

Geography	Autumn Term 2 Year 10 NORTH	Changing Cities	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> • What strategies has Birmingham implemented to become more sustainable? • Are these top down or bottom up? • What are the pros and cons of the strategies implemented, including the spatial and temporal scale? • 	<ul style="list-style-type: none"> • How can we apply our understanding of urbanisation and changing cities to UK challenges paper? • What are the main issues facing UK cities today • 	<ul style="list-style-type: none"> • Why is there a housing shortage in the UK? • What do we mean by brownfield and greenfield sites? • How can both be used to reduce the housing shortage? •
Week Two	<ul style="list-style-type: none"> • Why is there a housing shortage in the UK? • What do we mean by brownfield and greenfield sites? • How can both be used to reduce the housing shortage? • 	<ul style="list-style-type: none"> • What is the hierarchy of settlements from urban to rural? • What are the characteristics of rural settlements? • How can we identify rural settlements from an OS map in our local area? 	<ul style="list-style-type: none"> • How might urbanisation processes lead to changes in rural settlements? • What primary and secondary methods can we use to investigate the changes that occur to rural settlements? •
Week Three	<ul style="list-style-type: none"> • How might urbanisation processes lead to changes in rural settlements? • What primary and secondary methods can we use to investigate 	<ul style="list-style-type: none"> • What is the site and situation of Mumbai? • How is it connected to other cities and countries and why is this important? 	<ul style="list-style-type: none"> • What is the population structure of Mumbai? • How has the population changed over time? • What causes the change in population?

	<ul style="list-style-type: none"> the changes that occur to rural settlements? • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • What impacts does that population change have?
Week Four	<ul style="list-style-type: none"> • What issues are created by rapid urbanisation in Mumbai? • How does this lead to issues with water and pollution? • How does this lead to issues for housing? 	<ul style="list-style-type: none"> • What inequality is evident in Mumbai? • Why is inequality evident in Mumbai? • How does that link to rapid urbanisation? 	<ul style="list-style-type: none"> • What do we mean by formal and informal employment? • Why is this an issue for Mumbai? • How does this link to issues of rapid urbanisation? •
Week Five	<ul style="list-style-type: none"> • What is the difference between top down and bottom up strategies? • How does Mumbai use both to try and overcome the issues it has? • Have those strategies been successful and why? 	<ul style="list-style-type: none"> • What is the difference between top down and bottom up strategies? • How does Mumbai use both to try and overcome the issues it has? • 	<ul style="list-style-type: none"> • Have those strategies been successful and why?
Week Six	<ul style="list-style-type: none"> • Retrieval on Changing Cities 	<ul style="list-style-type: none"> • PAZ 1 	<ul style="list-style-type: none"> • What is weather and climate? • How do climates change across the globe?
Week Seven	<ul style="list-style-type: none"> • How does the global atmospheric circulation work? • Why is it hot at the equator? 	<ul style="list-style-type: none"> • How does global atmospheric circulation work? • What are the main cells? 	<ul style="list-style-type: none"> • How does global atmospheric circulation work? • Why does it rain at the equator?

Geography	Autumn Term 2 Year 10 SOUTH	Changing Cities	Weather & Climate OWE
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> • What strategies has Birmingham implemented to become more sustainable? • Are these top down or bottom up? • What are the pros and cons of the strategies implemented, including the spatial and temporal scale? • 	<ul style="list-style-type: none"> • How can we apply our understanding of urbanisation and changing cities to UK challenges paper? • What are the main issues facing UK cities today • 	<ul style="list-style-type: none"> • What are tropical storms? • What characteristics do you need for tropical storms to form?
Week Two	<ul style="list-style-type: none"> • Why is there a housing shortage in the UK? • What do we mean by brownfield and greenfield sites? • How can both be used to reduce the housing shortage? • 	<ul style="list-style-type: none"> • Why is there a housing shortage in the UK? • What do we mean by brownfield and greenfield sites? • How can both be used to reduce the housing shortage? • 	<ul style="list-style-type: none"> • What are the key hazards associated with tropical storms? • Why do they occur at specific times of year?
Week Three	<ul style="list-style-type: none"> • What is the hierarchy of settlements from urban to rural? • What are the characteristics of rural settlements? • How can we identify rural settlements from an OS map in our local area? 	<ul style="list-style-type: none"> • How might urbanisation processes lead to changes in rural settlements? • What primary and secondary methods can we use to investigate the changes that occur to rural settlements? 	<ul style="list-style-type: none"> • Where did Typhoon Haiyan hit? • What were the main features of Haiyan?

Week Four	<ul style="list-style-type: none"> • How might urbanisation processes lead to changes in rural settlements? • What primary and secondary methods can we use to investigate the changes that occur to rural settlements? • 	<ul style="list-style-type: none"> • What is the site and situation of Mumbai? • How is it connected to other cities and countries and why is this important? • 	<ul style="list-style-type: none"> • What were the key effects of Haiyan? • What were the contributing factors to the effects of Haiyan? •
Week Five	<ul style="list-style-type: none"> • What is the population structure of Mumbai? • How has the population changed over time? • What causes the change in population? • What impacts does that population change have? • 	<ul style="list-style-type: none"> • What issues are created by rapid urbanisation in Mumbai? • How does this lead to issues with water and pollution? • How does this lead to issues for housing? • 	<ul style="list-style-type: none"> • What was the national and international response to Haiyan? • How would you evaluate this?
Week Six	<ul style="list-style-type: none"> • What inequality is evident in Mumbai? • Why is inequality evident in Mumbai? • How does that link to rapid urbanisation? • 	<ul style="list-style-type: none"> • What do we mean by formal and informal employment? • Why is this an issue for Mumbai? • How does this link to issues of rapid urbanisation? • 	<ul style="list-style-type: none"> • Where did Hurricane Sandy hit? • What were the main features of Sandy? • How does this compare to the recent Hurricane Ian?
Week Seven	<ul style="list-style-type: none"> • What is the difference between top down and bottom up strategies? • How does Mumbai use both to try and overcome the issues it has? 	<ul style="list-style-type: none"> • What is the difference between top down and bottom up strategies? • How does Mumbai use both to try and overcome the issues it has? 	<ul style="list-style-type: none"> • What were the key effects of Sandy? • What were the contributing factors to the effects of Sandy?

	<ul style="list-style-type: none">• Have those strategies been successful and why?•	<ul style="list-style-type: none">•	
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Geography	Autumn Term 2 Year 11	Global Development	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One	<ul style="list-style-type: none"> • How do coastal processes link to Paper 3? • Which areas of the coast are most at risk? 	<ul style="list-style-type: none"> • How do natural processes and human interaction create distinctive landscapes in the UK? 	<ul style="list-style-type: none"> • What threats are there to these distinctive landscapes?
Week Two	<ul style="list-style-type: none"> • How can the UK distinctive landscapes be managed in a sustainable way? 	<ul style="list-style-type: none"> • What do we mean by natural resources and how are these distributed globally? 	<ul style="list-style-type: none"> • How are natural resources distributed within the UK?
Week Three	<ul style="list-style-type: none"> • Why might the consumption of resources differ between countries and within countries? 	<ul style="list-style-type: none"> • What are the causes and impacts of resource exploitation in named places at different scales? 	<ul style="list-style-type: none"> • What is meant by the energy mix of a country? • How have named places changed their energy mix over time? • Why are some countries more sustainable?
Week Four	<ul style="list-style-type: none"> • What are the main classifications of energy resources? • How have these resources changed over time? 	<ul style="list-style-type: none"> • Why has demand for energy resources changed over time and how has this impacted the natural environment? 	<ul style="list-style-type: none"> • How has the development of new technology influenced energy resources?
Week Five	<ul style="list-style-type: none"> • What is fracking and why is it an issue? 	<ul style="list-style-type: none"> • What is fracking and why is it an issue? 	<ul style="list-style-type: none"> • Why might attitudes vary to the use and exploitation of energy resources? •
Week Six	<ul style="list-style-type: none"> • How have two named countries changed their energy mix over time? 	<ul style="list-style-type: none"> • How have two named countries changed their energy mix over time? 	<ul style="list-style-type: none"> • What are the main limitations in trying to become more sustainable in energy use?

			<ul style="list-style-type: none">• How do global factors influence energy use, supply and demand?
Week Seven	<ul style="list-style-type: none">• How does energy use link to Paper 3?• How has the UK energy use changed over time?	<ul style="list-style-type: none">• How can the UK become more sustainable in it's energy use?	<ul style="list-style-type: none">• How can the UK become more sustainable in it's energy use?