

OCL Geography. Long Term Plan.

Year 7						
Brief overview						
In Year 7, students are introduced to the fundamental building blocks of geography through the study of the UK and wider global context. They develop an understanding of key physical and human processes, including tectonics, weather, rivers and development, while beginning to use maps and data to describe geographical patterns. Students focus on describing where things are and recognising basic patterns, making initial links between physical and human environments. Main progression: From prior KS2 knowledge to describing patterns and simple relationships using geographical evidence						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Geography of the UK and beyond	Social and Economic Development	Tectonic Activity	UK Weather and climate	Rivers	Study of the Middle East
Core concepts	Place, scale, physical & human processes	Development, interdependence	Physical processes (Tectonics)	Atmospheric processes	Geomorphological processes	Place, development, interdependence
Substantive Knowledge	- Differences between physical, human and environmental geography - UK physical geography (relief, rivers, climate) - Population distribution and settlement patterns - Continents, oceans, latitude and longitude	- Development indicators (e.g. HDI, GNI) - Causes of uneven development - LIC case study - Strategies to reduce the development gap - Employment sectors and change	- Structure of the Earth - Plate boundaries and processes - Volcanoes (types and hazards) - Impacts of hazards in contrasting countries - Reasons people live in hazardous areas	- Weather vs climate - How weather is measured - Formation of precipitation - UK climate and extreme weather	- Drainage basin systems - River processes and landforms - Flooding causes and impacts - Flood management	- Migration to UAE - Regional characteristics - Physical and human geography of the region - Resource distribution and inequality
Disciplinary Knowledge	- Describe patterns in UK relief and population - Use maps (contours, choropleth, direction) - Identify global and national locations	- Describe global development patterns - Explain why development varies - Compare countries using data	- Explain causes of tectonic hazards - Compare impacts in LICs and HICs - Use case study evidence	- Describe climate patterns - Interpret climate graphs - Explain weather processes	- Describe river processes - Explain causes of flooding - Evaluate management strategies (basic)	- Describe regional differences - Explain migration patterns
Prerequisite knowledge	Primary geography	UK geography	Y7 UK physical geography	Primary weather understanding	Y7 physical geography	Y7 development
Prepares for	Y7 development, KS4 urbanisation and resource management	Y8 population, GCSE changing economic world	Y9 hazards, GCSE natural hazards	Y8 climate change, GCSE weather hazards	- Y10 rivers (GCSE landscapes)	Y8 globalisation, interdependence
Possible fieldwork	- Local area sketch map + land use survey - Students identify physical/human features and simple patterns	- School/local area environmental quality survey (EQS) - Compare two areas (e.g. different streets)			- Simple river observation (Could also be done virtually) - Identify width, depth, flow (qualitative)	

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Year 8						
Brief overview						
In Year 8, students build on their foundational knowledge to explore global systems and processes, including population, urbanisation, globalisation, climate change and sustainability. Through case studies such as Mumbai and global supply chains, students develop their understanding of interdependence and inequality. Students begin to use data and examples to explain why patterns occur and how processes operate at different scales, including their first structured fieldwork experience. Main progression: From describing to explaining geographical processes and relationships using evidence						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Population and Urbanisation	Glaciated landscapes	Globalisation and Superpowers	Climate Change	Coasts	Sustainability
Core concepts	Development, interdependence	Physical processes (geomorphological)	Interdependence, economic change	Environmental impact	Geomorphological processes	Sustainability, development
Substantive knowledge	- Global population distribution - population pyramids - Ageing vs youthful populations - Urbanisation (Mumbai case study) - Migration and natural increase	- Distribution of cold environments - Glacial processes (erosion, transport, deposition) - Glacial landforms - Tourism in Lake District - Management of fragile environments	- Causes of globalisation - Role of TNCs and trade - Global supply chains (e.g. fashion) - Advantages and disadvantages - Uneven benefits of globalisation - Rise of global superpowers (e.g. China)	- Evidence of climate change - Natural and human causes - Global impacts - Mitigation and adaptation strategies - Role of individuals and governments	- Coastal processes (erosion, transport, deposition) - Coastal landforms - Coastal management strategies - Case study of coastline	- Definition of sustainability - Environmental, social and economic sustainability - Local sustainability (school/local area) - Resource use and waste issues - Fieldwork investigation
Disciplinary knowledge	- Explain population change (DTM) - Analyse urban challenges and opportunities - Use demographic data	- Explain landform formation - Analyse opportunities and challenges	- Explain global economic connections - Analyse impacts of globalisation	- Explain causes and impacts - Analyse global responses	- Explain landform formation - Evaluate management strategies	- Apply sustainability concepts to real-world contexts - Carry out fieldwork
Pre requisite knowledge	Y7 development	Y7 rivers and physical processes	Y7 Middle East, development	Y7 weather and climate	Y7 rivers	Y8 climate change, globalisation
Prepares for	- Urban issues (GCSE)	- Y9 ecosystems, GCSE physical landscapes	Y9 interconnections, Y10 economic change	Y9 future threats, GCSE hazards and resources	- Y10 coasts (GCSE landscapes)	Y9 future threats, Y10 resource management
Possible fieldwork	- Land use + pedestrian counts in town centre - Explain why patterns vary (CBD vs residential)	- Photo analysis + OS map investigation - Explain landform formation using evidence			- Beach profiles or coastal management survey (real or virtual) - Explain erosion/deposition patterns	

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Year 9						
Brief overview						
In Year 9, students deepen their understanding by exploring how physical and human systems are interconnected at a global scale. Through topics such as biomes, natural hazards and future environmental threats, students analyse how change occurs over time and how different places are linked. Students begin to analyse relationships between processes and places, while developing early evaluation skills through decision-making tasks and consideration of global challenges. Main progression- From explaining to analysing relationships and beginning to evaluate geographical issues						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Interconnections	Future threats	Biomes	Biomes cont.. and Climate Change	Natural Hazards	
Core concepts	Interdependence	Environmental sustainability	Ecosystems	Atmospheric processes, env impact, sustainability	Physical + human processes	
Substantive knowledge	- Global trade networks - Migration systems - Case studies (e.g. Africa, Middle East links) - Role of global events (e.g. COVID-19)	- Resource depletion - Water insecurity - Waste and pollution (e.g. plastic) - Climate threats (coral reefs, glaciers)	- Ecosystems as systems (climate, soil, vegetation) - Nutrient cycling - Tropical rainforest case study - Deforestation: causes, impacts, management - Hot deserts. characteristics and pressures - Sustainable management strategies	- Evidence of climate change - Natural causes - Human causes - Global and regional impacts - Mitigation - Adaptation strategies	- Global distribution and causes of tectonic hazards - Atmospheric circulation and formation of tropical storms - Hazard risk equation (exposure, vulnerability, capacity) - Detailed case studies (LIC vs HIC comparison: causes, impacts, responses) - Long-term risk reduction strategies (monitoring, prediction, protection, planning)	
Disciplinary knowledge	- Analyse global connections - Explain impacts across places	- Analyse global threats - Evaluate impacts	- Explain ecosystem processes - Evaluate management strategies	- Interpret climate data and graphs - Explain causes and impacts using evidence - Analyse trends and relationships - Evaluate the effectiveness of mitigation and adaptation strategies	- Analyse hazard risk - Compare impacts and responses - Begin to evaluate strategies	
Prerequisite knowledge	Y8 globalisation	Y8 climate change, sustainability	Y8 physical processes, sustainability	Y7 weather and climate, Y8 climate change, Y9 future threats	Y7 tectonics, Y8 climate change	
Prepares for	Y10 urban issues, resource management	Y10 resource management, Y11 evaluation of global issues	GCSE ecosystems and resource management	GCSE Paper 1 – Natural Hazards	GCSE natural hazards, Y11 synoptic evaluation	
Possible fieldwork	- Local/global product study - Track origin of products (food/clothing) - Analyse global links	- Waste audit in school - Analyse patterns of consumption and impact	- Microclimate/ecosystem study (school grounds) - Measure light, temp, soil moisture.		- GIS hazard mapping / data analysis - Compare risk in different locations	

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Year 10						
Brief overview						
In Year 10, students transition to GCSE by applying their KS3 knowledge to more complex case studies and real-world contexts. They study urbanisation, UK physical landscapes and resource management, while developing the ability to interpret maps, graphs and fieldwork data. Fieldwork becomes a central focus, with students completing full enquiries and using data to support extended written responses. Main progression - From analysing to applying knowledge and skills to explain and interpret geographical evidence (AO2/AO4)						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Urban Issues and Challenges (+ Human Fieldwork)		Physical Landscapes in the UK (Coasts)	Physical Landscapes in the UK (Rivers)	Fieldwork (Generic and Physical fieldwork)	The Challenge of Resource Management
Core concepts	Place, development, interdependence, sustainability		Geomorphology, sustainability	Geomorphology, process	Enquiry, scale, data	Interdependence, sustainability
Substantive knowledge	- Global patterns of urbanisation - Causes of urban growth (migration, natural increase) - Case study: UK city (location, importance, population structure) - Opportunities of urban growth. Economic (jobs, infrastructure). Social (services, culture). Environmental (urban greening) - Challenges of urban growth. Housing, inequality, pollution, congestion - Case study: Rio de Janeiro. Favela development and inequality. Solutions (Favela Bairro Project)		- Wave types and coastal processes - Erosional landforms - Depositional landforms - Factors affecting coastal change - Coastal management. Hard engineering. Soft engineering. Managed retreat - Case study: UK coastline	- Drainage basin and water cycle - River processes (erosion, transport, deposition) - River landforms - Factors affecting flood risk - Flood management strategies - Case study of flooding	- Enquiry process. Question, data collection, presentation, analysis, conclusion, evaluation - Methods. Environmental quality surveys, Questionnaires GIS and mapping	- Food, water and energy as essential resources - UK resource distribution - Growing demand for food, water and energy - Food miles, agribusiness and sustainability - Water surplus and deficit in the UK - UK energy mix and environmental impacts
Disciplinary knowledge	- Explain causes of urban growth - Analyse opportunities and challenges - Apply case study knowledge to exam questions - Use evidence to support explanations		- Explain processes and landform formation - Analyse management strategies	- Explain river processes and features - Interpret hydrographs - Evaluate flood management strategies	- Plan and conduct fieldwork - Present and analyse data - Evaluate reliability and limitations - Apply fieldwork to exam questions	- Explain demand and supply of resources - Analyse impacts of resource use - Evaluate sustainable solutions
Prerequisite knowledge	Y8 Urbanisation, Y7 Development		Y8 Coasts, Y7 Rivers	Y7 Rivers	KS3 fieldwork (Y8 sustainability, Y9 ecosystems)	Y8 sustainability, Y9 future threats
Prepares for	GCSE Paper 2, AO3 evaluation, Issue Evaluation		GCSE Paper 1.	GCSE paper 1	Paper 3 (AO4 + AO3)	GCSE Paper 2 + Paper 3 evaluation
Possible fieldwork	- Full urban enquiry. e.g. How does quality of life vary across XX? Methods of fieldwork EG EQS, surveys, land-use mapping See paper 3 fieldwork guide for further suggestions.		- Physical landscape investigation - Measure river velocity, sediment, beach profiles - Link data to processes	- Physical landscape investigation. - Measure river velocity, sediment, beach profiles - Link data to processes	See paper 3 fieldwork guide for further suggestions	

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Year 11					
Brief overview					
In Year 11, students consolidate their knowledge and develop higher-level thinking by evaluating global issues such as water security and economic development. Through case studies such as Nigeria and the UK, they explore complex interrelationships between people, environments and economies. Students develop the ability to evaluate strategies, consider different viewpoints and justify decisions, particularly in preparation for the Issue Evaluation component of the GCSE. Main progression. From applying to evaluating and justifying decisions using synoptic geographical understanding (AO3)					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	The Challenge of Resource Management (Food option can be amended on school choice)	The Changing Economic World		Revision	Issue Evaluation + Revision
Core concepts	Sustainability, interdependence	Development, economic change		All concepts combined	Interdependence, decision-making, sustainability
Substantive knowledge	- Food security. Global patterns of surplus and deficit - Causes of food insecurity - Impacts on health, development and food production - Increasing demand - Strategies to increase supply - Sustainable solutions	- Development indicators (HDI, GNI, literacy) - Causes and consequences of uneven development - Strategies to reduce the development gap - Case study: Nigeria (NEE). Economic growth. Role of TNCs (e.g. Shell). Environmental and social impacts - UK economic change. Deindustrialisation. Growth of service sector. Regional inequality (North–South divide)		All previous knowledge from the GCSE course.	- Use of pre-release material - Understanding stakeholders and viewpoints - Weighing strategies and impacts
Disciplinary knowledge	- Explain food insecurity - Analyse strategies - Evaluate sustainability of solutions	- Explain development differences - Analyse impacts of economic change - Evaluate strategies to reduce inequality		- Draw together knowledge from across the course - Apply understanding to new contexts - Identify links between topics - Produce extended evaluative answers	- Interpret unfamiliar resources - Analyse geographical information - Evaluate options and justify decisions - Construct extended arguments (AO3)
Prerequisite knowledge	Y10 resource management	Y7 development, Y8 globalisation		All prior learning	All units across KS3 and KS4
Prepares for	Issue evaluation, synoptic GCSE questions	Issue evaluation, GCSE exam		Final GCSE examinations	Final GCSE examination
Possible fieldwork		- Data-based enquiry - Analyse development indicators + UK inequality			

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