

<b>Geography</b>	<b>Autumn Term 2 Year 7</b>	<b>The world at different scales and hazards</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 people perceive Keighley?</li> <li>• Why might different people perceive Keighley in different ways?</li> <li>• How can Keighley be represented in both formal and informal ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Why was Keighley such an important settlement during the industrial revolution?</li> <li>• Why did the site and situation of Keighley help it?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by human geography?</li> <li>• What are the main human characteristics of the UK?</li> <li>• How has the population of the UK changed over time?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• Where does the UK fit into the world map?</li> <li>• What do we mean by the United Kingdom?</li> <li>• What are the physical changes that are evident across the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main continents of the world?</li> <li>• Have they always looked this way?</li> <li>• How has the earth changed over geological history?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is latitude important for Geographers?</li> <li>• How do we measure latitude?</li> <li>• How does understanding latitude help us investigate changing temperatures?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• Understanding why the UK has seasons, but other countries may not.</li> <li>• How does understanding the earth's orbit help us explain seasons?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the main geographical features in the world and the UK?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the characteristics of rocks.</li> <li>• To complete a practical investigation into rocks and their differences and similarities.</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• To understand the characteristics of rocks.</li> </ul>	<ul style="list-style-type: none"> <li>• What can the rocks of our local area tell us about past environments and processes?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by the rock cycle?</li> <li>• What processes are important in the rock cycle?</li> </ul>

	<ul style="list-style-type: none"> <li>To complete a practical investigation into rocks and their differences and similarities.</li> </ul>		
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<b>Geography</b>	<b>Autumn Term 2 Year 8</b>	<b>The UK</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>What issues can social inequality lead to?</li> <li>How might the UK government try and reduce the inequalities?</li> <li>How successful have they been in reducing inequality?</li> </ul>	<ul style="list-style-type: none"> <li>Why has demand for housing increased in the UK?</li> <li>Should we be building on greenfield or brownfield sites?</li> </ul>	<ul style="list-style-type: none"> <li>What is the natural landscape of the UK like?</li> <li>How does the landscape of the UK vary from north to south?</li> <li></li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>How does geology influence the river and coastal landscapes of the UK?</li> </ul>	<ul style="list-style-type: none"> <li>What is the Flamborough Head coastline like?</li> <li>How has geology created a distinctive landscape at Flamborough Head?</li> </ul>	<ul style="list-style-type: none"> <li>How does the River Tees change as it flows downstream?</li> <li>Why has High Force waterfall formed on the River Tees?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>Why does the UK need more housing?</li> <li>How can brownfield and greenfield sites be used for this new housing?</li> <li>How can we ensure the new housing is sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>Why does the UK need more housing?</li> <li>How can brownfield and greenfield sites be used for this new housing?</li> <li>How can we ensure the new housing is sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>Why does the UK need more housing?</li> <li>How can brownfield and greenfield sites be used for this new housing?</li> <li>How can we ensure the new housing is sustainable?</li> </ul>

Week seven	<ul style="list-style-type: none"> <li>• What is the hydrological cycle?</li> <li>• What happens to water once it reaches the ground?</li> <li>• How is the hydrosphere linked to the atmosphere?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the hydrological cycle?</li> <li>• What happens to water once it reaches the ground?</li> <li>• How is the hydrosphere linked to the atmosphere?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the hydrological cycle?</li> <li>• What happens to water once it reaches the ground?</li> <li>• How is the hydrosphere linked to the atmosphere?</li> </ul>
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<b>Geography</b>	<b>Autumn Term 1 Year 9</b>	<b>Factfulness</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>• To understand the difference between top down strategies and grass roots strategies.</li> <li>• To evaluate examples of both top down and grassroots strategies to reduce inequality within a country.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the danger of a single story.</li> <li>• To identify examples of where there might be dangers of a single story in: the world, the UK, Keighley.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by hazards?</li> <li>• Do all hazards become disasters?</li> <li>• Why are some people more at risk than others?</li> <li>•</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• How can we classify hazards in the world?</li> <li>• How can we map current hazards in the world?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What are the most significant natural hazards in the world today?</li> </ul>	<ul style="list-style-type: none"> <li>• What hazards are associated with the weather?</li> <li>• Where are the current weather hazards in the world?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• How do tropical storms form?</li> <li>• Where do tropical storms form?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the level of development influence the impact of tropical storms?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the level of development influence the impact of tropical storms?</li> <li>•</li> </ul>

Week seven	<ul style="list-style-type: none"><li>• What factors influence how hazardous tropical storms are?</li></ul>	<ul style="list-style-type: none"><li>• How can we mitigate against tropical storms in developing and more developed countries?</li></ul>	<ul style="list-style-type: none"><li>• How can we mitigate against tropical storms in developing and more developed countries?</li></ul>
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