ➢ *Food security in the Amazon Basin* ➢ *Agriculture and essentials to life, population growth, threats, sustainability*	11. To evaluate the threats that face our planet.	**HEP, settlements, roads, subsistence farming)** **9. Positive and negative impacts of human interference in the Amazon (deforestation)** **10. Sustainable practices to reduce deforestation in the rainforest** **11. Effectiveness of sustainable strategies.**		12. **What is a tropical storm and how are they caused?** 13. **Tropical storm cross section and how climate change has impacted on tropical storms – distribution, intensity, frequency.**	
Core disciplinary knowledge	□ Social media and news articles □ Data that shows us the economic status of countries, from organisations such office for national statistics □ First hand experiences of earthquake event in the UK or migration	□ Social media and news articles □ Data that shows us the economic status of countries, from organisations such office for national statistics □ Food threats from supermarket data □ Organisations such as marine conversation society	□ Organisations such as the Rainforest Alliance □ Data that shows us the economic status of countries, from organisations such office for national statistics □ Social media and news articles □ Fieldwork investigations of small scale local ecosystems	□ Data that shows us the economic status of countries, from organisations such office for national statistics □ Geologists who study desert environments □ International organisations, such as the IPCC, who publish current reports on climate change □ Geographers who study natural and human causes of climate change, e.g. Milutin Milankovitch who suggested the orbital theory □ Social media and news articles to understand how climate change has impacted places globally □ Observation and experiences of climate change initiatives	□ Geographers who study hazards (including the categorisation between meteorological and tectonic hazards) □ Theory of continental drift and convection currents □ Geographers such as Alfred Wegener in 1912 who suggested the theory of continental drift □ Geologists who study natural hazards □ Social media and news articles	□ Social media and news articles □ Geographers who study tropical storm events □ Geographers who study extreme weather events

Year 10						
Brief overview						
Across Year 10, students will study both human and physical topics, including, *Physical Landscapes in the UK, Urban Issues and Challenges and the Changing Economic World* and will also complete a *fieldwork study* in two contrasting environments. Year 10 is the when students will commence their KS4 chosen subject option. Students will build on their prior KS3 knowledge in KS4 for many of the units studied. Students will be first introduced to Physical Landscapes of the UK whereby students start exploring the UK's physical landscape and identifying lowland and upland areas. This is the base knowledge that is required to understand landscapes in the UK and will build on their prior study of coasts, rivers, and glacial landscapes in years 7, 8, and 9. Students start with the key physical processes involved in the formation of coasts and rivers and then apply this to explain the formation of landforms of erosion and deposition. Once student have grasped this knowledge, they will explore the management of coasts and rivers through real-life examples. Next, students will being their study of Urban Issues and challenges, building on their prior understanding of population and urbanisation in year 8. Students will explore population changes and trends and then look specifically at how urban change has created challenges and opportunities in Rio de Janeiro. This unit then continues with the second half of the Urban Issues and Challenges unit where they explore an urban environment in the UK focusing on the process of urban growth and the opportunities and challenges this brings. A local urban environment should be covered during this unit to help students have a better understanding of their local environment and context. The unit finishes with a study of sustainable urban planning and management. This unit draws on a range of previous topics covered across KS3 and KS4, including social and economic development, sustainability, population and urbanisation and interconnectedness and is pivotal for students continuing their study of Geography at KS5 where students must study either Regenerating Places or Diverse Places. Students will build on their prior fieldwork skills by completing fieldwork in two contrasting environments and will draw on their year 9 study of interconnectedness by showing an understanding of the interaction between the physical and human worlds. The Changing Economic World where they will gain an understating of how different countries across the world are classified based on a range of development indicators. This will build on their study of social and economic development in year 7. Further to this students explore the reasons why countries are at varying levels of wealth across the world and what can be done to reduce this gap. Students then apply this understanding to a real world context through the study of Nigeria and specifically how Nigeria had changed from a Low Income Country to a Newly Emerging Economy.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit title	**The Changing Economic World**	**Urban Issues and Challenges**	**Physical Landscapes in the UK (Coasts)**	**Physical Landscapes in the UK (Rivers)**	**Fieldwork (Generic, Human, and Physical fieldwork)**	**Urban Issues and challenges**
Relevant core concepts	*Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness*					
Relevant end points	○ *Place and space:* **To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us.** ○ *Scale:* **To be able to understand geography through a variety of different lenses; considering local, national and global scales.** ○ *Physical and human processes:* **To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems.** ○ *Environmental impact and sustainability:* **To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future.** ○ *Interdependence:* **To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales** ○ *Cultural awareness:* **To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.**					
Core substantive knowledge	1. **Development indicators** 2. **Inconsistencies in data and importance of using more than one indicator** 3. **Human Development Indicator** 4. **Demographic Transition Model** 5. **Population pyramids** 6. **Causes of development gap** 7. **Effects of development gap** 8. **Ways to reduce the development gap** 9. **Ways to reduce the development gap** 10. **Tourism as a way of reducing the development gap (Jamaica)** 11. **9 mark question practice** **NIGERIA:**	1. **Environmental impacts of rapid economic growth in Nigeria.** 2. **The impacts rapid economic growth have had on Nigeria's quality of life.** 3. **9 mark question practice** **THE UK:** 4. **The ways the UK economy have changed (de-industrialisation and a post-industrial economy.)** 5. **Post-industrial economy in the UK (tertiary and quaternary sectors).** 6. **Growth of the quaternary sector (science/business parks)**	1. **Overview of UK landscapes – physical, urban.** 2. **Uses of the coastline** 3. **Waves – terminology and anatomy of constructive and destructive waves** 4. **Processes of weathering and erosion along the coastline** 5. **Mass movement** 6. **Headland & Bay and Wave cut platform formation** 7. **Cave, arch, stack formation** 8. **Processes of transportation (longshore drift) and deposition** 9. **Formation of beaches and sand dunes**	1. **Water cycle and drainage basin recap using OS map** 2. **River profiles and courses** 3. **River processes – erosion and weathering** 4. **River processes – transportation and deposition** 5. **Erosional landforms in the upper course - *V shape valley and interlocking spurs formation, waterfall and gorge*** 6. **Erosional and depositional landforms in the middle course - *Meander and ox-bow lake formation***	**Generic fieldwork:** 1. **Planning and introducing a piece of fieldwork** 2. **Data collection** 3. **Data presentation** 4. **Data analysis** 5. **Concluding a fieldwork** 6. **Evaluating a fieldwork** **Exemplars of human and physical fieldworks available for replication:** ***Physical:*** ➢ ***Is coastal engineering effective in managing erosion along the West Dorset Coastline?***	1. **Global patterns of urban change in differing parts of the world.** 2. **Factors affecting the rate of urbanisation: migration and natural increase** 3. **Introduction to Rio de Janeiro, including a breakdown of population statistics.** 4. **Social and economic opportunities in Rio.** 5. **Urban growth has resulted in social challenges, as well as solutions.** 6. **Urban growth has resulted in economic challenges, as well as solutions.** 7. **Urban growth has resulted in environmental challenges, as well as solutions.**

	12. **Location of Nigeria and its local and global importance.** 13. **Nigeria's political, social, cultural and environmental context.** 14. **How Nigeria is connected with other countries.** 15. **Nigeria's industrial and employment structure (the movement from the primary to secondary sector and how this affected economic development)** 16. **Advantages and disadvantages of TNCs in Nigeria – Shell and KFC.** 17. **Aid in Nigeria**	7. **Sustainability in industrial development** 8. **The ways rural populations have changed in the UK.** 9. **The ways road and rail networks have changed in the UK.** 10. **The way ports and airports have changed in the UK.** 11. **The North-South divide** 12. **The ways the UK is linked with the wider world.** 13. **9 mark question practice** 14. **A03 skills practice** 15. **Geographical skills**	10. **Formation of spits, bars and tombolos** 11. **Identifying coastal landforms** 12. **Swanage Bay landforms** 13. **Skills – direction and scale** 14. **Why is it important to protect the coastline?** 15. **Hard engineering strategies** 16. **Soft engineering strategies** 17. **Managed retreat** **Case study: Dorset**	7. **Depositional landforms in the lower course – *estuary, floodplain and levees*** 8. **Locating river landforms on OS maps using contour lines, grid references and symbols** 9. **Reading storm hydrographs. What affects the likelihood of flooding (urbanisation, vegetation, deforestation, rock type, gradient)** 10. **Case study: social, economic and environmental impacts of the Somerset Floods** 11. **Hard engineering** 12. **Soft engineering** 13. **Responses to the Somerset floods**	➢ ***How does the River Tillingbourne change as you move downstream?*** ***Human:*** ➢ ***How is housing inequality evident in Brixton?***	8. **The creation of favelas, including the quality of life that exists there.** 9. **Urban planning: How Brazil has tried to improve the quality of life for people living in urban areas. *Favela Bairro Project***
Core disciplinary knowledge	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geographers who study global populations to determine how they vary globally ☐ Warren Thompson created the DTM in 1929 ☐ Demographers who create up to date population graphs, such as population pyramids ☐ Social media and news articles that helps to give an insight into quality of life First hand experience (e.g. tourism)	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Social media and news articles that inform us on changes to aspects of the UK, such as transportation	☐ Marine geologists who study coastlines ☐ Coastal town planners who make and publish decisions (such as SMPs) on how to protect coastal environments. ☐ Observation in the field to determine common characteristics in landscapes ☐ Social media and news articles that help determine the potential future threats to coastlines e.g. climate change An understanding that landforms change over time	☐ Limnologists (those who study fresh water) who dedicate their work to understanding and protecting rivers ☐ Observation to determine similar characteristics in rivers at varying scales ☐ Cartographers who create maps to help determine features such as the relief of land ☐ Geographers who plan how to protect areas from flooding ☐ Observation to determine the causes and impacts of flooding ☐ Geographers who create storm hydrographs ☐ News and social media	☐ Observation in the field ☐ Previous fieldwork studies to understand the processes involved in an enquiry	☐ Data that shows us the economic status of countries, from organisations such office for national statistics ☐ Geographers who study global populations to determine how they vary globally ☐ Social media and news articles that helps to give an insight into quality of life ☐ Town planners that are experts in the solutions to urban challenges

Year 11					
Brief overview					
Year 11 see students finish their KS4 Geography education, culminating with their GCSE exams. The year starts with students studying the second half of the *Changing Economic World* unit, whereby students explore the economic changes in the UK, a country at a different stage of development to Nigeria. This includes concepts such as de-industrialisation, which builds on Social and Economic development studied in Year 7. Other concepts are also explored such as sustainability which builds on the sustainability unit studied in Year 8. During Autumn 2 students undertake their final unit where they study the fundamental resources of food, water, and energy. The unit begins with a study of the availability and distribution of these resources in the UK, as well as how their use and availability is changing. Students are well prepared for this exploration due to their coverage of rivers, climate change, resources, and development in previous years. The unit then focuses on food availability on a global scale. They will gain an understanding of areas of surplus and deficit, how the global atmospheric circulation model influences this, the impact of food insecurity and how countries are trying to increase food supply both commercially and sustainably. The Challenge of Resource Management is finished by the start of Spring 2. The remainder of year 11 will focus on consolidating and applying previous learning to complex exam style questions in preparation for GCSE exams. In Spring 2 students will study the issue evaluation unit released by the exam board that encourages critical thinking and problem solving demonstrating knowledge and understanding from all units of the specification.					
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**
Unit title	**Urban Issues and challenges**	**The Challenge of Resource Management**	**The Challenge of Resource Management**	**Revision**	**Issue Evaluation + Revision**
Relevant core concepts	*Place and space, scale, interdependence, physical and human processes, environmental impact and sustainable development, cultural awareness*				
Relevant end points	○ *Place and space:* **To extend their knowledge of locations and deepen their spatial awareness of the world. Be able to recognise the significance of location in shaping us and how we experience the world in the way that we do. To understand that place has shaped development and where people inhabit. Finally appreciate that we will always be shaped by space – the rivers, mountains, deserts, lake and seas that constrain us.** ○ *Scale:* **To be able to understand geography through a variety of different lenses; considering local, national and global scales.** ○ *Physical and human processes:* **To be able to understand the key physical and human processes that shape the world in which we live. To recognise how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems.** ○ *Environmental impact and sustainability:* **To be able to appreciate that human (and sometimes physical) actions can have environmental consequences. To understand how human and environmental impact can be lessened to achieve sustainability by meeting the needs to people today without compromising the needs of people in the future.** ○ *Interdependence:* **To develop a sense of how any particular place and its relations fit into the bigger picture helping to support links between varying scales** ○ *Cultural awareness:* **To develop an appreciation and awareness of differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.**			➢ To identify gaps in pupils knowledge and address these areas of concerns.	To be able to competently justify a decision related to a particular issue(s), using a broad range of synoptic information and evidence.
Core substantive knowledge	**1. Population distribution in the UK** **2. Introduction to local major UK city: *including social, economic, environmental and cultural characteristics*** **3. Urban skills practice** **4. Urban growth has provided social and economic opportunities in local urban area** **5. Urban growth has provided environmental opportunities in local urban area** **6. Urban growth has resulted in challenges in local area: *Creation of derelict areas and social inequality*** **7. Urban growth has resulted in challenges in local area: *housing and urban sprawl*** **8. Urban growth has resulted in challenges in local area: *pollution*** **9. 9 mark question practice** **10. Case study: Urban Regeneration – reasons the area needed to be regenerated (local context)**	**1. The distribution of the world's essential resources *(water, food, energy)*** **2. The causes and impacts of importing food into the UK** **3. Organic farming and agribusiness** **4. Water demand and transfers in the UK** **5. Water pollution in the UK** **6. Impact of using energy in the UK** **7. The UK's energy mix** **8. Geographical skills practice**	**Water insecurity:** **1. Water – areas of global surplus and deficit** **2. Water and links to the GAC** **3. Demand for water resources is rising globally but availability of water and impacts of water insecurity. Factors affecting water supply.** **4. Impacts of water insecurity.** **5. The different strategies that can be used to increase water supply.** **6. Water – example of a large scale water transfer scheme – CAP (Central Arizona Project)** **7. Moving towards a sustainable resource future:** **An example of a local scheme in an LIC or NEE to increase sustainable supplies of water – *Makueni sand dam***	**Bespoke revision in response to previous mock exams**	**Issue evaluation (6 lessons based on pre release booklet):** ➢ **The issue(s) will arise from any aspect of the compulsory sections of the subject content but may extend beyond it using resources in relation to specific unseen contexts.** ➢ **Students develop knowledge and understanding of physical and human geography themes.** ➢ **This section is synoptic and the assessment will require students to use their learning of more than one of the themes across the compulsory units so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision.** **Bespoke revision in response to previous mock exams**

	11. Case study: Urban regeneration – the main features of the project (local context). **12. AO3 skills practice** **13. Sustainable traffic management** **Sustainable urban management**				
Core disciplinary knowledge	☐ Demographers who study the structure of populations ☐ Observation of the impacts regeneration projects have had ☐ Historical records to show how urban change has occurred since the industrial revolution	☐ Social media and news articles that inform us on resources in the UK ☐ Cartographers who map resources in the UK ☐ Government policies on water pollution in the UK (UKgov website)	☐ Social media and news articles that inform us on the state of food security in the UK and globally ☐ Data from international organisations, such as WHO	☐ *Dependant on the unit of work*	☐ AQA exam board have researched particular issue to create pre release booklet ☐ Their information comes from news articles, social media, and internet research.