



## Long Term Curriculum Planning:

**Subject:** .....Geography.....

### Mastery

A Chamberlayne *geographer* in Year [?] is somebody who...

<b>7</b>	Can investigate geographical issues using their knowledge of places and concepts. They use evidence to explain their opinions about these issues and can give reasons why others may disagree with them. They give reasons for the causes and consequences of change and illustrate their written work using cartographical and graphical skills.
<b>8</b>	Can investigate geographical issues using the 6 stages of enquiry. Their knowledge of places and concepts has grown to include local, national and international scales. When they use evidence to make decisions and justify their opinions they also explain other views that are not their own. They can explain some geographical concepts as well as the causes and consequences of change. They can confidently use a range of cartographical and graphical skills.
<b>9</b>	Can investigate geographical issues using the 6 stages of enquiry with increasing independence. They are confident about their knowledge of places and concepts at local, national and international scales. When they use evidence to make decisions and justify their opinions they express and engage with different points of view about these. They can explain geographical concepts as well as the causes and consequences of change. They can confidently use a range of cartographical and graphical skills and are beginning to use statistical skills to investigate data.
<b>10</b>	Can independently run their own investigations into geographical issues using the 6 stages of enquiry. They are confident about their detailed knowledge of places and concepts at local, national and international scales. When they draw together evidence to make decisions and justify their opinions they present a balanced view. They can explain geographical concepts as well as the causes and consequences of change using a chain of reasoning. They can confidently use a range of cartographical, graphical and statistical skills in their investigations.
<b>11</b>	Holds detailed, in-depth knowledge and mastery of geographical skills and concepts. They should now have a complete knowledge and understanding of all the geographical content and skills covered in their course and will be able to successfully apply it to GCSE-style questions.

Year	Term	Unit of Work	Core Knowledge	Core Skills
7	1	My School  School based fieldwork	Six stages of enquiry  Local area  Environmental impact of the school	<ul style="list-style-type: none"> <li>Investigate concepts and inter-relationships between people and the environment</li> <li>Use enquiry skills to carry out an investigation of the school site</li> <li>Explain their opinion about a geographical issue</li> </ul>
		My City	Challenges in Southampton  Changes in urban areas: Centenary Quay  Sustainable development	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships in urban areas</li> <li>Use evidence to investigate a local geographical issue</li> <li>Identify key stages of a Decision-Making Exercise</li> <li>Explain their decision about future change</li> </ul>
	2	SE Asia	Population  Managing Urbanisation	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships in urban areas</li> <li>Use evidence to investigate a geographical issue beyond their own experience</li> <li>Use key stages of a Decision-Making Exercise to explain their decision about future change</li> </ul>
		Volcanoes and earthquakes	Tectonic processes  Human impact of tectonic hazards  Recent eruption  Tsunami event	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships between people and volcanoes</li> <li>Develop place knowledge</li> </ul>
	3	Coasts  Swanage fieldwork visit	Coastal processes and landscapes  Coastal management  Geological Timescale  Quaternary Period	<ul style="list-style-type: none"> <li>Investigate concepts and inter-relationships between people and the coast</li> <li>Use enquiry skills to carry out an investigation of the Dorset Coast</li> </ul>

			Fieldwork	<ul style="list-style-type: none"> <li>Justify their opinion about a geographical issue</li> <li>Explain concepts and inter-relationships between past and present landscapes</li> <li>Develop place knowledge</li> </ul>
8	1	Mumbai	Challenges in Mumbai  Managing urbanisation	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships in urban areas</li> <li>Use evidence to investigate a geographical issue beyond their own experience</li> <li>Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
		Food and Farming	Global patterns of development  Globalisation	<ul style="list-style-type: none"> <li>Use a range of evidence to investigate a geographical issue</li> <li>Use evidence to write an argumentative essay and present views that are not their own</li> </ul>
	2	Locating Industry	Global patterns of development  Globalisation	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships between people and industry</li> <li>Develop place knowledge</li> </ul>
		Kenya	Global patterns of development  Globalisation  Causes and effects of uneven development  Aid  Desertification	<ul style="list-style-type: none"> <li>Explain international concepts and inter-relationships</li> <li>Use evidence to investigate an international geographical issue</li> <li>Use key stages of a Decision-Making Exercise to justify their decision about future change</li> <li></li> </ul>
	3	Rivers and flooding  New Forest fieldwork visit	River processes and landscapes  River management  Water management  Flooding  Boscastle  Fieldwork	<ul style="list-style-type: none"> <li>Investigate concepts and inter-relationships between people and rivers</li> <li>Use enquiry skills to carry out an investigation of the New Forest drainage basin</li> <li>Justify their opinion about a geographical issue</li> <li>Explain concepts and inter-relationships between people and rivers</li> </ul>

9	1	Ecosystems	<p>Link climate and biomes</p> <p>Processes within ecosystems</p> <p>Ecosystem use and management</p> <p>Changes in rural areas</p>	<ul style="list-style-type: none"> <li>• Use a range of evidence to investigate a geographical issue</li> <li>• Use evidence to write an argumentative essay and present a range of views that are not their own</li> </ul>
		<p>Population &amp; Urbanisation</p> <p>Southampton fieldwork visit</p>	<p>Challenges in Southampton</p> <p>Urban landscapes</p> <p>Fieldwork</p>	<ul style="list-style-type: none"> <li>• Investigate concepts and inter-relationships in urban areas</li> <li>• Use enquiry skills to design and carry out an investigation of the city of Southampton</li> <li>• Justify their opinion about a geographical issue</li> </ul>
	2	Weather and Climate	<p>UK climate</p> <p>Climate zones</p> <p>Weather hazards – Hurricane Sandy, High Pressure</p> <p>Glaciation</p> <p>Climate Change</p>	<ul style="list-style-type: none"> <li>• Explain concepts and inter-relationships linked to weather and climate</li> <li>• Use evidence to investigate a geographical issue beyond their own experience</li> <li>• Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
		Energy & Environment	<p>Global warming</p> <p>Attitudes to climate change</p> <p>Managing climate change in the UK</p>	<ul style="list-style-type: none"> <li>• Use a range of evidence to investigate a geographical issue</li> <li>• Use evidence to write an argumentative essay and present a range of views that are not their own</li> </ul>
	3	World Development	<p>Global patterns of development</p> <p>Globalisation</p> <p>Causes and effects of uneven development</p> <p>Aid</p>	<ul style="list-style-type: none"> <li>• Use a range of evidence to investigate a geographical issue</li> <li>• Use evidence to write an argumentative essay and present a range of views that are not their own</li> </ul>
10	1	Urbanisation	What is urbanisation?	<ul style="list-style-type: none"> <li>• Explain concepts and inter-relationships in urban areas</li> <li>• Use evidence to investigate a geographical issue beyond their own experience</li> </ul>

			Compare challenges in Southampton and Mumbai  Managing urbanisation	<ul style="list-style-type: none"> <li>Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
		Rivers	River processes and landscapes  Flooding  River management	<ul style="list-style-type: none"> <li>Use a range of evidence to investigate a geographical issue</li> <li>Use evidence to write a balanced argumentative essay</li> </ul>
	2	Ecosystems	Link climate and biomes  Processes within ecosystems  Ecosystem use and management	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships between people and ecosystems</li> <li>Develop place knowledge</li> </ul>
		Urban and rural UK	Changes in urban and rural areas  Urban landscapes  Sustainable development	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships in urban areas</li> <li>Use evidence to investigate a local geographical issue</li> <li>Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
	3	Coasts	Coastal processes and landscapes  Coastal management  Impact of climate change on coasts	<ul style="list-style-type: none"> <li>Explain concepts and inter-relationships linked to coasts</li> <li>Use evidence to investigate a geographical issue in the local areas</li> <li>Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
		Fieldwork  Two fieldwork visits to contrasting locations	Six stages of enquiry  Exam board selected topic and concept change each year	<ul style="list-style-type: none"> <li>Investigate concepts and inter-relationships specific to year of study</li> <li>Use enquiry skills to design and carry out an investigation of a range of locations</li> <li>Justify their opinion about a geographical issue</li> </ul>
11	1	Fieldwork	Six stages of enquiry	<ul style="list-style-type: none"> <li>Investigate concepts and inter-relationships specific to year of study</li> </ul>

			Exam board selected topic and concept change each year	<ul style="list-style-type: none"> <li>• Use enquiry skills to design and carry out an investigation of a range of locations</li> <li>• Justify their opinion about a geographical issue</li> </ul>
		Development	Global patterns of development Globalisation Causes and effects of uneven development Aid	<ul style="list-style-type: none"> <li>• Use a range of evidence to investigate a geographical issue</li> <li>• Use evidence to write a balanced argumentative essay</li> </ul>
	2	Weather, Climate and Climate Change	UK climate Climate zones Weather hazards – Hurricane Sandy, High Pressure Quaternary Period Global warming Attitudes to climate change Managing climate change in the UK	<ul style="list-style-type: none"> <li>• Explain concepts and inter-relationships between people and the weather</li> <li>• Develop place knowledge</li> </ul>
		Water management	Supply and demand Managing water Desertification – causes, effects and management	<ul style="list-style-type: none"> <li>• Explain concepts and inter-relationships linked to weather and climate</li> <li>• Use evidence to investigate a geographical issue beyond their own experience</li> <li>• Use key stages of a Decision-Making Exercise to justify their decision about future change</li> </ul>
	3	Revision		
		Revision		