

<b>Geography</b>	<b>Spring Term Year 7</b>	<b>Natural processes</b>	
What? When? Why?	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And two (3 lessons)	<ul style="list-style-type: none"> <li>• How do tectonic processes start the rock cycle?</li> <li>• What happens when a volcano erupts?</li> <li>• Why are volcanoes so different to each other?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do volcanoes occur in certain areas?</li> <li>• How is that linked to tectonic theory?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know that there are plates and margins?</li> <li>• How has Geographers understanding of the process changed over time?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• What are the main processes that happen at different plate margins?</li> <li>• Why do volcanoes sometimes occur intra plate?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main hazards that are created by volcanic activity?</li> <li>• Why are some volcanoes more deadly than others?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main hazards that are created by volcanic activity?</li> <li>• Why are some volcanoes more deadly than others?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• What are the landscapes of volcanic areas?</li> <li>• How has Iceland landscape been determined by volcanic activity?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the landscapes of volcanic areas?</li> <li>• How has Iceland landscape been determined by volcanic activity?</li> </ul>	<ul style="list-style-type: none"> <li>• How have processes interacted to create the distinctive landscapes in our local area?</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• How have processes interacted to create the distinctive landscapes in our local area?</li> </ul>	<ul style="list-style-type: none"> <li>• How has the distinctive landscape of Yorkshire been modified by human activity over time?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Geography</b>	<b>Spring Term Year 8</b>	<b>The Importance of water</b>	
What? When? Why?	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And two (3 lessons)	<ul style="list-style-type: none"> <li>• How does a river change downstream?</li> <li>• What are the main characteristics that change?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we interpret the long profile of a river?</li> <li>• How can we interpret changing rivers from photographs?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we interpret the long profile of a river?</li> <li>• How can we interpret changing rivers from photographs?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• What are the main processes that act upon rivers?</li> <li>• How do those processes change as the river flows downstream?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main processes that act upon rivers?</li> <li>• How do those processes change as the river flows downstream?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main features in the upper course of a river?</li> <li>• What processes help to create those features?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• What is the sequence of formation of a waterfall?</li> <li>• What processes interact to create a waterfall?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main features in the lower course of a river?</li> <li>• What processes help to create those features?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the sequence of formation of a meander?</li> <li>• What processes interact to create a meander?</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• How do humans use rivers in different parts of the world and the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the consequences of human activity on rivers?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<b>Geography</b>	<b>Spring Term Year 9</b>	<b>Hazardous Earth</b>	
What? When? Why?	<b>Lesson one</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson two</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>	<b>Lesson Three</b> <b>Learning intentions</b> <b>(what can a student do at the end of the lesson)</b>
Week One And two (3 lessons)	<ul style="list-style-type: none"> <li>• How can places plan and predict tectonic hazards?</li> </ul>	<ul style="list-style-type: none"> <li>• How significant are human responses and human decisions in the severity of hazards?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the Japanese tsunami create such a major disaster even though planning and prediction was in place?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• How can countries mitigate against tectonic hazards?</li> <li>• Understand the 3 P's of mitigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Is it true that earthquakes don't kill people but buildings do?</li> <li>• How can we make buildings more earthquake safe?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it true that earthquakes don't kill people but buildings do?</li> <li>• How can we make buildings more earthquake safe?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• How did the history of Haiti create a more significant disaster after the 2010 earthquake?</li> <li>• Why does mitigation sometimes go wrong?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is Iceland a success story in the planning and mitigation of tectonic hazards?</li> </ul>	<ul style="list-style-type: none"> <li>• How can the weather create hazards?</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• Are some areas more vulnerable to weather hazards?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the development of a country influence the impacts of weather hazards?</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>