

## Geography Half term Unit Plans: 2022-2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Part 1: A Geographers toolkit  <b>B</b>	Part 2: Where will I live?  <b>E</b>	<b>Amazing Places</b>  <b>E</b>	Dangerous Places: Why do people live in areas at risk from flooding? <b>E</b>	<b>Liquid Gold</b>  <b>E</b>	<b>Location, Location, Location</b>  <b>E [DME]</b> <b>+ EX</b>
8	Oh, I do like to be beside the seaside!  <b>TS &amp; T</b>	Moving Stories  <b>TS &amp; T</b>	<b>Disease Dilemmas</b>  <b>E</b>	<b>Unusual places: Discovering Limestone Landscapes</b>  <b>E</b>	Climate Chaos  <b>E</b>	<b>Can the Earth cope?</b>  <b>E [Palm Oil]</b> <b>+ EX</b>
<b>GCSE [Transition]</b> 9	<b>Dangerous Places: Earthquakes, Volcanoes &amp; Tsunami's</b>  <b>TS</b>	The Factfulness of Globalisation & Development?  <b>E &amp; T</b>	Geography of Crime  <b>E</b>	<b>Urban Challenges</b>  <b>E [Decision-making]</b>	Coastal Landscapes [GCSE]  <b>T</b>	Coastal Landscapes [GCSE]  <b>EX</b>
<b>GCSE Year 10</b>	<b>Coastal Landscapes [recap + T]</b>  Ecosystems & cold environments  <b>T</b>	Energy & Climate Change  <b>T</b>	Urban issues & challenges  <b>T</b>	Urban issues & challenges + <b>fieldwork</b>  <b>T</b>	River Landscapes  <b>T</b>	River Landscapes & <b>Field work</b>  <b>EX</b>
<b>GCSE Year 11</b>	<b>River Landscapes [recap + T]</b> Natural Hazards: Tectonics / Weather  <b>T</b>	Changing Economic World + Trial examination  <b>T</b>	Resource Management  <b>T</b>	Tropical Rainforests  <b>T</b>	Unit 3 (pre-release) + <b>Revision</b>	Examinations

<b>AS LEVEL Year 12</b>	-Hazards -Contemporary Urban Environments  T	-Hazards -Contemporary Urban Environments  T	-Coastal Systems & Landscapes -Changing Places  T	-Coastal Systems & Landscapes -Changing Places  T	Revision	-Preparing for the NEA -Global Systems & Global Governance
<b>A2 LEVEL Year 13</b>	-Preparing for the NEA -Global Systems & Global Governance  T	-Water & Carbon – Earth’s Life Support Systems -Global Systems & Global Governance  T	-Water & Carbon – Earth’s Life Support Systems -Global Systems & Global Governance  T	Review – Reflect – Revision  T	Exam Preparation	

**Key**

<p><b>Letters refer to key stage 3 / 4 assessment.</b>  <b>B</b> = Baseline test  <b>E</b> = Enquiry  <b>EX</b> = End of Year exam  <b>T</b> = End of unit test  <b>TS</b> = Thinking skills assessment</p>	<p><b>Assessment A</b>  <b>Assessment B</b>  <b>Assessment C</b></p>
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Further details of the courses can be found in the KS3-5 Schemes of Work

**NEW OR REDESIGNED SOWs**



# The framework

**Contextual world knowledge** of locations, places and geographical features.

- demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.

<b>Expectations by age 7</b>	<b>by age 9</b>	<b>by age 11</b>	<b>by age 14</b>	<b>by age 16</b>
Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.	Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.	Have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.

**Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.

- extending from the familiar and concrete to the unfamiliar and abstract
- making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.

<b>Expectations by age 7</b>	<b>by age 9</b>	<b>by age 11</b>	<b>by age 14</b>	<b>by age 16</b>
Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.	Understand the physical and human conditions and processes that lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.	Gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography.

Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

- increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry.

<b>Expectations by age 7</b>	<b>by age 9</b>	<b>by age 11</b>	<b>by age 14</b>	<b>by age 16</b>
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.	Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements about and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.	Be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.