Curriculum Scheme

Geography

The Eastwood Academy

Believe, Succeed, Together

Curriculum Scheme

The fundamental aim of a curriculum scheme is to coherently plan and sequence the cumulative acquisition of subject content to facilitate retention, recall and application.

CREATE Curriculum

Curriculum schemes are underpinned by the CREATE Curriculum which brings together the key interrelated aspects of curriculum structure, design and delivery into a single coherent entity.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve. Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

Curriculum Allocation

Year Group	7	8	9	10	11
Number of Lessons	2`	2	2	2	2

Curriculum Intent

Geography is a National Curriculum foundation subject – refer to National Curriculum Geography Programmes of Study

Key Stage 1

Learning Intentions
Locational Knowledge • Name and locate the world's 7 continents and 5 oceans. • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Human and Physical Geography** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical Skills and Fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (north, south, east and west) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2

Learning Intentions
Locational Knowledge • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. **Human and Physical Geography** • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Key Stage 3

Learning Intentions
Locational Knowledge • Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. **Place Knowledge** • Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia. **Human and Physical Geography** • Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts; and human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. • Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems. **Geographical Skills and Fieldwork** • Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field. • Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Key Stage 4

Geography is a GCSE option subject - AQA GCSE Geography 8035

Learning Intentions
• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer). • Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Curriculum Assessment

Key Stage 3 Indicative Competencies

Grade	Application of Key Terms	Understanding of Geographical Processes	Evaluating Geographical Resources	Use of Case Studies and Evidence
8+	Extensive knowledge of the key terms. Applies key words confidently through discussion, and answers to case study and geographical skills questions.	Extensive knowledge of geographical processes. Able to provide detailed diagrams with full labels. Able to describe and explain the social, economic and environmental impact of the processes.	Able to extract key information from a variety of resources and confidently apply the information to answer questions.	Extensive understanding and application of case studies, citing key information to demonstrate comprehensive knowledge and understanding.
7	Competent knowledge of the key terms. Able to define and apply them appropriately to case study case study and geographical skills questions.	Competent knowledge of geographical processes. Utilises a labelled diagram to aid understanding. Able to describe the social, economic and environmental impact of the processes.	Able to extract information from a variety of resources and competently apply the information to answer questions.	Competent understanding and application of case studies, citing key information to demonstrate knowledge and understanding.
6	Knowledge of key terms. Able to use them in case study and geographical skills questions.	Knowledge of the geographical processes. Able to outline the social, economic and environmental impact of the processes.	Able to use resources effectively and use the information to answer questions.	Uses appropriate case studies, citing relevant information to demonstrate knowledge and understanding.
5	Knowledge of key terms. Able to use them in some case study and geographical skills questions.	Can recall key geographical processes. Able to highlight the social, economic and environmental impact of the processes.	Able to use resources and use the information to answer questions.	Able to recall specific case studies, but with limited detail in terms of demonstrating broad knowledge and understanding.
4	Can recall most key terms and use them in some case study and geographical skills questions.	Can recall most key geographical processes. Able to recall some of the social, economic and environmental impact of the processes.	Can access the resource and use aspects to answer questions.	Able to provide basic facts about a case study and begin to explain their relevance.
3	Can recall most key terms but with limited understanding.	Can recall most geographical processes but with limited understanding of their impact.	Can access the resource but with limited use to answer questions.	Able to provide basic facts about a case study but the explanation is too generalised.
2	Can recall some key terms but with limited understanding.	Can recall some geographical processes but with limited understanding of their impact.	Can access some aspects of the resource but with limited use to answer questions.	Able to reference to a case study.
1	Can recall some key terms.	Can recall some geographical processes.	Can access some aspects of the resource.	No reference to a specific case study.

Key Stage 4 GCSE Scheme of Assessment

AQA GCSE Geography Scheme of Assessment

Curriculum Overview

Key Stage 3

Year Group	Autumn Term	Spring Term	Summer Term
7	• **What is geography?** • **Countries and continents** • **The geography of the UK** *Physical landscapes, population in the UK, economy of the UK and the UK's position.* • **Weather and Climate** *Features of weather, weather instruments, weather forecasts, (GIS) Geographical information systems, Fieldwork – school field.* • **Map skills** *Map symbols, points of the compass, distance, direction and scale, contour lines and grid references. Use of OS map.*	• **Ecosystems** *Biomes, food chains and food webs, change in an ecosystem, hot and cold desert ecosystems and adaptations, sustainable living in a desert (Sahel), tropical rainforests (TRF) and adaptations, sustainable living and development in a TRF. (Malaysia)* • **Development** What is it and how is it measured/5-fold division. Types of employment – primary, secondary, tertiary, quaternary. Standard of living v quality of life. Development using tourism. Aid and Fair trade.	• **Hydrology** *Water cycle, drainage basin, long and cross profile, river processes, meanders and ox bow lakes, waterfalls, River Thames floods and Bangladesh floods, river defences, investigation; Aral Sea.* • **Life in Africa** Animals in Africa. Drought in Africa. Education in Africa.
8	• **Brazil; Newly emerging economy** *Climate, topography, ecosystems, economy, favelas, Olympics, Favela Bairro Project.* • **Coasts** *Waves, erosion, erosional landforms (headland and bays, stack sequence, wave cut platform), longshore drift, spit formation, beaches, hard engineering, soft engineering, Walton on the Naze.*	• **Natural Hazards; Plate Tectonics** *Hazard, risk, earth layers, convection cells, plate margins (destructive, conservative, constructive, collisional), distribution of hazards, causes/effects/responses (Kobe and Haiti), volcano formation, Iceland volcano, living on the side of a volcano, tsunami.* • **Population and resource management** *Population, world population, resources, overpopulation, management of population,*	• **Resource management continued…** *What is global warming, causes of global warming, consequences of global warming, how to manage and reduce global warming, renewable energy.* • **Urban Change in London** *How London has changed, deprivation in London, Stratford before the Olympics, London Olympics 2012, After the Olympics Stratford, urban change across London.*

		One child policy.	• **Human Fieldwork; Eastwood Park**
9	• **Cold environments** Glaciation and glacial processes incl freeze thaw. Landforms created through glacial processes (erosion and deposition) incl glacial troughs and drumlins. Tourism in a Glaciated area; Lake District. Geological timescales and the history of the Ice Age. Oxygen isotopes, humans in the Ice Age. Future Ice Age. Climate graphs .	• **Russia** Topography, climate, vegetation and population distribution of Russia. Demographics of Russia's population. Social impacts of Russia, economic impact, Russia as a newly emerging economy. Imports and exports. Nuclear power in Russia. Russian trade. Issue evaluation 'Should Russia build a nuclear power plant to meet its energy demand and improve its economy? Nuclear power in UK, advantages and disadvantages of nuclear power. Issue evaluation – UK building a nuclear power plant. Russia's history of war. Chernobyl and its history.	• **Coasts** Introduction to Coasts. Differences between a landform and a process, landforms made on a coastline. Weathering, biological, chemical and Mass Movement. Waves and their characteristics. Erosions and landforms. Geology of rocks. Longshore drift. Case study; Holderness Coastline, GIS mapping. Hard and soft engineering • **Walton** Case study; Walton on the Naze. Geology and features. Fieldwork techniques. Introduction to Fieldwork Practice Fieldwork and Virtual/actual fieldtrip. Project completion generating graphs, analysing data and making conclusions. Geographical skills.

Key Stage 4

Year Group	Autumn Term	Spring Term	Summer Term
10	• **Structure of the GCSE** • **UK City – London** Development of London - Thames and adjoining boroughs. Challenges facing London – deprivation and divide, unemployment, crime, lack of government investment. Social, economic and	• **Hazards (tectonic, weather and climate)** Natural events and hazards. The affects the hazard risk. Patterns of earthquake and tectonic activity. Processes at plate margins. Types of plate margins. HIC and LIC case studies – Kobe and Haiti. Primary and secondary impacts, immediate and long	• **Development Gap** What development is and how traditionally it was measured. Analyse the usefulness of development measures and their limitations, DTM (Demographic Transition Model), population pyramids. Compare the DTM with population pyramids. Uneven

	environmental challenges in London. Planning issues associated with London – M25, Underground, tourism, green spaces, brownfield and financial district. Regeneration incl Stratford, London Docklands and Battersea. • **Preparing and completing human coursework (Stratford)** • **Sustainable living** Urban change - Bedzed. Sustainable London transport. • **An increasing urban world.** Mega cities, why are they emerging. Push and pull factors. Rio as a case study. Historical growth. Social issues, economic and environmental issues. Rio improvements – social, economic and environmental, success and for who. Growth of favelas, Rochinha, site and service and impact	term responses. Reasons why people live in hazard zones. Monitoring, planning and prediction of hazards. The Global Atmospheric Circulation model. Tropical storms formation and structure. Impact of storms, case study on Typhoon Haiyan. Reducing tropical storm impacts. Weather hazards in the UK. Case study on UK extreme weather - Somerset floods. Climate change cause (natural and human)and impact. Managing and mitigating climate change • **Coasts** Erosion, deposition, transportation and longshore drift. Coastal erosion landforms. Coastal depositional landforms. Managing coasts – hard engineering and soft engineering.	development and its causes. Disparities in wealth. Migration, types of migrants, Case studies of economic migrants and refugees. Methods to reduce the development gap. Case study of tourism and development Jamaica. Types of aid and its impact. Case study of UK aid, Goat aid and intermediate technology. Free and fair trade. To examine the impact and effectiveness of debt relief and microfinance. • **Nigeria – a NEE. Changes in the UK economy.** What are NEEs and why Nigeria is now globally important. Social, political, regional and cultural context in Nigeria – how has it affected development. Nigeria's trading relations and impact, diversification of Nigeria's economy and employment structure. TNCs and their impact. Case studies on Shell oil and Unilever. Aid in Nigeria. Impact of industry on the environment and the urban area. Quality of Life for Nigerians.
11	• **Ecosystems** Local and global ecosystems. Interaction of people and their environment. Types of ecosystem and location, interactions within a system and roles e.g. producers. Food chains and webs. Impact of humans on ecosystems. To analyse climate and soils in deserts and tropical rain forests. Stricture of the rainforest	• **Changing UK Economy** UK economy changes since industrialisation, employment sector, de-industrialisation, globalisation and government policies from 1945. Post-industrial economy incl ict, service industries, finance and research. Cobalt business park (Newcastle) and	• **Pre-release – released March 21st**

	and adaptations. Case study of the Amazon including value, reasons for deforestation and its impact as well as types of protection and impact. Characteristics of deserts, adaptations of plants and animals. Case study of Thar including problems, types of development and impact. Causes, consequences and protection against desertification. • **Rivers** Characteristics and changes in river basins, cross and long profile including features. Processes of erosion, transportation and deposition. Draw, label and describe river landforms created by erosion incl interlocking spurs, v shaped valley, waterfalls and gorges. Draw, label and describe river landforms created by erosion and deposition incl meanders, ox bow lakes, floodplains, levees and estuaries. The factors increasing flood risk both physical (natural) and human. Hydrographs, soft and hard engineering	Southampton science park. Torr Quarry as sustainable industry. Rural and urban areas population growth and decline (Cambridge and Outer Hebrides). Transport improvements and the UK economy. North south divide in the UK, Enterprise zones and local enterprise partnerships. The role of the UK in the wider world, EU and the Commonwealth. • **Resource management** Global and UK food, UK water and energy. Resource distribution and patterns of food, water and energy as world resources. Provision of food in the UK. UK imports and the need for self- sufficiency. Impact of organic farming and agribusiness (Riverford Organic Farm and Lynford House Farm). Assess the provision of water in the UK. Water transfer and management. UK sources of energy. The use of fracking as a means of energy production. • **Resource management selected option** Water management global supply and impact of water scarcity. Case studies – Lesotho and Wakel. Sustainable water supplies.	

Curriculum Content

Year 7

Topic	What is Geography?	C	R	E	A	T	E
NC Learning Intention	• To understand how human and physical processes interact to influence changes to characteristics of the Earth. • To understand how human activity relies on functioning of natural systems.						
Lesson Learning Intentions	1. Acquire pupil's prior knowledge of the subject 'Geography' from Primary schools and allow all pupils to begin the learning journey of what 'Geography' incorporates. 2. Define the term 'Geography' and discuss how the pupils currently interpret 'Geography'. 3. Using the topic titles for Year 7 and 8, categorise the theory behind them into human and physical geography, aiding the understanding between what Human geography represents and what physical geography includes. 4. Identify the term 'fieldwork' and be able to explain why Geography requires the use of fieldwork to discover processes, environmental changes and factors that influence this change. 5. Begin a desire and interest in the subject by allowing pupils to ask a question that they may not understand about the world.				✓	✓	✓
Lesson Tasks	• Discuss what the term 'Geography' currently means for the pupils and ask them to define the term 'Geography', assessing prior knowledge. • Explore the Year 7 and 8 learning journeys to give examples of topics that will be learnt across the course of the next few years. • Identify the two main aspects of Geography, human and physical, and categorise the topics from the learning journey into Human and Physical. Using key terms such as man-made and natural to support this. • Watch a video portraying the interlinking nature that humans and the environment have, to support the 'Geography' definition. • Identify the term 'fieldwork' and ask pupils to explain what the relevance of fieldwork could be in the subject Geography. • Allow the pupils to think and write down a question that may spark their interest into finding out how the world works. Teacher will answer the question, in their books, to start		✓	✓	✓		

	building relationship.						
Resources	• RDrive; Geography; KS3; Year 7; What is Geography? (Powerpoint) • https://www.youtube.com/watch?v=ri0_ijyFni4 • The World Is Just Awesome (Boom De Yada) | Discovery – YouTube • Rdrive; Geography; KS3; Learning Journey Year 7		✓		✓		✓
DRAFT	Comparison of pupil's own definition and dictionary definition. Correction of categorisation of topics into Human and Physical Geography. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: physical, nature, environment, human and fieldwork. Tier 2: Define, explain, relationships, interrelated.			✓			
Numeracy	Use of statistics to illustrate human and physical geography			✓			
Challenge	Make a word cloud of topics that are related to Geography. Make a list of careers that are related to Geography and pick one that they like in particular. Explore how Geography can help you in the future and see how it relates to other subjects.	✓					✓

Curriculum Content

Year 7

Topic	**Countries and Continents**	C	R	E	A	T	E
NC Learning Intention	• To extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. • To interpret aerial and satellite imagery and build upon knowledge and application of atlas'.						
Lesson Learning Intentions	1. Define the term country and continent and identify the 7 continents of the world using a world map.		✓		✓	✓	✓

	2. Describe the locations of oceans in relation to countries. 3. Identify at least one characteristic each continent has, whether that describes their landmarks, climate or animals. 4. Start to explore how to read an atlas, using these skills to identify countries of interest – Brazil, Russia, India, China.						
Lesson Tasks	• Pupils will give prior knowledge of what a country is by listing as many countries they can on a whiteboard. This allows pupils to start implicitly thinking about their knowledge and categorising it into country or continent. • Define the terms country and continent. • Using a map template on the board, pupils will identify the 7 continents and where they are located. • Teacher will lead a summary of characteristics of each continent to beginning exploring what the continents are known for. Pupil input will also allow teacher to assess prior knowledge. • Pupils will be given a map template to match up the continent names and where they are on the map, pupils will colour to the appropriate continent. • The fact boxes, containing characteristics under each continent, will then be matched up to allow pupils a method of learning and remembering where continents are located. • Challenge – pupils who have successfully identified continents, oceans and characteristics will begin to use the atlas to identify certain countries that will be used in Year 7 topics i.e. Brazil, Russia, India, China, UK.		✓		✓		
Resources	• Atlas – Geog. Atlas/ Oxford Atlas • Rdrive; Geography; KS3; Year 7; – Countries and Continents (Powerpoint) • Worksheet – World map template • https://www.youtube.com/watch?v= • Five Oceans Song – Bing video		✓		✓		✓
DRAFT	Pupils will produce their own definition of country and continent and redevelop these. Pupils will reflect on the match up task in relation to the characteristics. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go		✓				

	• Summative and Formative assessment						
Literacy	Tier 3: Countries, continents, oceans, longitude, latitude, borders, atlas. Tier 2: Identify, Describe, Locate, difference, characteristic.			✓			
Numeracy	Longitude and latitude to locate			✓			
Challenge	Pick 5 HIC's, NEE's and LIC's and draw their flags. Research one country from each continent and create a fact file using key characteristics ie. GNI, life expectancy, literacy rate, population size. Summarise characteristics and facts about each continent.	✓					✓

Curriculum Content

Year 7

Topic	**The geography of the UK**	C	R	E	A	T	E
NC Learning Intention	• To examine aspects of human geography including population, economic activity (primary, secondary, tertiary and quaternary sectors). • To understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. • To interpret topographical, thematic and aerial satellite photographs to explore the geography of the UK. • To build upon knowledge and application of atlas', develop spatial and locational knowledge.						
Lesson Learning Intentions	1. Describe and identify the 4 main countries that are contained within the British Isles and their borders. 2. Describe and identify the features of cities, towns, rivers, and mountain ranges within the UK. 3. Explain how the economy of the UK has changed from 1960's to present day, by using the 4 job sectors (primary, secondary, tertiary and quaternary) and analysis of pie charts. 4. Describe the distribution of population and interlink this with the natural environment, whether this is highly distributed in urban areas or rural areas. Link this distribution with such factors of economy, physical features and political reasons.	✓			✓	✓	✓

	5. Explain how the UK is seen as a global country in the wider world, analysing such factors of language, tourism, transport, trade, organisations and politics.						
Lesson Tasks	Physical features of the UK • Pupils will identify the countries in the British Isles and label the countries on a UK map template. Pupils will also draw approximate borders to show the difference in countries environmentally. • By utilising an atlas, pupils will add main cities and rivers (identified by the teacher) on to their UK map, producing a key ensuring high expectations of map skills. • A UK topographical map will be placed on the board, pupils will be asked what the term 'topography' means and will identify the two mountain ranges 'Grampians and Pennines' onto their map. • Pupils will use their 'spatial awareness' to decipher where their own personal geographical location is. Pupils will identify that they live in the British Isles, United Kingdom, England, South East, Essex… showing a range of geographical scales. UK population • Show prior knowledge and identify what country in the UK has the most population and define the term 'population'. • Define the term migration and analyse the reasons why people may migrate into the UK. Reasons may include good jobs, housing, education and stability. • Define the terms, rural and urban areas and will be able to use their own UK map to identify areas of rural and urban. • By using a differentiated task, either use a compass or premade sheet to create their own population density maps to show where most people are found in the UK and the least. UK economy • Define the term 'economy' and link the word to current issues in the UK – 'the cost of living crisis' 'UK recession'. • Use a Venn diagram to analyse different countries around the world and whether their economy falls into the 'HIC', 'NEE' or 'LIC' status. • Define the different job sectors 'primary, secondary, tertiary and quaternary' and give examples of jobs in each sector. • Describe the pattern from pie charts of how the UK economy has changed and suggest possible reasons why this may have occurred.	✓	✓	✓	✓		✓

	UK position • Use a range of sources to gather evidence to the investigation question of 'Is the UK a global country?' • Pupils will be given one round at a time to analyse the clues which will give them the heading and the reasons why this allows the UK to be a global country. • Rounds will include Tourism. Trade, Transport and Politics. • Accumulate a bank of geographical key terms as they progress through the investigation. • Pupils will give their final opinion and evaluate whether or not the UK is a global country and for what main factor.						
Resources	• Atlas – Geog. Atlas/ Oxford Atlas • Rdrive; Geography; KS3; Year 7; The geography of the UK – Folder (PowerPoints – Lesson 1 to 1 to 4) • Worksheets – UK map template, population density map, investigation sources. • Compass Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)		✓		✓		✓
DRAFT	Homework 6-mark question – adding finer examples and figures from the map. Students to define their own key terms and redevelop. Corrections of countries and job sectors miscategorised. DRAFT of homework tasks. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Topography, borders, population, rural, countryside, migration, population, population density, economy, Commonwealth, Brexit, European Union, Tourism, global, economy, primary, secondary, tertiary, quaternary. Tier 2: Locate, analyse, suggest, identify, sectors, justify, present.			✓			
Numeracy	Population density map, Venn diagram, Pie charts of economy data and population pyramids.			✓			
Challenge	Create a UK map showing how humans and nature are linked in certain areas. Pupils will use cross curricular knowledge on political organisations and be able to form their own	✓					✓

	opinion on Brexit and the idea that the UK is a global country. Pupils will be able to research and identify Geography related careers and suggest which job sector they are an example of. Pupils will use current issues of the world to explain the meaning of the economy and whether or not they believe the economy of a country can change. Pupils will be able to explain if the distribution of wealth in the UK is equal or unbalanced.						

Curriculum Content

Year 7

Topic	Map skills	C	R	E	A	T	E
NC Learning Intention	• To interpret Ordnance Survey maps in the classroom, including using grid references and scale. • To build on their knowledge of maps and apply, develop this knowledge routinely in the classroom. • To extend locational knowledge and spatial awareness.						
Lesson Learning Intentions	1. Identify what makes a good map using BOLTS – Border, Orientation, Legend (Key), Title and Scale. 2. Identify the 4-point compass and compare it to the 8/16-point compass. 3. Describe, using compass directions, locations of towns in Essex. 4. Identify map symbols on an OS map and explain why we need them. 5. Describe the topography of an area by using contour lines. 6. Calculate the distance of an area on an OS map by using a scale. 7. Describe the 4 figure and 6 figure grid references on an OS map and explain the importance behind grid references.			✓	✓	✓	✓
Lesson Tasks	Map Symbols • Define the term map symbols and begin to name symbols that they may have seen before (checking prior knowledge). • Use an OS map to identify map symbols they have just learnt. • Categorise map symbols into their uses, transport, tourism, abbreviations. Compass Directions	✓		✓	✓		

	• Identify the 4-point compass and 8-point compass. • Using the compass directions, pupils will use a map to explain how one town is situated to another. • Cross curricular task – assessing knowledge, pupils will stand up and act as the compass. Using compass directions and degrees, pupils will be able to recall what compass point they are standing at. Distance and Scale • Pupils will be shown a range of scales used on a map. Teacher will show how each scale can be used. Categorise scales to assess their knowledge acquired. • Match up scales that they would use to a list of potential map suggestions. This will allow pupils to see how scales are appropriately made. • Teacher will demonstrate how to measure straight line distances, using a ruler and comparing it to the scale line. Use a worksheet to work out their own distances from letters to letters. • Teacher will then demonstrate how to measure accurate distances. Using the same worksheet, calculate the accurate distance using the footpaths. Grid references • Start with a treasure map and identify the coordinates of the treasure chest. This will inform pupils of the thinking behind grid references. • Teacher will then place a blank grid on the board and ask students how they would acquire a 4-figure grid reference. • Write instructions to themselves (in their book) on how to get a 4-figure grid reference. To reinforce this knowledge, pupils will identify a range of 4 figure grid references. • Teacher will then explain how to get a 6-figure grid reference and pupils will write instructions into their book. • Recall knowledge by answering questions based on this using an OS map. Contour Lines • Pupils will be shown what a 'contour line' is and how they are able to read them. • Write down key characteristics of contour lines. • Pupils will be given models of different contour line shapes. From this, they will draw the map view of how they would look like (and annotate it). They will also draw the reality view of what it looks like in real life. This will enable pupils to the purpose of the contour						

	lines and draw links with natural environments. • View an OS map and will be asked to identify the features such as: gentle slopes, steep slopes, metres above sea level and spot heights.						
Resources	• Rdrive; Geography; KS3; Year 7; Map skills – Folder (PowerPoints – Lesson 1 to 5) • Worksheets – Town map, grid reference template. • Rulers, contour line models • Atlas – Geog. Atlas/ Oxford Atlas • https://senecalearning.com/ • OS maps (paper version) – Southend		✓		✓		✓
DRAFT	Correction of tasks – match up scales, 4 and 6 figure grid references. Adding detail to drawings of contour lines i.e. spot heights and height above sea level. DRAFT of homework tasks. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: OS maps, BOLTS, north, east, south, west, border, orientation, legend, title, scale, Distance, scale, ratio, linear, word scale, easting, northing, grid reference, contour, spot height. Tier 2: Label, define, locate, calculate, measure.			✓			
Numeracy	Use of a ruler to calculate the scale, ratio proportionate to figure on a map. Use of grid references and height above sea level on contour lines.			✓			
Challenge	- Pupils may make their own map of the classroom or of their bedroom labelled with appropriate map expectations. - Look on Bing maps and identify the symbols in your hometown. - Create instructions on how to get from your house to school using a map.	✓					✓

Curriculum Content

Year 7

Topic	Ecosystems	C	R	E	A	T	E
NC Learning Intention	• To understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia. • To understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • To extend locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Asia and Middle East.						
Lesson Learning Intentions	1. Identify the term 'ecosystem' and compare to the term 'biome'. To give examples of biomes and describe where they are located around the world. 2. Explain what a food chain is and the features that make up a food chain. 3. Explain how humans and nature can change ecosystems and evaluate what impact this could have on the world. 4. Identify the climate of a hot, cold desert and tropical rainforest and describe where they are located. 5. Describe and explain the adaptations of an animal and plant in a hot & cold desert (a hostile environment) and the tropical rainforest. 6. Explain the challenges (through case studies – Malaysia, Sahel, Antarctica) that threaten these environments and suggest possible solutions to reduce the impacts.	✓		✓	✓	✓	✓
Lesson Tasks	What is an ecosystem? • Identify the terms 'ecosystems' and biomes and name examples, showing their prior knowledge. • Sort their biomes by their climate using a Venn diagram. This links to the biome pyramid which categorises biomes into hot, wet, dry and cold. • Use a map to identify locations of biomes and suggest countries that may be examples of those climates. Food chains and food webs • Use cross curricular knowledge to explain what a food chain is and how it helps an ecosystem. Define the term 'interdependent' to allow them to learn about the interaction between human and natural processes. • Watch a video to identify the key features of a food chain and be able to describe the role of each feature to allow a food chain to work.	✓		✓	✓	✓	✓

	• Develop their own food chain and correctly label the food chain with the key features – producer, composer, and decomposer. Climate and adaptations of Cold and Hot desert • Using a climate graph, interpret the most and least rainfall, most and least temperature of a designated area. This will allow pupils to gather an idea of the climate for a hot desert. • Using a cartoon, define the term 'adaptations' and explain why adaptations may occur. • Using pictures of animals from a range of biomes, suggest adaptations that will allow the animals to survive in their locations. • Teacher will pick one animal and plant from each desert environment (hot and cold). Label and explain what adaptations they have and why they have them. (Hot – Camel and cactus, cold – polar bear and artic poppy/lichen). Opportunities and Challenges in the Sahel desert (Africa) • Identify the location of the Sahel desert on a map. • Analyse a climate graph to introduce the climate of this graph. • Identify and explain the opportunities of living in the Sahel desert and how this allows the area to develop (farming, mining, tourism, energy). • Identify and explain the challenges of living in the Sahel desert and how this hinders their development (accessibility, extreme temperatures, lack of rainfall) Opportunities and Challenges in Antarctica • Identify the location of the Antarctica desert on a map. • Analyse a climate graph to introduce the climate of this graph. • Using resources, identify and explain the opportunities of living in Antarctica and how this allows the area to develop (tourism, energy, research). • Using resources, identify and explain the challenges of living in Antarctica and how this hinders their development (accessibility, extreme temperatures, environmental issues) Climate and features of a tropical rainforest • Compare a climate graph from a desert to a rainforest, to analyse how different they are in characteristics. • Watch a video to show the four different layers of the rainforest (emergent, canopy, understorey and forest floor). • Match up the plant adaptation keywords and the definitions. Opportunities and Challenges in Malaysia (Asia)						

	• Identify the location of rainforests and specifically Malaysia. • Using a bar graph showing deforestation, analyse what is happening to the rate of deforestation. Also suggest ways of reducing deforestation, by linking it to other areas like the Amazon Rainforest.						
Resources	• Rdrive; Geography; KS3; Year 7; Ecosystems – Folder (PowerPoints – Lesson 1 to 7) • Worksheets – Biome map, biome pyramid, Sahel opportunities and challenges, rainforest characteristics Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) https://www.youtube.com/watch?v=KMdD6TTDZ_g https://www.youtube.com/watch?v=YuO4WB4SwCg		✓		✓		✓
DRAFT	Correction of match up tasks – plant adaptations in a rainforest. Adding labels to food chains. DRAFT homework task – how ecosystems change. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: rainforests, deserts, emergent, climate, deforestation, food chain, food web, consumer, producer, decomposer, biome, ecosystem, biotic, abiotic, sustainable. Tier 2: challenges, opportunities, locate, identify, define, analyse, patterns, rate, describe, explain.			✓			
Numeracy	Venn diagram, Climate graph, Bar graphs (Deforestation rates).			✓			
Challenge	Research a case study of a wildfire or flood and see how it changed the environment. Create a poster of examples of animals and how they are adapted in different biomes around the world. Research news updates on the rates of deforestation and how this links to global warming. Watch documentaries to further their knowledge on how biomes change and how animals/plants are adapted to their environment. (Planet Earth). Make dioramas based on their favourite biome showing their knowledge of characteristics.	✓					✓

Curriculum Content

Year 7

Topic	Development	C	R	E	A	T	E
NC Learning Intention	• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, focusing on the key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences and links between places through the study of human geography. • Understand, through the use of detailed place-based examples at a variety of scales, the key processes in human geography relating to: population and urbanisation, international development, and the use of natural resources. • Build on their knowledge of maps and develop this knowledge routinely in the classroom and in the field.						
Lesson Learning Intentions	1. Define the term development and suggest examples of countries that are classed as 'HIC's', 'LIC's' and 'NEE's'. 2. Explain how development indicators show whether a country is most or least developed. 3. Evaluate the methods of GNI (gross national income) and HDI (Human development index), in how they are used to show whether a country is developed or developing. 4. Define the terms 'Standard of living' and 'Quality of life'. Explain indicators that would show whether a country has a good SOL or QOL. 5. Assess the impact of tourism in Jamaica and question whether this has a positive effect of the development of the country. 6. Assess methods of 'reducing the development gap'. 7. Evaluate the positives and negatives of using Aid in a country and give examples. 8. Evaluate the positives and negatives of using fairtrade and give examples.				✓	✓	✓
Lesson Tasks	Introduction to the development gap • Starter – get pupils to define the term develop, aid learning with pictures of examples of the term develop. Get pupils to think about how this word can relate to geography.	✓		✓	✓		✓

	• Recap the terms HIC and LIC ask for examples of these countries. • Match up the development indicators and their definitions. Explain how having high or low of these indicators shows a country is developed. • Using examples of countries with these indicators, get pupils to pick out which country is the most and least developed. Measurements of development • Look at different maps of information, pupils will guess what they believe they are showing (clue; all maps are about indicators of development). • Introduce the Brandt line and ask pupils why it is outdated. Get pupils to give examples of countries that may not fit into the 'rich north' and the 'poor south'. • Define the term 'newly emerging economy' and be introduced to BRIC's the first 5 top emerging countries. • Look at ways of measuring development on a map and evaluate which method is better; GNI or HDI. Pupils will be shown the HDI scale to compare the countries that would be classed as developed. • Using an atlas, colour in the countries that are classed as HIC, NEE and LIC's, to enable pupils understanding of world countries and expand their skill of using an atlas. Standard of living and quality of life • Using the game of family fortunes, come up with the 7 most popular things that people in the world want to have. This introduces them to ideas of SOL and QOL. • Define the terms SOL and QOL and identify the differences between the two. • Using a table, fill out the factors that show whether a country has a high or low SOL/QOL. • Analysing two contrasting photos, pupils will comment on whether the people in the photo a high/low QOL/SOL. Justification skill have also been used to support their opinions with evidence from the photo. • Discuss the idea of whether a high QOL means you must have a high SOL. Tourism in Jamaica • Identify what a tourist is and discuss when the pupils were last a tourist. Develop understanding onto the term 'tourism' and what it encapsulates. • Identify using a map, the geographical location of Jamaica, challenge pupils to see whether they think it is an LIC or HIC. • Use prior knowledge and discuss why they think people visit Jamaica. Discover facts about						

	Jamaican culture. • Using a map, pupils will look at the natural and human features of Jamaica and explain why people do visit the island. • Pupils will use a table to evaluate the positives and negatives of tourism in Jamaica. They will use key words to categorise them into economic, social and environmental. Aid and Fairtrade • Recap the indicators of development and whether they are examples of HIC or LIC's. • Introduce Non-governmental organisations and define the term aid. • Mind map items that could be given as aid and categorise them into short term or long term. • Evaluate positives and negatives of why aid is useful in improving development. • Introduce fair trade and identify where it takes place around the world.						
Resources	• Rdrive; Geography; KS3; Year 7; Development – Folder (PowerPoints – Lesson 1 to 5) • Geog. Atlas/ Oxford Atlas. Geog. 1 textbook. • Worksheets – Indicators of development, world map template, tourism in Jamaica worksheet, development homework. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) https://www.youtube.com/watch?v=_HPpuozyvAw https://www.youtube.com/watch?v=-XbP4cn8xhU		✓		✓		✓
DRAFT	Correction of match up task for development indicators. Improvements to justifications of photo analysis – SOL and QOL Homework examples – Development sheet • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3 - primary, secondary, tertiary, quaternary. low-income country, higher income country, newly emerging economies, aid, fair trade, tourism, literacy rate, birth rate, death rate, life expectancy, human development index, gross national income, gross domestic product, standard of living, quality of life. Tier 2 – Define, evaluate, positives, negatives, explain, examples, indicators, impacts, effects, pattern.			✓			

Numeracy	Maps, HDI scale (ranking), Venn diagrams, population pyramids, bar graph, table figures.			✓			
Challenge	Make a HDI scale and input a range of countries rankings to show examples of HIC's, NEE's and LIC's. Create two diary entries between two pen pals in contrasting countries to show their differing levels of development. Research Ben and Jerry's ice cream and see how their company uses fairtrade. Research Jamaica and create a case study around how tourism affects Jamaica. Research a secondary form of tourism (safaris) – National Parks and identify their impact on places of the world; Africa, USA.	✓					✓

Curriculum Content

Year 7

Topic	**Hydrology (Rivers, lakes and sea)**	C	R	E	A	T	E
NC Learning Intention	• To interpret Ordnance Survey maps in the classroom, including using contour lines, topographical, thematic maps, aerial and satellite photographs. • To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in hydrology. • To extend their locational knowledge and deepen their spatial awareness of the world's countries using maps including Middle East, Asia and the UK. • To understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems.						
Lesson Learning Intentions	1. Identify where water comes from (through the water cycle) and how it ends up being stored in rivers, lakes and seas. 2. Describe the location of famous examples of bodies of water using maps. 3. Identify the features of a drainage basin and explain how a rivers characteristic changes as it passes through the upper course to lower course. 4. Explain how a waterfall forms in the upper course of a river.				✓	✓	✓

	5. Explain the formation of meanders and how they change into oxbow lakes. 6. Explain the causes of a flood and utilise two contrasting case studies of the river Thames and river Ganges (Bangladesh) to identify the different effects. 7. Evaluate the flood defences being used in two contrasting areas of the world. 8. To investigate the Aral Sea, what is occurring? Why is it occurring? What will the future of the Aral Sea look like?						
Lesson Tasks	Introduction to hydrology • Think about where water comes from and the sources of water. Students will label a diagram on the water cycle to show their prior knowledge. • Show how water travels, whether this is in the ground or on the surface – infiltration, groundwater flow and surface run off. • Identify on a world map where certain bodies of water are, this will enhance their locational knowledge. Drainage basin • Look at the features of a drainage basin and see if they can match them up with their definitions. Students will then place these features onto a diagram. • Define the term 'cross profile' and 'long profile'. Using a worksheet, pupils will add the landforms, characteristics and processes that are present in the upper to lower course of the river. • Mind map the processes involved in the river and be able to explain how they affect the river. Waterfalls • Introduced to a starter activity to identify the tributaries, source and mouth of a river. This recaps prior knowledge of previous lesson. • Shown a video regarding the formation of the waterfall. • Using step by step pictures, students will label keywords at each appropriate point. Pupils will copy the diagram and labels into their books. Meanders and Oxbow Lakes • Pupils will be asked to write sentences regarding the formation of a waterfall, this recaps prior knowledge of the previous lesson. • Pictures will be shown to ask students what they think meanders are, where they are on the course of the river and what processes are involved.	✓	✓	✓	✓	✓	✓

	• Label a cross section of a meander to show its features. • In sentences, explain the formation of a meander using such terminology as; riffle, pool and thalweg. • DRAFT will be completed by using a model answer to show pupils what they needed to include. • Use a step-by-step diagram to label and explain how a meander transforms into an oxbow lake. • Satellite videos will be shown to show this transformation of a meander into an oxbow lake. Case study; River Thames • Have discussion to come up with factors of how a flood can form. These could range from human and natural factors. • Pupils will be shown a satellite image of the river Thames to get them thinking about where the source and mouth of the river are (recapping prior knowledge of drainage basins). Using graphs, identify when floods have occurred on the river Thames and use maps to show where flooding is most likely to occur. • Explain and analyse the defences in place along the river Thames, looking at Thames Barrier and embankments. Case study; Bangladesh • Watching a video, ask the students how Bangladesh is prone to flooding. Identify the factors involved – many rivers, ice melting, monsoons and near the sea. • Use a case study figure to analyse the effects of a Bangladesh flood. Get students to think and compare to the River Thames, would we have worse or better impacts than Bangladesh? Think about the reasons why Bangladesh may have worse effects, does it affect their development? • Research ways that Bangladesh supporting its population and what methods are they using to solve the problem. Investigation; Aral Sea • Pupils will be introduced to the investigation title 'What happened to the Aral Sea?'. • Pupils will be given a range of sources to explain- where the Aral Sea is, what has happened to it, and what does the future hold for the sea? • Form their own opinion about what the main causes are and if this sea will ever return to						

	its normal state.						
Resources	• Rdrive; Geography; KS3; Year 7; Hydrology – Folder (PowerPoints – Lesson 1 to 7) • Worksheets – World river map, card sort activity Bangladesh, investigation resources Aral Sea, drainage basin worksheet, waterfalls, meander and oxbow lake. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) https://www.youtube.com/watch?v=xWG_uzLmuug Waterfalls - Formation of erosional and depositional features in river landscapes - Higher Geography Revision - BBC Bitesize river time lapse - Ucayali river time lapse - YouTube Royal Geographical Society - Resources for schools (rgs.org) Case Study 1: The Thames Barrier | Coastal Processes, Hazards, and Society (psu.edu)		✓		✓		✓
DRAFT	Adding key points into the formation of a meander task using a model answer. Correction of match up tasks in relation to the drainage basin. DRAFT homework – waterfall formation sheet. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3- flooding, drought, meanders, oxbow lakes, thalweg, slip off slope, riffle, pool, river cliff, neck, scar, monsoon, overhang, plunge pool, mouth, source. Tier 2 – Define, identify, explain, describe, sort, categorise, patterns, rich, poor, defence			✓			
Numeracy	Bar graphs (showing flooding events), development indicator tables.			✓			
Challenge	Research wider examples of rivers that have changed over time, whether that be for human reasons or natural reasons. Examine the highest waterfall in the world to see how it was formed (Angel falls – Venezuela). Research the Aral Sea to aid their investigation.	✓					✓

Curriculum Content

Year 7

Topic	Life in Africa	C	R	E	A	T	E
NC Learning Intention	• To extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa. • To understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa. • To understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in population, international development, economic activity and the use of natural resources.						
Lesson Learning Intentions	1. To identify and locate physical features in Africa including countries, rivers and ecosystems. 2. To describe the plants and animals that are found in Africa. 3. To evaluate the impact tourism has in Kenya/South Africa in terms of their development. 4. To explain why Africa suffers the effects of droughts and what can be done to reduce this. 5. To evaluate the use of education in Africa and suggest how this can be improved to increase development.				✓	✓	✓
Lesson Tasks	Introduction to Africa • Using a map, pupils will explore how big Africa is in comparison to other continents. Facts about Africa will be discussed regarding the myth that Africa is a country! • Using an Atlas, pupils will label a map of Africa with key features – countries, rivers, deserts, mountains, and iconic groups – Horn of Africa. Plants in Africa • Assess prior knowledge by asking pupils to write down all the African countries that they know. • Use a map to show the differing 'climates' of Africa and explain the reasons why (equator, sun angle) • Read a 4 different climate graphs and ask pupils to identify the place with the most and least rainfall. Challenge pupils to link where the climate graphs are and where the countries are in Africa. • Recap the term 'adaptation' and ask pupils to form a table which will show the three	✓		✓	✓		✓

	different examples of trees in Africa. Pupils will go through information regarding; The umbrella tree, the baobab tree, and the rubber. Combining teacher led and pupil led discussions both will complete the table with description of the tree and the explanation of why it is adapted. Tourism in Kenya/South Africa • Suggest names of animals using each letter of the alphabet. • Introduction into what a safari is so pupils can analyse the positives and negatives. • Name the BIG FIVE that they may see on a safari. Using a range of video links, pupils will create a fact file on animal that they choose. Drought in Africa • Start with an anagram to see if they can come up with the title for the lesson, enabling literacy skills. • Using pictures to help, pupils will define what a drought is. • Whilst watching videos, pupils will explain what causes a drought and what the effects may be. • Using a map, pupils will explain the pattern of where droughts my occur and come up with reasons to support this pattern. • Cross curricular themed task – UN General secretary asks pupils to use £1000 to create a drought survival pack for a refugee. Education in Ghana • Pupils will take part in a silent debate, discussing the importance of education and whether everyone should have the opportunity of being able to go to school. This will improve pupils debating skills, writing skills and social skills. • Facts about Ghana will be shown on the board to get pupils to think about how lucky they are that they have an opportunity to go to school. • Discuss the challenges that schools may face in Ghana and come up with solutions to help. • Pupils will be introduced to the “Porridge for Pens” charity that has built a school in Ghana called the Bridlington Academy. Education in Ghana (Pen pals) • Pupils will use this lesson to write letters/ emails to pupils at the school which will be sent off. Education in Ghana fundraiser						

	• Take part in a fundraiser – pupils to walk the length it takes to get to the school in Ghana, whilst carrying buckets! Pupils will be sponsored, and money will be sent to the Bridlington Academy.						
Resources	• Atlas – Geog. Atlas/ Oxford Atlas • Rdrive; Geography; KS3; Year 7; Life in Africa – Folder (PowerPoints – Lesson 1 to 7) • Worksheets – Map of Africa, Links for animal videos - Africa elephant https://www.youtube.com/watch?v=Fk3VdpuFx0Q • Giraffe https://www.youtube.com/watch?v=54DcFfDy_UU • Hippos https://www.youtube.com/watch?v=ks_P46IZCxk • Crocodiles https://www.youtube.com/watch?v=qyTNzTYFqlw&t=42s • Lions https://www.youtube.com/watch?v=tlZwYsJpqjo&list https://www.youtube.com/watch?v=O5a6yHSI0L0 https://www.youtube.com/watch?v=GnSYUib3lKo – https://porridgeandpens.org/		✓		✓		✓
DRAFT	Making second copies of pen pal emails/letters to send to Ghana. Homework tasks • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Safari, tourism, big five, drought, adaptation, baobab, climate, climate graphs, perception, myth. Tier 2: define, example, debate, positives, negatives, education, letter, fundraise, challenges, description			✓			
Numeracy	Analysis of data on the climate graphs, Calculations of money.			✓			
Challenge	Research the United Nations and see how they are helping countries across the world with droughts and development challenges. Research the NGO water aid and see how they help people in droughts. Create a script acting like you are a tour guide on a safari. Create a poster to raise awareness of the Porridge for Pens fundraiser. Create a form tutor slide to raise awareness of the shoe box appeal.	✓					✓

	Research Ghana and create a fact file.						

Curriculum Content

Year 7

Topic	Weather and Climate (GIS and Fieldwork)	C	R	E	A	T	E
NC Learning Intention	• To use Geographical Information Systems (GIS) to view, analyse and interpret places and data. • To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. • To understand, using detailed place-based exemplars at a variety of scales, the key processes in weather and climate.						
Lesson Learning Intentions	1. Identify the difference between the terms weather and climate. 2. Describe what weather instruments are used and explain how they are used to identify the weather. 3. Obtain fieldwork data using handmade and scientific instruments. 4. Analyse the aspects of a weather forecast and use GIS to create your own weather forecast.				✓	✓	✓
Lesson Tasks	Introduction to weather • Identify the difference between weather and climate. Show the different factors that affects the weather of places. • Look at different factors that make up the weather i.e. amount of rainfall, humidity, temperature, wind speed. • Look at a map of the UK and discuss why not everywhere has the same weather. Weather instruments • Look at different instruments that are used to measure the weather. • In groups, create a rain gauge. • Place out the instruments into contrasting areas. Fieldwork lesson • Gather the fieldwork data and create graphs ready to be used for the GIS IT lesson.	✓		✓	✓		✓

	What makes a good weather forecast? • Learn the different features of a weather forecast. • Produce a key for the symbols used – i.e., cold and warm front, wind speed, rain. • Watch a weather forecast to show the format of how they present their data. • Pupils will be introduced to what GIS is and how helps show research. GIS – IT lesson – creating a forecast. • In groups, pupils will create maps to show their weather forecast on PowerPoint. Using different layers, pupils will be introduced to GIS and how to use it. • Pupils will create a speech to go with their forecast. EA Weather broadcast • In groups, pupils will present their forecast to the rest of the class.						
Resources	Rdrive; Geography; KS3; Year 7; Weather and climate – Folder (PowerPoints – Lesson 1 to) • Worksheets – Computer room – use of maps and fieldwork data. Plastic bottles, weather instruments.		✓		✓		✓
DRAFT	Making improvements to weather forecast speech. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Weather, climate, barometer, anemometer, pressure, cold front, warm front, Jetstream, forecast, meteorologist, GIS, precipitation. Tier 2: Fieldwork, investigate, aim, methods, define, analyse, describe, construct, contrast.			✓			
Numeracy	Use of GIS, primary research collected by fieldwork, climate graphs, weather forecast maps.			✓			
Challenge	Build your own weather instruments and investigate the weather from your own house. Produce a poster on the skills needed become a weather forecaster. Produce a poster on how to read a weather forecast map. Produce a guide on how to read and identify different clouds. Produce a leaflet on how to use and build weather instruments.	✓					✓

Curriculum Content

Year 8

Topic	Brazil; Newly emerging economy	C	R	E	A	T	E
NC Learning Intention	• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps – focusing on their environmental regions, key physical and human characteristics, countries and major cities. • Human geography; population and urbanisation, international development, economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. • Understand how human and physical processes interact to influence, and change landscapes, environments and the climate: and how human activity relies on effective functioning of natural systems. • Using topographical and other thematic mapping, and aerial and satellite photographs. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.						
Lesson Learning Intentions	1. Describe the geographical location of Brazil and explain why it is a newly emerging economy. 2. Describe the physical features of Brazil including; climate, topography, ecosystems and vegetation. 3. Describe and explain the resources Brazil gains to earn money. 4. Evaluate the conditions of living in a favela including the opportunities and challenges. 5. Explain how the Olympics affected Brazil and its economy. 6. Evaluate the methods used to improve Brazil's economy; Favela Bairro Project and Project favela.				✓	✓	✓
Lesson Tasks	Introduction to Brazil • Mind map words that are associated with Brazil. Pupils will revisit this in a weeks' time to add more words that they have learnt. • Pupils will give a geographical location of where Brazil is.		✓	✓	✓		

	• Using an outline of Brazil, pupils will add many layers to their map; towns and cities, tropical rainforest, and climate zones. Brazil's riches • Using a climate graph, pupils will identify the most and least rainfall/temperature. This will then be matched with climate graphs of different areas of Brazil. • Pupils will identify what resources Brazil has ie. wood, minerals, coffee.. • Using a mind map regarding the resources, the advantages and disadvantages of obtaining these resources will be identified to show the opportunities and challenges that these present. People of Brazil • Describe how the population of Brazil changes by using a table. Pupils may be able to give reasons why the population may have increased. • A timeline will be developed to show how and why Brazil's population has changed regarding the slave trade. • Pupils will also be introduced to a proportional graph to show where most people are located in Brazil – mostly found in the south coast. • The reasons why people are found in cities will be introduced using push and pull factors. Life in a favela • Pupils will be 'Geog'ing their memory in the starter which asks them to recap information that they have discussed previously. • Pupils will draw what they believe is on the other side of the picture (hotels and swimming pools). The photo produces emotions of shock and disgust as pupils will question whether this photo is real. • Through the use of a video, challenges and conditions of a favela will be mind mapped. Pupils will see where most favelas are in Rio de Janeiro in particular. Development in Brazil • Pupils will be introduced to TNC's (transnational corporations) and the HDI scale. This allows pupils to see where Brazil is at in terms of its development. • By watching a video, pupils will list the positives and negatives of the Olympics and how it has impacted the development of Brazil. Challenges in Brazil • Mind map of challenges in Brazil will be discussed using a range of resources. Pupils will						

	expand on how it impacts Brazil's development. • Pupils will look at how to solve these issues by reading a case study on Favela Bairro Project. This will be compared to Project Favela which is a short term solution.						
Resources	RDrive; Geography; KS3; Year 8; Brazil – Newly emerging economy (PowerPoint Lesson 1 to 6) Geog. Atlas/ Oxford atlas. Geog.1 textbook. • Worksheets – Brazil map, favela picture, favela bairro case study https://www.youtube.com/watch?v=c3BRTlHFpBU&t=51s https://www.youtube.com/watch?v=acx7w2cOjyY&t=177s Brazil 2016 Olympics: Regenerating Rio de Janeiro - BBC News https://www.youtube.com/watch?v=vLWwtf7ck7A https://www.youtube.com/watch?v=_HLCpOkqn_I		✓		✓		✓
DRAFT	Expanding the advantages and disadvantages of obtaining resources Homework DRAFT Task for population, allowing pupils to expand on reasons why population may increase • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Favela, newly emerging economy, tourism, Olympics, Rocinha, deforestation, urban, rural, push and pull factors, transnational corporations. Tier 2: Resources, define, example, distribution, location, climate, population, development.			✓			
Numeracy	Climate graph, table of population data, proportional graph, population pyramid, timeline.			✓			
Challenge	Design a model of what a favela looks like. Research the Rio Olympics and compare it to the London Olympics. Look at how sustainable the Rio Olympics was compared to Tokyo Olympics. Create a HDI scale showing how Brazil's development has increased.	✓					✓

Topic	Coasts	C	R	E	A	T	E
NC Learning Intention	• Physical geography; Understand the key processes of coasts, weathering and soils. • Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • Build on their knowledge of globes and maps. • Interpret Ordnance survey maps in the classroom including grid references and scale, thematic mapping, and aerial and satellite photographs.						
Lesson Learning Intentions	6. Identify what a coast is and give examples of different coast types. 7. Explain how waves form and what factors results in bigger waves. 8. Compare and contrast constructive and destructive waves. 9. Explain the four main erosional processes. 10. Explain how erosional landforms are formed – headland, bays, stack sequence and wave cut platform. 11. Explain how a spit is formed and changes over time. 12. Describe the movement of longshore drift and explain how it creates landforms. 13. Evaluate coastal flood management methods – hard and soft engineering. 14. Using a case study (Walton on the Naze), explain the management methods used to slow down erosion.				✓	✓	✓
Lesson Tasks	Introduction to Coasts • Define the term coast and show examples of different coastlines. • Mind map reasons why we study coasts, categorise them into social, economic, and environmental. • Compare the difference between a landform and a process, identify landforms that are made on a coastline. • Using a map of the UK, pupils will note down the different landforms and examples on the UK coastline. Waves and erosion • An explanation of how waves form, and what factors increase the size of the wave will be written down. • Pupils will look at two diagrams of constructive and destructive waves and complete the table to show the differences in characteristics of the two waves.		✓	✓	✓		

	• Define the term erosion and write down the definitions of each erosional process. Headlands and bays and stack sequence • Pupils will complete a recap task to show which waves are the smallest and biggest using the factors of how waves are formed. • The term geology will be defined. This allows pupils to see the difference between soft rocks and hard rocks. A map of the different types of rocks will be shown to allow pupils to see why no coastline is the same. • Pupils will draw a diagram of how headlands and bays are formed. Pupils will also write an explanation as to how this landform is formed. • Pupils will use the step-by-step worksheet on stack sequence to break down how waves created the different stages leading to a stump. Longshore drift and spit formation • Ask pupils what would happen if you put a ball into the sea. This allows pupils to think of something that is relatable to them. This will lead to 'longshore drift'. • Pupils to draw diagram of longshore drift along with a fill in gap to explain what longshore drift is. • Pupils will complete a fill in gap task relating to how a spit is formed. Case study; Walton on the Naze • Identify the natural and human features on a map of Walton. Question asks why would people want to visit Walton. • The geological history of Walton will be introduced to pupils, these types of rocks will also then be matched up to the layers of the soils. • Using a map, pupils will identify the different defence methods. Teacher will also introduce the Walton fieldtrip that we undertake in Year 9. • Each field site from the fieldtrip will be shown through a use of videos and photos. Pupils will undertake a field sketch from a photo of the main Walton Tower – Crag Walk. Pupils will draw and label. Hard engineering • Using grid references, pupils will identify the defences that are in place to reduce erosion and flooding. • Compare the definitions of hard and soft engineering. • Pupils will be given an information sheet on 4 hard engineering defences; they will write down						

	how the defences stop flooding and erosion from occurring. • In order to evaluate the defences learnt, pupils will fill out two top trumps to compare the effectiveness. Soft engineering • Match up the pictures and the names of the soft engineering methods. Match up the definitions to the names of soft engineering methods. • Add advantages and disadvantages to each soft engineering method. • Complete top trumps on two soft engineering methods.						
Resources	RDrive; Geography; KS3; Year 8; Coasts (PowerPoint Lesson 1 to 7) Geog. Atlas/ Oxford atlas • Worksheets – UK map landforms, types of waves table, stack sequence, wave cut platform, spit formation, hard engineering card sort, hard engineering information sheet, soft engineering sheet https://www.bbc.co.uk/bitesize/guides/zy27gdm/revision/6#:~:text=The%20fetch%20of%20the%20wave,and%20the%20rate%20of%20erosion. BBC Two - Intermediate/Higher Geography, Physical Features: Coastal Landscapes, Understanding waves http://www.bluesquarething.co.uk/geography/coasts/arch.html https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/ https://www.youtube.com/watch?v=U9EhVa4MmEs https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-sand-dune-management/		✓		✓		✓
DRAFT	Add to the 6 marker about how headlands and bays are formed. Correct Homework • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Constructive, destructive, concordant, discordant, geology, hard rock, soft rock, headlands, bays, stack sequence, fetch, erosion, longshore drift, deposition. Tier 2: Wind, location, direction, explain, describe, using a figure, evaluate, change.			✓			
Numeracy	Grid references 4 and 6 figure. Analyse tables of cost for coastal protection schemes			✓			

Challenge	Made a model out of clay showing; headlands and bays, wave cut platform, stack sequence or spits. Research news articles of Hembsy – the coastline that is eroding. Research the coastline of Holderness and evaluate the defences that are in place. Create a news article posting about the news of a coastline eroding.	✓					✓

Topic	**Natural Hazards**	C	R	E	A	T	E
NC Learning Intention	• Physical geography; understand the key processes of plate tectonics. • Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.						
Lesson Learning Intentions	1. Describe the difference between a hazard and a risk and explain what factors increases the risk of a hazard. 2. Describe the location of volcanos and earthquakes in the world and why they are found where they are found. 3. Compare the effects and responses of two countries which have contrasting levels of wealth against an earthquake (Kobe and Haiti). 4. Identify the aspects of a volcano and explain how they erupt. 5. Explain the positives and negatives of living on a volcano side. 6. Using a case study of a tsunami, explain how a tsunami forms and how this impacts on a country (Boxing Day Indonesia).				✓	✓	✓
Lesson Tasks	Introduction to Natural Hazards • On a whiteboard, write down as many hazards to check prior knowledge. • Define the term natural hazard and compare it to a natural event. • Categorise the hazards into how they form i.e. atmospheric, terrestrial. Plate margins • Starter recaps hazard knowledge of naming certain hazards. • Using homework set, pupils will go over the 4 layers of the earth, how tectonic plates form and what the continental drift theory is.		✓	✓	✓		

	• Pupils will compare the characteristics of a continental crust and oceanic crust. • Using a plate margin sheet, pupils will go through the 4 plate margins – conservative, constructive, destructive, and collisional. Drawing the movement of the plate, explanation of how it forms and an example from around the world. Kobe earthquake case study • Label the three main concepts of an earthquake structure – epicentre, focus and seismic waves. • Add in keywords into the missing gap paragraph to show how earthquakes are formed. • Match up keywords and definitions related to earthquakes. • Introduce the facts of the Kobe earthquake and watch a visual aid to support this. • Categorise the effects of Kobe into economic, social and environmental. • Mind map the factors that have increased Kobe's vulnerability. Haiti earthquake case study • Using the earthquakes of today link, find out where there has been an earthquake and ask why they are found where they are. • Introduce Haiti earthquake and compare pictures from before and after the earthquake. • Whether using a computer or in class, pupils will research the different effects. • Again, as above, pupils to research the responses of the earthquake. • Fill in the table to compare differences in Haiti and Kobe's earthquakes, this will help them to complete an evaluation question. Volcanos • Using the volcano sheet and video, add the names of the different volcano components. • Checking prior knowledge, unscramble the words to match their definitions. • Explain how a volcano erupts and why there are different types of volcanos. • Differentiated task – complete a 9-mark question regarding the differences of Kobe and Haiti, pupils to pick what sheet they want to use. Case study Volcano • Introduce the Iceland volcano from 2010, watch a video to explain why we are studying this volcano in particular. • Show the moving imagery of the ash cloud and how it affected countries across Europe, explain the impact the ash cloud would have on airplanes. • Write down the effects and responses to the Iceland volcano.						

	Living on a volcano side; explosions of volcano • Watch a video to suggest why people live on a volcano and what the dangers of living on a volcano are. • Encourage pupils to take on roleplay showing the stakeholders who would like to live on a volcano and who doesn't. • Second half of the lesson, pupils will take their homemade volcanos out onto the field and explode them to show how unpredictable explosions are! Tsunami; Boxing Day • Using photos, pupils will describe the picture by using the 5 senses. • Pupils will rearrange the statements to show how a tsunami forms. • Pupils will be introduced to the Boxing Day tsunami, looking at photos (before and after) and the Impossible film trailer. • Pupils can choose to design a storyboard or write an emotive diary about living during a tsunami.						
Resources	RDrive; Geography; KS3; Year 8; Natural Hazards (PowerPoint Lesson 1 to 8) Geog. Atlas/ Oxford atlas • Worksheets – Table for categorising hazards, plate margins, Kobe earthquake, Haiti earthquake, volcano sheet, Iceland sheet, speed dating sheet. https://www.youtube.com/watch?v=kwfNGatxUJI https://www.youtube.com/watch?v=nDFmtDr3kJM Earthquakes today link https://www.youtube.com/watch?v=WgktM2luLok Volcano | The Dr. Binocs Show | Learn Videos For Kids - YouTube https://www.youtube.com/watch?v=blDXgde1Tpg http://i.imgur.com/flMMU.gif https://www.youtube.com/watch?v=t0FwHVYSrAE https://www.youtube.com/watch?v=Bgw394ZKsis		✓		✓		✓
DRAFT	Homework DRAFT, 9 mark question evaluating Kobe and Haiti, labelling volcano concepts, earthquake features. • Verbal Feedback • Peer and Self Assessment • Knowledge Check		✓				

	• Mark as you go • Summative and Formative assessment						
Literacy	Tier 3: Atmospheric, terrestrial, hazards, risk, destructive, conservative, constructive, continental, oceanic, crust, convection cells, epicentre, focus, seismic waves, volcano, tsunami, earthquake. Tier 2: Hazard, event, risk, define, example, movement			✓			
Numeracy	Richter scale (power x 10) analysing the data. Cost analysis of events- table data			✓			
Challenge	Create a volcano model and label it with the features of a volcano. Research a volcano in an LIC and create a fact file on the causes, effects, and responses. Make an earthquake resistant building. Create a leaflet on how to live through a tsunami, earthquake and volcano. Create a map that shows the distribution of volcanos and earthquakes.	✓					✓

Topic	**Population and climate change**	C	R	E	A	T	E
NC Learning Intention	• Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • Extend their locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India). • Understand geographical similarities, differences, and links between places through the study of human geography of a region in Asia. • Human geography; population and urbanisation and the use of natural resources.						
Lesson Learning Intentions	1. Define the term population and state the three most populated countries of the world. 2. Describe how the world's population has changed and suggest reasons why. 3. Suggest how population and resources are linked and how this may change with future population increase. 4. Linking a case study to how population is managed around the world. 5. Explain what global warming is and how it is caused by human and natural factors. 6. Evaluate the advantages and disadvantages of examples of renewable energy methods.				✓	✓	✓
Lesson Tasks	Introduction to population • Define the term population. Using country cards on the table, rank which country has the	✓	✓	✓	✓		

	most population to the least. • Show three populated countries of the world and how it has changed over the last few years. • Show a map which portrays the population of the countries by changing the scale size of the country. • Construct a population map to show how the worlds population has changed over the years. Describe how the population has changed and predict the future population. Resource management • Using two different countries, ask which one is overpopulated and which one has the most resources. • Define population and resource keywords. • Using graphs, describe the relationship between the population and the resources i.e. population increases whilst car usage increases. • Consider the two population theories of Malthus and Boserup and confirm which theory is the most probable to today's population size. One Child Policy • By the end of the lesson, pupils will produce an A3 sheet based on the One child Policy. This will include such information as; population pyramids, rewards and punishments, propaganda and why the One child policy was needed. • Pupils will use different sources of information to gather facts about the One Child Policy. What is Global warming? • Using homework regarding the DTM, DRAFT task to correct the stages of development and how it affects the population. • Analyse photos and explain how the image relates to global warming and the consequences that it has. • Show the difference between global warming and climate change. • Watch the David Attenborough documentary on climate change. Causes of Global warming • Pupils will be introduced to the evidence that we use to show that global warming was a phenomenon previously i.e., ice cores, tree rings. • Pupils will be given a diagram of the greenhouse effect; this will be annotated with the different stages which leads to global warming.						

	• In groups, each group will be given facts regarding a cause of global warming. Task is to create a presentation or speech to show other pupils how their factor causes global warming. Debate and Co2 • Pupils will present their presentations. Each group will ask questions by the members of the Jury to see if pupils know their cause beyond the classroom facts. • Maps will also be shown regarding the increase concentration of CO2 in the atmosphere. Renewable energy • Prior knowledge will be assessed, asking pupils to give a definition of renewable energy and examples. • Explanation of how electricity works currently and how we get electricity from coal, oil and gas. • Pupils will create a renewable energy wheel to show the advantages and disadvantages of each example. • Examples of how we may reduce the warming crisis will be assessed; sustainable transport, fracking.						
Resources	RDrive; Geography; KS3; Year 8; Population and climate change (PowerPoint Lesson 1 to 7) Geog. Atlas/ Oxford atlas • Worksheets – population graph, country cards, DTM homework, One child Policy (pack), causes of global warming, greenhouse effect. http://www.worldometers.info/world-population/ https://www.thoughtco.com/chinas-one-child-policy-1435466 https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts https://www.youtube.com/watch?v=KEeH4EniM3E		✓		✓		✓
DRAFT	DTM homework correction, population graph description, • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Sustainable, overpopulated, optimum population, carrying capacity, renewable, non-renewable, propaganda, climate change, global warming.			✓			

	Tier 2: Population, resource, reward, punishment, define, example, assess, evaluate, pattern, describe.						
Numeracy	Formulating a population graph, population and resource graph analysis, population pyramid.			✓			
Challenge	Compare two population pyramids of the most and least populated country. Design a new innovative idea that could reduce the global warming crisis and create a speech as if you are conducting a Dragons Den bid. Research the Kerala managing population case study and compare it to the One child policy.	✓					✓

Topic	**London urban change; Stratford**	C	R	E	A	T	E
NC Learning Intention	• Human geography relating to population and urbanisation, economic activity in the primary, secondary, tertiary and quaternary sector. • Interpret Ordnance Survey maps in the classroom, aerial photographs and satellite imagery. • Build on their knowledge of maps and develop this knowledge routinely in the classroom.						
Lesson Learning Intentions	1. Describe how London has changed over the last 60 years and explain why it has changed. 2. Picking a case study of Stratford, explain what Stratford was like before the Olympics. 3. Assess the impact of the Olympics on Stratford in terms of its regeneration. 4. Explain how urban change has reduced deprivation in areas around London.				✓	✓	✓
Lesson Tasks	Urban change in London • Note down 8 pieces of information that pupils already have about London. • Give examples of push and pull factors of why people would choose London. • Using 4 sets of photos, explain how London has changed through the eras. • Mind map further ideas of how London has changed. • Using maps, show where most people were found in London previously to where they are now, and why they may have moved. Stratford • Create an acrostic poem of the London Olympics or about urban change and how London has hanged through the eras. • Through a map of deprivation of London, describe there are areas of little money. • Introduce the geographical location of Stratford and link it to deprivation.	✓	✓	✓	✓		✓

	• Define the term regeneration and suggest reasons why Stratford was the place where the Olympics needed to be. • Show the photos of what London looked like before the Olympics. London Olympics quiz • Pupils to work in groups and conduct the quiz regarding the Olympics to see if they have prior knowledge. After the Olympics • Match up pictures of what Stratford looked like before the Olympics and after. • Describe how Stratford has changed since the Olympics and complete a sheet showing the different concepts of this i.e., transport, school, housing, environment, jobs. • Evaluate whether regeneration is a positive concept or has negatives. WebQuest – London urban change • Using a computer, pupils will analyse different areas of urban change in London. Pupils will fill in information regarding the different areas of London – Islington, London docklands, BEDZED, Wembley and Battersea Park.						
Resources	RDrive; Geography; KS3; Year 8; Urban Change (PowerPoint Lesson 1 to 5) Geog. Atlas/ Oxford atlas IT computer room • Worksheets – Stratford sheet. https://www.youtube.com/watch?v=NB5Oz9b84jM		✓		✓		✓
DRAFT	Homework DRAFT, adding push or pull factors, adding changes to London • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Push, Pull, deprivation, regeneration, fridge mountain, derelict, urban change. Tier 2: Pattern, describe, borough, evaluate, poverty, analyse, link, represent.			✓			
Numeracy	Analysing and comparing data from the boroughs ina number of formats – table/graph			✓			
Challenge	Create a map of the Olympic Park site and show the different venues. Investigate the London Olympics and explain how it is sustainable.	✓					✓

Curriculum Content

Year 9

Topic	Cold Environments	C	R	E	A	T	E
NC Learning Intention	• Extend the locational knowledge of polar deserts, key physical and human characteristics. • Physical Geography relating to geological timescales, the change in climate from the Ice Age to present, and glaciation. • Understand how human and physical processes interact to influence, and change landscapes environments and the climate, and how human activity relies on effective functioning of natural systems. • Build on their knowledge of maps and atlases. • Interpret satellite and aerial imagery and photographs.						
Lesson Learning Intentions	1. Describe the features and landforms created by glaciation and explain how they form. 2. Identify the different geological timescales and describe the landscapes and human interactions of the United Kingdom at each time period. 3. Identify what an Ice Age is and how it occurred. 4. Explain what evidence can identify that the Ice Age occurred. 5. Explain what the term Archaeology means and describe the human evolution through the Ice Age.				✓	✓	✓
Lesson Tasks	What is Glaciation? • Identify the term 'glaciation' and explain what the Ice Age • Identify the glacial processes – freeze thaw weathering, rotational slip, plucking, abrasion and bulldozing. • Explain what landforms are created by each process and draw diagrams to aid with understanding. Glacial landforms (erosional) • Identify landforms that are created by erosion and explain their formations. • Use pictures and videos to explain the differences in features. • Features will include corries, pyramidal peaks, aretes, hanging valleys, ribbon lakes, glacial troughs, truncated spurs.	✓	✓	✓	✓		✓

	Glacial landforms (depositional) • Describe the different moraine types on a glacier and explain how depositional allows these features to occur. • Explain the formation of a drumlin, identify the features and characteristics of a drumlin shape. • Identify what an erratic is and where it has come from. Tourism in a Glaciated area; Lake District • Identify the glacial landforms of the Lake District. • Explain why the Lake District is used for tourism, what infrastructure do they have in place to sustain this? • What are the social impacts of tourism? • What are the economic impacts of tourism? • What sustainable strategies are being used to overcome these conflicting views? Geological timescales • Identify the term geology. • Pupils to have their own version of the geological timescale in their book for referring back to. • Explanation of how certain rocks form and how the different timescales were created. The history of the Ice Age • Pupils will explain what evidence is still present to show us that an Ice Age occurred. • Description of tree rings and how they can be read. • Identifying oxygen isotopes and ice cores. Pupils will analyse core to explain what it shows. Archaeology; Humans in the Ice Age • Relating to the geological timescales, pupils will learn about the first existence of humans and their travel across continents. • Interactions with the Ice Age will be explored from the weapons, art, and the way of life. • Maps will be used to see the progression of humans and where certain artefacts have been found to show evidence of the human movement. Future Ice Age? • Pupils to use graphs of climate data to analyse the future of an ice age. How could climate change be affecting our glacial areas?						
Resources	RDrive; Geography; KS3; Year 9; Cold Environment (Powerpoint Lesson 1-6)		✓		✓		✓

	Geog. Atlas/ Oxford atlas Human evolution | Natural History Museum (nhm.ac.uk)						
DRAFT	Homework DRAFT, explanation of glacial landform – adding key processes. 9 marker – Use of case study knowledge. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Erratic's, Moraines, Corries, Aretes, Ribbon lakes, Truncated spurs, Holocene, Jurassic, Pleistocene, Neanderthals, evolution. Tier 2: Scale, describe, explain, formation, tourism, geology, career.			✓			
Numeracy	Geological timescales analysis of figures, analysing oxygen isotope graphs.			✓			
Challenge	Discover the career of Archaeology and the process needed to acquire a job. What do they do? Where do they work? Create fact files on Archaeological sites such as 'Swanscombe Skull', the 'Chafford Hundred Gorge' and the 'Cheddar Gorge' to see what was found and what this tells us in relation to history. Create a human evolutionary tree going from previous decedents of the human species to now. Research the impact Climate Change is having on our glacial areas.	✓					✓

Topic	**Issue Evaluation;**	C	R	E	A	T	E
NC Learning Intention	• Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia, focusing on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia. • Human geography; relating to population and urbanisation, economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. • How human activity relies on effective functioning of natural systems. • Build on their knowledge of globes, maps and atlases and apply and develop this						

	knowledge routinely in the classroom. • Interpret topographical and aerial/satellite photographs.						
Lesson Learning Intentions	1. Describe the topography, climate, vegetation and population distribution of Russia. 2. Explain the demographics of Russia's population and describe the trends of change. 3. Assess the social impacts which has led to a population fluctuation. 4. Assess the state of the economy and explain how Russia is a newly emerging economy. 5. Identify what nuclear power is and assess the advantages and disadvantages. 6. Assess whether Russia should build a nuclear power plant to meet its energy needs.				✓	✓	✓
Lesson Tasks	The Geography of Russia • Identify where Russia is on a map and explain the global importance of Russia. • Pupils will create a layered map considering the different ecosystems, vegetation, topography and population distributions. The Population of Russia • Using a population pyramid of 2023, describe the demographics of the population. Describing the age range, gender and working capabilities. • Graphs will be used to show the change of population in Russia, which will be aided with explanations as to why they have changed. Introduction into Vladimir Putin and his incentives of increasing the population. The Economy of Russia • Looking at pie charts into the different job sectors Russia is currently and had previously. • Describe what goods Russia imports and exports, through maps see what trade links Russia has with the rest of the world. • Introduce the idea of an issue evaluation, titled 'Should Russia build a nuclear power plant to meet its energy demand and improve its economy?'. Nuclear power: the future? • Use a map to show what countries currently use nuclear power. • Identify how nuclear power is made. • What are the advantages and disadvantages of it? • Examples of Nuclear going wrong? Analysing news articles.	✓	✓	✓	✓		✓

	• The UK building a nuclear power plant, assess? The wars of Russia • Introduce Russia's war history and show maps of the ongoing Ukraine war. • Show students the article regarding Chernobyl and Russia 'taking' it over. • Give the history on Chernobyl and the potential risks that could take place if Russia was to use nuclear power. Issue Evaluation; The Assessment • Figures from all lessons will be placed onto a factsheet regarding Russia. • Through these resources and the lessons, pupils will make an informed decision whether or not Russia should build a nuclear power plant for the good of the country.						
Resources	RDrive; Geography; KS3; Year 9; Issue Evaluation; Russia (Powerpoint Lesson 1-6) Geog. Atlas/ Oxford atlas Introduction to Russia - KS3 Geography - BBC Bitesize - BBC Bitesize How is Russia changing? - KS3 Geography - BBC Bitesize - BBC Bitesize Russian forces seize Chernobyl nuclear power plant - BBC News Nuclear energy: What you need to know - GOV.UK (www.gov.uk)		✓		✓		✓
DRAFT	Homework DRAFT, describing patterns and adding key information from the figure. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Newly emerging economy, topography, vegetation, climate, ecosystems, nuclear power. Tier 2: Dictatorship, social, economy, assess, to what extent, population, job sectors.			✓			
Numeracy	Manipulation and analysis of population pyramid, population graphs, job sector pie charts.			✓			
Challenge	Create a fact file on Vladimir Putin, who is he? How did he get into power? Imagine a day in the life of someone who lives in Russia write about the Russian culture. Research other solutions to the energy crisis, could Russia turn to renewable energy?	✓					✓

Topic	**Coasts**						

NC Learning Intention	• Physical geography; Understand the key processes of coasts, weathering and soils. • Understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems. • Build on their knowledge of globes and maps. • Interpret Ordnance survey maps in the classroom including grid references and scale, thematic mapping, and aerial and satellite photographs. • Use Geographical Information Systems (GIS) to view, analyse and interpret places and dara.	C	R	E	A	T	E
Lesson Learning Intentions	1. Identify what a coast is and give examples of different coast types. 2. Explain how waves form and what factors results in bigger waves. 3. Compare and contrast constructive and destructive waves. 4. Define the terms 'weathering' and 'mass movement' and explain the processes of how rock is weakened and moved. 5. Explain the four main erosional processes. 6. Explain how erosional landforms are formed – headland, bays, stack sequence and wave cut platform. 7. Explain how a spit is formed and changes over time. 8. Describe the movement of longshore drift and explain how it creates landforms. 9. Evaluate coastal flood management methods – hard and soft engineering. 10. Using a case study (Walton on the Naze), explain the management methods used to slow down erosion.				✓	✓	✓
Lesson Tasks	Introduction to Coasts • Define the term coast and show examples of different coastlines. • Mind map reasons why we study coasts, categorise them into social, economic, and environmental. • Compare the difference between a landform and a process, identify landforms that are made on a coastline. • Using a map of the UK, pupils will note down the different landforms and examples on the UK coastline. Weathering and Mass Movement • Define the term 'weathering' and give examples of 'mechanical', 'chemical' and 'biological'.		✓	✓	✓		

	• Using a diagram, the three stages of mechanical freeze thaw will be identified. • Chemical weathering will be shown threw images identifying how acid rain melts rocks. • Define the term 'mass movement' and show the interaction between weathering and mass movement. • Diagrams will aid the pupil's description of the types of mass movement including rotational slip, landslide, mudflow and slumping. A video may also be used to show versions of the different mass movement types. • Plenary will involve pictures of these features and processes, they will be used to assess the learning. Waves and erosion • An explanation of how waves form, and what factors increase the size of the wave will be written down. • Pupils will look at two diagrams of constructive and destructive waves and complete the table to show the differences in characteristics of the two waves. • Define the term erosion and write down the definitions of each erosional process. Headlands and bays and stack sequence • Pupils will complete a recap task to show which waves are the smallest and biggest using the factors of how waves are formed. • The term geology will be defined. This allows pupils to see the difference between soft rocks and hard rocks. A map of the different types of rocks will be shown to allow pupils to see why no coastline is the same. • Pupils will draw a diagram of how headlands and bays are formed. Pupils will also write an explanation as to how this landform is formed. • Pupils will use the step-by-step worksheet on stack sequence to break down how waves created the different stages leading to a stump. Longshore drift and spit formation • Ask pupils what would happen if you put a ball into the sea. This allows pupils to think of something that is relatable to them. This will lead to 'longshore drift'. • Pupils to draw diagram of longshore drift along with a fill in gap to explain what longshore drift is. • Pupils will complete a fill in gap task relating to how a spit is formed. Case study; Holderness Coastline • Identify the natural and human features on a map of Holderness. Question asks why						

	people would want to visit Holderness. • The geological history of Holderness will be introduced to pupils, these types of rocks will also then be matched up to the layers of the soils. • Using a map, pupils will identify the different defence methods and the towns that have been lost as a result of no defence. • Pupils will develop a GIS map to show the change in the coastline and analyse if the defences are working. Hard engineering • Using grid references, pupils will identify the defences that are in place to reduce erosion and flooding. • Compare the definitions of hard and soft engineering. • Pupils will be given an information sheet on 4 hard engineering defences; they will write down how the defences stop flooding and erosion from occurring. • In order to evaluate the defences learnt, pupils will fill out two top trumps to compare the effectiveness. Soft engineering • Match up the pictures and the names of the soft engineering methods. Match up the definitions to the names of soft engineering methods. • Add advantages and disadvantages to each soft engineering method. • Complete top trumps on two soft engineering methods.						
Resources	RDrive; Geography; KS3; Year 9; Coasts (PowerPoint Lesson 1 to 8) Geog. Atlas/ Oxford atlas • Worksheets – UK map landforms, types of waves table, stack sequence, wave cut platform, spit formation, hard engineering card sort, hard engineering information sheet, soft engineering sheet https://www.bbc.co.uk/bitesize/guides/zy27gdm/revision/6#:~:text=The%20fetch%20of%20the%20wave,and%20the%20rate%20of%20erosion. BBC Two - Intermediate/Higher Geography, Physical Features: Coastal Landscapes, Understanding waves http://www.bluesquarething.co.uk/geography/coasts/arch.html https://timeforgeography.co.uk/videos_list/coasts/formation-of-a-wave-cut-platform/ https://www.youtube.com/watch?v=U9EhVa4MmEs https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-sand-dune-management/		✓		✓		✓

DRAFT	Add to the 6 marker about how headlands and bays are formed. Correct Homework • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Constructive, destructive, concordant, discordant, geology, hard rock, soft rock, headlands, bays, stack sequence, fetch, erosion, longshore drift, deposition. Tier 2: Wind, location, direction, explain, describe, using a figure, evaluate, change.			✓			
Numeracy	Grid references. Analysing data on the cost and effectiveness of schemes.			✓			
Challenge	Made a model out of clay showing; headlands and bays, wave cut platform, stack sequence or spits. Research news articles of Hemsby – the coastline that is eroding. Research the coastline of Walton and evaluate the defences that are in place. Create a news article posting about the news of a coastline eroding.	✓					✓

Topic	**Walton on the Naze: Fieldwork**	C	R	E	A	T	E
NC Learning Intention	• Physical geography relating to coasts. • Understand how human and physical processes interact to influence change in a landscape, and how human activity relies on effective functioning of natural systems. • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. • Interpret Ordnance survey maps in the classroom and the field, including using grid references and scale, topographical and satellite imagery.						
Lesson Learning Intentions	1. Identify the process of a fieldwork investigation and explain why we use fieldwork. 2. Describe the location of Walton and explain why the area needs coastal defences. 3. Explain the coastal defences in place at Walton and how they stop erosion from occurring. 4. Collect data using a range of primary methods, beach slope analysis, pebble roundness, environmental quality survey, field sketch and depth to sand. 5. Analyse the data taken from the fieldtrip and present in graphs (line, pie and radar charts) to assess whether the conclusion of the fieldwork can be supported.				✓	✓	✓

	6. Assess the reliability of the fieldwork methods and suggest alternatives to improve.						
Lesson Tasks	Case study; Walton on the Naze • Identify the natural and human features on a map of Walton. Question asks why would people want to visit Walton. • The geological history of Walton will be introduced to pupils, these types of rocks will also then be matched up to the layers of the soils. • Using a map, pupils will identify the different defence methods and analyse how they are used to stop erosion. Introduction to Fieldwork • Identify the process of an investigation and explain why we use one. • Introduce the aim of the fieldwork and outline the methods that are going to be used before attending virtual and or/ Walton fieldtrip. • Pupils will conduct a pebble roundness test and analyse the results that were produced. • Pupils will also be introduced to the depth to sand analysis and be able to interpret a data set previously collected to explain what it means. Practice Fieldwork • Pupils will be introduced to beach slope analysis, field sketches and environmental quality surveys. Teacher will explain how to interpret them and how to complete the method effectively. • Teacher will take pupils outside to conduct practice fieldwork using these methods. Virtual Fieldtrip • Pupils will be given a fieldwork booklet to be used on the fieldtrip to Walton. • Teacher will read through sections of the booklet to ensure pupils can identify certain pages. • Risk assessment will be completed, allowing reflection on the risks that will be present at Walton and how to overcome them. • Each field site from the fieldtrip will be shown through a use of videos and photos. Pupils will undertake a field sketch from a photo of the main Walton Tower – Crag Walk. Pupils will draw and label. Walton Fieldtrip – (Pupils who are not on the trip will produce field sketches for their coursework)	✓	✓	✓	✓		✓

	ICT – Walton Coursework • Using a Walton Booklet template and step by step instructions, pupils will complete an analysis based on the fieldtrip. • Analysing advantages and disadvantages of primary methods • Generating graphs (line, radar and pie charts) using data from the trip. • Describing what the patterns show from the graphs and explaining what this might mean in terms of erosion and effectiveness of defences. • Evaluating the fieldtrip and suggesting alternatives methods or improvements which would make the data will more reliable and representative of the coastline. • Pupils will draw a conclusion on whether Walton's coastal defences are effective in stopping erosion. Preparing for Geographical skills lessons • Two lessons will be used go through geographical skills to aid understanding. • Analysing the three different sampling methods; stratified, random and systematic. • Pupils will use a booklet to answer question based on justifying why the used the methods and how the graphs help them to draw a reliable conclusion.						
Resources	RDrive; Geography; KS3; Year 9; Walton Fieldwork (PowerPoint Lesson 1 to 4) RDrive; Geography; KS3; Year 9; Walton Fieldwork; Walton Booklet Template and Step by Step instructions. Fieldwork equipment – clipboards, clinometers, beach poles, measuring tapes, pebbles, rulers, Walton booklet. IT computer room		✓		✓		✓
DRAFT	Coursework feedback, adding key information and explanations of patterns and interpretations. • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Longshore drift, erosion, risk, hypothesis, systematic, random sampling, pebble roundness, beach slope analysis, field sketch, primary and secondary research.			✓			

	Tier 2: Bias, reliability, validity, fieldwork, representative, analyse, pattern, explain, collect.						
Numeracy	Generating graphs (line graphs, radar charts and pie charts) based on data from fieldtrip. Mean, mode, median and the range.			✓			
Challenge	Suggest an alternative method to conduct on the fieldtrip. How could measure longshore drift? Produce a guide to the Year 7's on how to use the equipment in order to conduct a pebble roundness, beach slope profile, depth to sand and EQS.	✓					✓

Curriculum Content

Year 10

Topic	**Urban Change in the UK**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand how and why London has developed as it has – looking at the Thames and adjoining boroughs • To analyse the challenges facing London – deprivation and divide between the boroughs (wealth) focus on Newham, Barking v Kensington and Chelsea • Identify causes of unemployment, crime, lack of government investment • To be able to identify key areas in London (financial, retail) to show full coverage of city • To analyse the social, economic and environmental challenges in London • To understand the planning issues associated with London – M25, Underground, tourism, green spaces, brownfield, financial district • To use Stratford, London Docklands and Battersea as a model for regeneration • To evaluate the success of regeneration and growth - impacts, cost and specific detail e.g. • Carpenters Lock, Hackney Wick (White post lane), Aquatic centre, West Ham Stadium, Olympic park.			✓	✓	✓	✓

Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Use of maps and overlay to show development • Choropleth maps to show development gaps and problems in London – wages, education, life expectancy, literacy • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case study • Use mark scheme	✓	✓	✓	✓	✓	✓
Resources	• https://www.bbc.co.uk/bitesize/guides/z3h7sg8/revision/1 • https://www.coolgeography.co.uk/ • https://senecalearning.com/ • https://www.google.co.uk/intl/en_uk/earth/				✓		✓
DRAFT	GCSE questions- 9 marker • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: Regeneration, CBD, deprivation, gentrification, Greenfield, Brownfield, tourism, development, planning, government, life expectancy, development gap, infrastructure,			✓			
Numeracy	OS map work, statistics for case study. Comparing, contrasting and analysing data from regeneration including cost.			✓			
Challenge	Choice of 9 marker, hwk tasks. Analyse the impact of the 4 development sites – comparing which has been the most successful and why. Are there other projects planned for London- which borough and why	✓				✓	✓

Topic	**Human Geography Coursework**	C	R	E	A	T	E

NC Learning Intention	• Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer). • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).						
Lesson Learning Intentions	• To understand the purpose of the human geography coursework • To review the historical context of the area, its growth and subsequent decline • To understand why the area chosen has been selected for regeneration and the methods used • To practice the fieldwork techniques in class room/school field environment • To complete pupil risk assessments • Upon return to complete the coursework in ICT rooms including background, description of fieldwork techniques, data presentation and analysis, conclusion and answering hypothesis finishing with the evaluation.	✓	✓	✓	✓	✓	✓
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Use of maps and overlay to show development • Choropleth maps to show development gaps and problems in London – wages, education, life expectancy, literacy • Use of photographs and data gathered during fieldtrip • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Use of fieldwork templates and structure to guide progress • GCSE paper on human fieldwork to be completed – GCSE mark scheme • Draft by pupils			✓		✓	✓
Resources	• Power points on R drive • Fieldwork booklet • Templates on R drive (optional)		✓		✓		✓

	• OS maps • Choropleth maps • ICT room • https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/3 • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/						
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: aerial, regeneration, CBD, deprivation, gentrification, greenfield, brownfield, tourism, development, planning, government, life expectancy, development gap, infrastructure, River Lea, borough, pollution, grants,			✓			
Numeracy	Statistics and map work. Comparing, contrasting and analysing data from regeneration including cost. Manipulating data from the primary fieldwork.			✓			
Challenge	Fieldwork display – radar charts. Manipulation and analysis of data	✓		✓	✓		✓

Topic	**Urban Sustainability**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer). • Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge						

	and understanding (applying geography).						
Lesson Learning Intentions	• To understand why we need to live in a sustainable way and how this can apply to all areas of our lives. • To review and analyse an example of sustainable living (BEDZED). • Pupils to understand what they did, how, why and to analyse was it actually sustainable? Can it be used as a blue print – if so how and why? • Pupils to look at a range of data from the efficiency of the wood chip burner to the issue re who lives there, car share schemes to the concern re the cost of the land • To understand sustainable traffic management strategies and evaluate their advantages and disadvantages. • Low emission zone, congestion charge, Santander "Boris" bikes, public transport, London low emission buses				✓	✓	✓
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show the site and how it is sustainable • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case study • Use mark scheme to enable draft	✓	✓	✓	✓	✓	✓
Resources	• Power points on R drive • https://www.bbc.co.uk/programmes/p010ts2x (Bedzed documentary) • https://www.bioregional.com/projects-and-services/case-studies/bedzed-the-uks-first-large-scale-eco-village • https://www.bbc.co.uk/bitesize/articles/zdqt7nb • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question • Verbal Feedback		✓				

	• Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment						
Literacy	Tier 3: sustainable living, BEDZED, regeneration, CBD, deprivation, subsidies, greenfield, brownfield, housing association, development, planning, government, amenities, infrastructure, borough, pollution, grants, low emission zone, congestion, overcrowding, housing association, community gardens, energy efficient appliances,			✓			
Numeracy	Statistics and map work. Analysing data on cost analysis. Analysing data on the London borough including poverty, education pass and cost of strategies.			✓			
Challenge	Homework tasks- compare the success of Bedzed with another scheme. Have there been any other sustainable schemes in the UK?	✓		✓	✓		✓

Topic	**The Urban World – Rio**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand why urban areas are outgrowing rural areas and why migration is increasing • To understand the push and pull factors • To understand what makes a mega city, why they are emerging and what problems they create. To be able to identify them on a global map • To analyse Rio as a megacity and understand why it has grown in terms of Historical context Natural bay Tourist areas – Copacabana and Ipanema Physical structure – centro, north, west and south zones • To analyse the social problems that Rio has:	✓	✓	✓	✓	✓	✓

	health care- infant mortality, life expectancy, access to health care education- lack of schools, money, teachers, training water supply- drought, tourism – Rio carnival, favelas energy – illegal tapping, blackouts • To review the social solutions that have been out into place and analyse their effectiveness • To analyse the economic issues: formal v informal employment variety of roles and for what age/gender unemployment and its impact crime – who, what and where • To review the economic solutions that have been put into place and their effectiveness • To analyse the environmental issues: traffic congestions (mountains, tunnels, crime air pollution (brown smog) water pollution – open and closed sewers, favelas, bay pollution waste pollution – favelas • To review the environmental solutions that have been put into place and their effectiveness • To understand what a favela is, where and why they are growing in Rio • To create a case study on Rocinha – Brazil's biggest favela. Is it your typical favela? • To analyse the challenge of squatter settlements – construction, health, services, crime, unemployment • To create a case study on a site and service scheme – Favela Bairro project- it is a success? • To complete GCSE questions (geographical skills and case study)						
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show Rocinha and the Bairro project (site and service) • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies				✓		

	• Use mark scheme to enable draft						
Resources	• Power points on R drive • https://www.bbc.co.uk/bitesize/guides/zw6pwxs/revision/5 (Rio) • https://www.bbc.co.uk/bitesize/guides/zns3f82/revision/1 (favelas) • https://www.youtube.com/watch?v=h8HWy6h9Its (challenges facing Rio) • https://www.coolgeography.co.uk/ • https://senecalearning.com/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: migration, urban, rural, rural to urban migration, megacity, squatter settlement, favela, infant mortality, life expectancy, drought, formal and informal employment, site and service scheme, congestion, open and closed sewers			✓			
Numeracy	Statistics and map work. analysing table data on migration figures. Comparing data from within the favelas on death rate, birth and infant mortality.			✓			
Challenge	Hwk and GCSE questions. Research and find a charity that works with the favelas in Rio – what do they raise funds for and how effective is it.	✓		✓	✓		✓

Topic	**Hazards**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand the difference between a natural event and a hazard • To understand what affects the hazard risk e.g. urbanisation, poverty, farming and climate	✓	✓	✓	✓	✓	✓

	change • To identify the patterns of earthquake and tectonic activity including volcanoes and earthquakes. • To understand why there are patterns – ring of fire • To understand and be able to draw and describe the process at plate margins – constructive, destructive and conservative plate margins • To create case studies on the primary and secondary effects of an earthquake in both an LIC and a HIC (Haiti and Kobe) • To create case studies on the immediate and long term responses of an earthquakes in both an LIC and a HIC (Haiti and Kobe) • To analyse the reasons why people live in risk zones –religion, poverty etc both positive and negative • To understand how tectonic risks can be reduced through monitoring, planning and protection. (remote sensing, seismicity, hydrology) • To understand the Global Atmospheric Circulation model – types of cells and what it does including how it affects global weather systems • To understand how a tropical storms are formed and where they form (label structure) • To analyse the impact of tropical storms on climate and how climate change may affect storm distribution, frequency and intensity • To complete a case study on Typhoon Haiyan (primary and secondary impact, immediate and long term responses • To analyse how the effects of tropical storms can be reduced (protection and planning) • To understand why the UK is no longer a temperate climate – weather hazards • To complete a case study on extreme weather in the UK – Somerset floods 2014 (primary and secondary impacts and immediate and long term responses • To understand what climate change is and evaluate evidence to show its impact (ice core samples, rising sea levels, quaternary period impact) • To evaluate the natural causes of climate change incl solar activity, Milankovitch cycle and volcanic activity • To evaluate the human causes of climate change- greenhouse effect (CO_2, methane, nitrous oxides) • To understand how climate change can be managed (alternative energy, carbon capture,						

	afforestation, international agreements) • To understand how and why we need to adapt to climate change (managing water supply, agriculture and reducing hazard risk						
Lesson Tasks	• Low stake retrieval • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show tectonic movement, Haiti earthquake, Kobi earthquake, the greenhouse effect, Typhoon Haiayn and Somerset floods • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓	✓	✓
Resources	• Power points on R drive and links to video clips • https://www.youtube.com/watch?v=7c8KrHZN99Y (Haiti CNN) • https://www.youtube.com/watch?v=emhqTqT_omE (Kobe) • https://www.youtube.com/watch?v=T0v6Gol83F0 (Haiyann) • https://www.youtube.com/watch?v=hk6vst_G5qM (Somerset floods) • https://www.coolgeography.co.uk/ • https://senecalearning.com/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: natural event, natural hazard, urbanisation, poverty, climate change, tectonics , tectonic plate, crust, mantle, inner core, outer core, constructive plate, destructive plate, conservative plate, plate margin, drought, precipitation, prolonged rainfall, Global Atmospheric Circulation, Ferrel cells, eye of the storm, outer wall, drought, remote sensing, seismicity, hydrology, temperate climate, ice core samples, rising sea levels, quaternary period, solar activity,			✓			

	Milankovitch cycle, volcanic activity, climate change, greenhouse gases, CO2, methane, nitrous oxides, alternative energy, carbon capture, afforestation, international agreements.						
Numeracy	Statistics and map work, Analysing and comparing data on the distribution, frequency and intensity of tropical storms. Analysing economic and population data from Kobe and Haiti			✓			
Challenge	Hwk and GCSE questions. With regards to Kobe analyse how the city has been effected by multiple earthquakes – what is the impact of Fukashima on Japan.	✓		✓	✓		✓

Topic	**Coasts**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand how and why waves are formed • To understand the characteristics of constructive and destructive waves (pupils must be able to draw and label) • To understand and describe the processes of weathering and mass movement Mechanical Chemical weathering, Biological Rotational slumping Freeze thaw Rockfall, landslide, mudflow • To understand the marine processes that erode cliffs - hydraulic power, attrition, abrasion, corrasion and solution. • To understand how sediment is transported through solution, suspension, traction and saltation.	✓	✓	✓	✓	✓	✓

	• To be able to describe and complete an annotated diagram on long shore drift. • To be able to explain with a labelled diagram beach formation • To understand how landforms are created by erosion. Pupils must be able to draw diagrams, label and describe for headlands and bays, wave cut notches and platforms, caves, arches, stacks and stumps • To understand how landforms are created by deposition. Pupils must be able to draw diagrams, label and describe for headlands and bays, sand dunes, spits and bars. • To analyse the coastal protection schemes used for hard engineering including explaining how they work and their effectiveness (positive and negative) Groynes Sea wall and revetment Gabions Rock armour/rip rap • To analyse the coastal protection schemes used for soft engineering including explaining how they work and their effectiveness (positive and negative) Dune regeneration Beach nourishment Dune fencing • To analyse the effectiveness of managed retreat as a means of protecting the coast • To analyse the types and effectiveness of coastal management used at Walton on the Naze						
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show wave movement, formation of features and aerial of Walton on the Naze • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓	✓	✓
Resources	• Power points on R drive • https://www.bbc.co.uk/bitesize/guides/zt6r82p/revision/4 (erosion and deposition) • https://www.youtube.com/watch?v=_sZvwjFfHn0 (Walton on the Naze)		✓		✓		✓

	• https://www.coolgeography.co.uk/ • https://senecalearning.com/ • https://www.google.co.uk/intl/en_uk/earth/						
DRAFT	GCSE questions incl map work (geographical skills) • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: fetch, constructive wave, destructive wave, convection current, friction, crest, mechanical weathering, mass movement, chemical weathering, biological weathering, rotational slumping, freeze thaw, rockfall, landslide, mudflow, solution, attrition, abrasion, corrosion, hydraulic power, erosion, traction, transportation, saltation, suspension, deposition, long shore drift, beach, sheltered bay, headland, wave cut notch, wave cut platform, stack, stump, sand dune, fore dune, embryo dune, yellow dune, grey dune, gabion, sea wall, revetment, rock armour, rip rap, dune fencing, dune restoration, managed retreat, spit, bar			✓			
Numeracy	Statistics and map work. comparing and analysing data on cost of soft and engineering schemes.			✓			
Challenge	Hwk and GCSE questions. Write a letter to either Southend Borough Council or Frinton asking them why they do not extend the coastal protection schemes further – unmanaged past the cragg.	✓		✓	✓		✓

Topic	**The Development Gap**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand what development is and how traditionally it was measured (GNI, GDP, HDI, birth rate, death rate, infant mortality, literacy rate, Quality of Life and Standard of Living) • To analyse the usefulness of development measures and their limitations	✓	✓	✓	✓	✓	✓

	• To draw, label and analyse the DTM (Demographic Transition Model) • To understand population pyramids and their usage when looking at population structures • To compare the DTM with population pyramids • To understand the physical, economic and historical causes of uneven development (trade, colonialism, poverty) • To analyse how uneven development has led to disparities in wealth (malaria, health) • To understand the different types of migrant and analyse their impact on host and donor country (case studies of Syria, Ukraine, Poland) • To examine the strategies to reduce the development gap Industrial development Foreign investment Tourism (case study Jamaica) • To examine the impact of aid and intermediate technology on the development gap Case study of UK aid, Goat aid and intermediate technology. • To examine the effectiveness of free trade (Ghana Cocoa) and fair trade (Uganda coffee) • To examine the impact and effectiveness of debt relief and microfinance (Grameen bank)						
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://www.youtube.com/watch?v=DKCnm2XkWV4 (Goat aid) • https://www.youtube.com/watch?v=RLmKfXwWQtE (population pyramids) • https://www.youtube.com/watch?v=g8LC3PJ-7r4 (fair trade) • https://www.youtube.com/watch?v=lZ_hg4AyT-Q (Jamaica) • https://www.coolgeography.co.uk/ • https://senecalearning.com/		✓		✓		✓

	• https://www.google.co.uk/intl/en_uk/earth/						
DRAFT	GCSE questions (geographical skills and case study) • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: development, gross national product, gross national income, human development index, quality of life and standard of living, birth rate, death rate, infant mortality, literacy rate, Demographic Transition Model, population pyramids, aged population, apex, base, dependents, colonialism, trade, malaria, uneven development, migration, economic migration, political migration, migrant, refugee, immigrant, emigrant, displaced person, host country, donor country, aid, intermediate technology, goat aid, multilateral aid, tied aid, short term aid, long term aid, voluntary aid, tied aid, fair trade, consumer, free trade, debt relief, microfinance, Grameen bank, tourism, infrastructure.			✓			
Numeracy	Statistics and map work. analysing tables and data on economic measures. Analysing the data used for the HDI. Manipulation of employment data and population pyramids			✓			
Challenge	Hwk and GCSE questions. Write to Wateraid or Oxfam to gather additional information on the projects. Suggest to the charities how you think they can expand their projects.	✓		✓	✓		✓

Topic	**NEE (Newly Emerging Economy)**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						

Lesson Learning Intentions	• To understand what a NEE is and why Nigeria is now globally important. • To understand the social, political, regional and cultural context in Nigeria – how has it affected development (positive and negative) • To analyse how Nigeria's trading relations have changed and how have they affected the country • To examine how Nigeria's economy and employment structure has diversified and its impact on Nigeria • To understand what TNCs are and how they impact counties in particular Nigeria • To complete case studies on Shell oil and Unilever in Nigeria-how have they effected the country • To assess the impact of aid on Nigeria. • To examine the impact of industry in Nigeria on the environment and the urban area. • To assess how Nigeria's status as an NEE has impacted on the Quality of Life for Nigerians.	✓	✓	✓	✓	✓	✓
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos – depicting Nigeria as a TNC • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://www.youtube.com/watch?v=JuqLfH1SW98 (Shell oil spills) • https://www.youtube.com/watch?v=uhq1d27NuYU (Nigeria a super power) • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE questions (geographical skills and case study) • Verbal Feedback • Peer and Self Assessment		✓				

	• Knowledge Check • Mark as you go • Summative and Formative assessment						
Literacy	Tier 3: dictator, civil war, corruption. NEE, African Union, United Nations (UN), Oil producing an exporting countries (OPEC) crude oil, income, industrial structure, employment structure, primary, secondary, tertiary, quaternary, Trans national corporation (TNC), revenue, informal, formal employment, international aid, HIV, immunisations, squatter settlements, extraction, mining,			✓			
Numeracy	Statistics and map work. Comparing tables and graphs detailing economic growth. Data comparing employment sector, formal and informal employment sector.			✓			
Challenge	Hwk and GCSE questions. Analyse the impact of a third TNC – how does it compare the Shell and Unilver.	✓		✓	✓		✓

Curriculum Content

Year 11

Topic	**Ecosystems**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand what ecosystems are and the key components. Pupils must know: roles of producer, consumer, secondary consumer, decomposers. • To understand and be able to draw and explain food chains and food webs as well as the nutrient cycle • To analyse how humans and natural events can alter ecosystems positively and negatively • To analyse the distribution of global ecosystems with a focus on temperate, desert and rainforests • To analyse the climate and soils of tropical rainforests (TRF) to determine why there is such	✓	✓	✓	✓	✓	✓

	biodiversity. • To be able to draw, label and describe the structure of the tropical rainforest including emergent, canopy, under canopy, shrub layer, forest floor, and to suggest why they have grown in this style and what lives there and why. • To understand and evaluate the adaptions found in the TRF e.g. epiphytes, lianas, buttress roots, drip tips, smooth bark, thin trees etc • To create a case study on the Amazon TRF (Brazil) focusing on its value and why it is being deforested. Pupils must know and be able to evaluate logging, selective logging, mineral extraction, subsistence farming, commercial farming, population pressure • To analyse the impact of deforestation on biodiversity, soil erosion, climate change and economic development • To identify and analyse how the TRF can be developed sustainably. Pupils must focus on selective logging, afforestation, conservation, education, ecotourism, international agreements, debt reduction and forest stewardship council (FSC) • To analyse the characteristics of desert environments • To understand how plants (barrel cactus and saguaro) and animals (fennec fox and camel) have adapted to the desert environment. • To examine the opportunities for development in deserts creating a case study on Thar. Pupils must be able to discuss mining, tourism, energy, irrigation, farming and the Indira Ghandi canal. • To analyse the challenges of development in deserts. Pupils must be able to discuss extreme temperatures, water supply and accessibility in terms of Thar. • To understand the patterns, causes and impact of desertification. Pupils must be able to discuss overgrazing and over cultivation. • To understand how desertification can be reduced. Pupils must be able to discuss water and soil management, national parks, afforestation and appropriate technology incl magic stones.						
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show case studies • Completion of exercises and tasks to consolidate learning				✓		

	• Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft						
Resources	• Power points on R drive • https://www.youtube.com/watch?v=SAZAKPUQMw0 (amazon deforestation) • https://www.youtube.com/watch?v=gyIInQ9QAeM (living in Thar) • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question (geographical skills and case study) • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: producer, consumer, secondary consumer, decomposers, food chain, food web, nutrient cycle, habitat, global scale, climate change, temperate, desert, tropical rainforest, savannah, emergent, canopy, under canopy, shrub layer, forest floor, adaptations, epiphytes, lianas, buttress roots, drip tips, lungs of the earth, deforestation, bauxite, logging, selective logging, mineral extraction, subsistence farming, commercial farming, population pressure, biodiversity, soil erosion, economic development, selective logging, afforestation, conservation, education, ecotourism, international agreements, debt reduction and forest stewardship council (FSC), carbon sinks, desert, arid, longitude, latitude, fennec fox, barrel cactus, long roots, succulents, spines, saguaro, development, irrigation, Thar desert, Rajasthan, Pakistan, India, solar power, Indira Ghandi canal, overgrazing, over cultivation.			✓			
Numeracy	Statistics and map work. Table and graph data on deforestation rates and population density. Data on economic growth in Thar			✓			
Challenge	Hwk and GCSE questions. Compare the development of the Thar desert with Las Vegas. Investigate how successful the Indira Ghandi canal is.	✓		✓	✓		✓

Topic	Rivers	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To examine the changes in river basins from source to mouth and identify key features in cross profile and long profile (meander, ox bow lake, gorge, waterfall, levee) • To understand the processes of erosion , transportation and deposition in a river bed • To be able to draw, label and describe river landforms created by erosion. Pupils must be able to competently discuss interlocking spurs, v shaped valley, waterfalls and gorges • To be able to draw, label and describe river landforms created by erosion and deposition. Pupils must be able to competently discuss meanders, ox bow lakes, floodplains, levees and estuaries • To analyse the factors increasing flood risk both physical (natural) and human. Pupils must be able to competently discuss precipitation, geology, steep slopes, urbanisation, deforestation and agriculture. • To be able to label and describe hydrographs and to identify the factors affecting hydrograph shape. Pupils must be able to label lag time, peak discharge, rising and falling limbs and peak rainfall. • To analyse the river protection schemes used for hard engineering including explaining how they work and their effectiveness (positive and negative) Pupils must be able to discuss dams, reservoirs, channel straightening, embankments, flood relief channels • To analyse the coastal protection schemes used for soft engineering including explaining how they work and their effectiveness (positive and negative) Pupils must be able to discuss wetlands, flood storage, floodplain zoning, river restoration, flood warning • To understand how floods can be managed – re cap the Somerset floods from year 10	✓	✓	✓	✓	✓	✓

Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://www.youtube.com/watch?v=AX1i5uJ50qM (river flood management) • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question (geographical skills and 9 marker) • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	• Tier 3: source, mouth, drainage basin, tributary, confluence, cross profile, long profile, valley, watershed, v shaped valley, gradient, sediment, meander, ox bow lake, gorge, waterfall, levee, erosion , transportation, deposition, vertical erosion, lateral erosion, hydraulic action, abrasion, attrition, solution, traction, solution, saltation, suspension, velocity, interlocking spurs, floodplains, estuaries, precipitation, geology, steep slopes, urbanisation, deforestation and agriculture, hydrographs, lag time, peak discharge, rising and falling limbs, peak rainfall, dams, reservoirs, channel straightening, embankments, flood relief channels, wetlands, flood storage, floodplain zoning, river restoration, flood warning			✓			
Numeracy	Statistics and map work. Tables and data on water flow, hydrograph data on lag time, peak discharges and peak flow.			✓			
Challenge	Hwk and GCSE questions. Review hydrographs for the local area – Thames and Essex.	✓		✓	✓		✓

Topic	The Changing UK economy	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To understand how the UK's economy has changed since the 1800s. Pupils must show an understanding of employment sector, de-industrialisation, globalisation and government policies from 1945 • To examine how a post industrial economy has helped the UK to financially develop Pupils must be competent in discussing development of ict, service industries, finance and research • To complete case studies on Cobalt business park (Newcastle) and Southampton science park. Pupils must understand characteristics and reasons for growth • To create a case study on the environmental impact of industry and how they can be reduced and become sustainable – Torr Quarry • To examine how two different rural areas can be affected by population growth and decline (Cambridge and Outer Hebrides) Pupils must consider social, economic and environmental impacts • To analyse how transport improvements have affected the UK economy. Pupils must be competent discussing roads (super highways, smart motorways) rail, Cross rail, High speed 2 (HS2), Liverpool2, ports and Heathrow • To examine the north south divide in the UK; how it has been created, its impact and strategies to rectify it (Enterprise zones and local enterprise partnerships) • To examine the role of the UK in the wider world. Pupils must be competent discussing trade, culture, transport, electronic communication, the EU and the Commonwealth.	✓	✓	✓	✓	✓	✓

Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show Cobalt and Southampton business and science parks, Torr quarry and • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://www.youtube.com/watch?v=WguWDfQucS0 Cobalt BP) • https://www.youtube.com/watch?v=qb1pwpoHn7g (Southampton SP) • https://www.youtube.com/watch?v=e818PkS4auo (Torr quarry) • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: economy, de-industrialisation, employment sector, primary, secondary, tertiary, quaternary, imports, exports, trade, industrial revolution, globalisation, science park, business park, quarry, sustainable, infrastructure, social, economic and environmental impact, tourism, affordable housing, migration, commuters, gentrification, super highways, smart motorways, Cross rail, High speed 2 (HS2), Liverpool2, enterprise zones, local enterprise partnerships, trade, culture, transport, electronic communication, the European Union and the Commonwealth.			✓			
Numeracy	Statistics and tables on employment structure. Data on cost of transport schemes and map work			✓			
Challenge	Hwk and GCSE questions. Research and compile a report on a local enterprise project e.g. Progress road. How has it helped develop Eastwood.	✓		✓	✓		✓

Topic	Resource Management	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• All students must complete resource management 3 and then select 1 set of questions from 4,5,6 – Eastwood studies only 5 –Water • To understand what a resource is and the distribution and patterns of food, water and energy as world resources • To analyse the provision of food in the UK • To understand why the UK imports food and how we are trying to be more self sufficient • To assess the impact of organic farming and agribusiness (Riverford Organic Farm and Lynford House Farm) • To assess the provision of water in the UK • To understand how water is transferred and managed • To examine how the UK accesses sources of energy • To examine the use of fracking as a means of energy production	✓	✓	✓	✓	✓	✓
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://senecalearning.com/ • https://www.coolgeography.co.uk/		✓		✓		✓

	• https://www.google.co.uk/intl/en_uk/earth/						
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: resource, undernutrition, human development index (HDI), Unite Nations (UN), consumption, Newly Emerging Economies (NEE), food miles, carbon footprint, perishable, organic, agribusiness, water surplus, water deficit, water stress, water transfer, grey water, purifying, leaching, discharge, run off, shale rock, fracking, energy mix, energy security, nuclear power,			✓			
Numeracy	Statistics and map work to show precipitation patterns and water usage, choropleth maps for surplus and deficit			✓			
Challenge	Hwk and GCSE questions. Research how the UN and the trade association is attempting to alleviate discrepancies in resources	✓		✓	✓		✓

Topic	**Resource management selected question – Water (5)**	C	R	E	A	T	E
NC Learning Intention	• Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material). • Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer).						
Lesson Learning Intentions	• To examine the global patterns of water surplus and deficit • To analyse why water consumption is increasing and the issues around water availability Pupils must be competent discussing geology, climate, over abstraction, waterborne diseases, infrastructure and poverty • To examine the impact of water security on food production, industrial output and water conflict	✓	✓	✓	✓	✓	✓

	• To examine the ways that water supply can be increased through dams and reservoirs, directing supplies and increasing storage, water transfers and desalinisation. • To create a case study on the Lesotho highland water project Pupils must be competent discussing why it was built, its impacts positive and negative on Lesotho and South Africa • To examine how water supplies can be sustainable in terms of water conservation, groundwater management, recycling and using grey water. • To create a case study on the Wakel River Basin Project including what issues did the area have, how was it achieved and why was it a suceess						
Lesson Tasks	• Low stake retrieval practice to review, plan and adapt lessons accordingly • Introduction of key words and definitions and link into the mark scheme to show prevalence • Videos to show Lesotho highland water project • Completion of exercises and tasks to consolidate learning • Class discussion and targeted questioning to stimulate discussion • Continued use of GCSE questions (geographical skills) as well as 9 markers on case studies • Use mark scheme to enable draft				✓		
Resources	• Power points on R drive • https://www.youtube.com/watch?v=9oItnny6wyU (Lesotho) • https://senecalearning.com/ • https://www.coolgeography.co.uk/ • https://www.google.co.uk/intl/en_uk/earth/		✓		✓		✓
DRAFT	GCSE question • Verbal Feedback • Peer and Self Assessment • Knowledge Check • Mark as you go • Summative and Formative assessment		✓				
Literacy	Tier 3: consumption, water security, water stress, water insecurity, water deficit, water surplus, geology, climate, over abstraction, waterborne diseases, infrastructure, poverty, water conflict,			✓			

	water transfer, desalinisation, Lesotho, irrigation, commercial farming, nomadic, sustainable, food insecurity, poverty, Hydro electric power (HEP), corruption, wetland ecosystem, habitat, displaced, tariff, displaced, sustainable, conservation, water meters, abstraction, recycling, grey water, groundwater, Wakel river basin project, PAT system.						
Numeracy	Statistics and map work. Using tables and graphs to analyse patterns of rain and water usage in the UK. Data to show the effectiveness of the Leostho scheme and the debt accrued.			✓			
Challenge	Hwk and GCSE questions. Research water data in the UK in particular surplus and deficit in Essex. Are there any specific patterns.	✓		✓	✓		✓