



# Cambridge Park Academy

Character - Preparation - Achievement

## Functional Curriculum Geography Long Term Plan







### KS3 - Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<p><b>What is it like to live here?</b></p> <p>Pupils will explore their local area, learning about the features, landmarks, and types of homes and jobs found nearby. They will compare their own community with others around the UK and the world, with opportunities for pupils to share what they like about where they live and how it has changed over time.</p>	<p><b>What is the weather like in the UK?</b></p> <p>Pupils will investigate the different types of weather experienced across the UK, learning to observe and record daily weather patterns. They will explore how the weather changes with the seasons and how it affects our daily lives, with opportunities for pupils to discuss how weather influences their activities and clothing choices throughout the year.</p>	<p><b>Why do people live near volcanoes?</b></p> <p>Pupils will explore what volcanoes are, where they are found in the world, and what it's like to live near one. They will investigate the dangers and benefits of volcanic areas, including fertile soil and tourism, with opportunities for pupils to share any experiences of visiting mountains or volcanic regions.</p>
2	<p><b>Where does our food come from?</b></p> <p>Pupils will learn about where different foods are grown, reared, or produced, and how they travel from farms around the world to our plates. They will explore food origins, simple trade routes, and the importance of climate in food production, with opportunities for pupils to discuss where their favourite foods come from and how they shop for them.</p>	<p><b>Would you prefer to live in a hot or a cold place?</b></p> <p>Pupils will investigate the different types of weather experienced across the UK, learning to observe and record daily weather patterns. They will explore how the weather changes with the seasons and how it affects our daily lives, with opportunities for pupils to discuss how weather influences their activities and clothing choices throughout the year.</p>	<p><b>Why is our natural world wonderful?</b></p> <p>Pupils will explore the beauty and variety of the natural world, including landscapes, animals, and plants from around the globe. They will learn to appreciate how nature supports life and inspires joy, with opportunities for pupils to share favourite natural places, wildlife encounters, or outdoor activities they enjoy together.</p>
3	<p><b>Why do oceans matter?</b></p> <p>Pupils will explore the importance of oceans to people and wildlife, learning about marine habitats, food sources, and how oceans help our planet. They will investigate how we use and impact the ocean, with opportunities for pupils to talk about visits to the seaside, aquariums, or ways they help protect the ocean environment.</p>	<p><b>Who lives in Antarctica?</b></p> <p>Pupils will discover what Antarctica is like and explore who and what can survive in such a cold and extreme environment. They will learn about the animals that live there, the scientists who work there, and how people adapt to life in icy conditions, with opportunities for pupils to talk about cold places they have visited or seen in books and films.</p>	<p><b>What is it like to live by the coast?</b></p> <p>Pupils will explore what the coast is and why people choose to live there, looking at jobs, tourism, and leisure activities. They will investigate the features of coastal environments and how they are used and enjoyed, with opportunities for pupils to share seaside experiences or memories of coastal visits.</p>



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KS4 Long Term Plan			
Cycle	Autumn	Spring	Summer
Year 1	 <p><b><u>How is the UK changing?</u></b></p> <ul style="list-style-type: none"> <li>Who lives in your local area? – Locating own local area. Describe the variety of people who live in their local place, such as age and ethnicity.</li> <li>Who lives in the UK? Jobs, housing and migration. Population and how it has changed over time since 2001.</li> <li><b>CASE STUDY:</b> Why are cities complex places?</li> </ul>	 <p><b><u>How do plate tectonics shape our world?</u></b></p> <ul style="list-style-type: none"> <li>Why are some places more dangerous than others? - Understand the structure of the Earth. What are tectonic plates? Locate earthquake and volcanic zones.</li> <li>How can tectonic movement be hazardous? How do earthquakes and volcanoes have an impact on some countries?</li> <li><b>CASE STUDY:</b> Why do people live in hazardous places?</li> </ul>	 <p><b><u>Why should tropical rainforests matter to us?</u></b></p> <ul style="list-style-type: none"> <li>Why are tropical rainforests so rich with life? - Types of plants types of animals that can be found in tropical rainforests and how these have adapted to the conditions of a rainforest.</li> <li>Why are the tropical rainforests important? Different ways tropical rainforests are used to produce resources such as farming and mining.</li> <li><b>CASE STUDY:</b> How is the tropical rainforest useful to us?</li> </ul>
Year 2	 <p><b><u>How is the world changing?</u></b></p> <ul style="list-style-type: none"> <li>Population – how has the population changed since 1950? Why do people live where they do?</li> <li>Why are cities so big? Characteristics of megacities. Opportunities for people who live in megacities.</li> <li><b>CASE STUDY:</b> Why are megacities a challenge for the future?</li> </ul>	 <p><b><u>How can flooding be hazardous?</u></b></p> <ul style="list-style-type: none"> <li>What natural and human factors can cause flooding? Natural and human reasons for flooding. The built environment and deforestation.</li> <li>What are the impacts of flooding? Impacts of flooding in the UK and contrasting parts of the world.</li> <li><b>CASE STUDY:</b> How hazardous can flooding be?</li> </ul>	 <p><b><u>Will we run out of natural resources?</u></b></p> <ul style="list-style-type: none"> <li>Where does our food come from? How much food is grown to feed the population of the UK? Technology used in food production.</li> <li>What type of energy is best for the future? Renewable and non-renewable energy in the UK. Sustainable energy in the UK.</li> <li><b>CASE STUDY:</b> Does fair trade make a difference?</li> </ul>