

<b>Geography</b>	<b>Spring Term 2 Year 7</b>	<b>Natural processes, PAZ,</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 is the mechanism for tectonics?</li> <li>• How do rocks form at tectonic plates?</li> <li>• What processes are active at tectonic plates?</li> </ul>	<ul style="list-style-type: none"> <li>• PAZ2 – assessment of work undertaken throughout Year 7 so far.</li> </ul>	<ul style="list-style-type: none"> <li>• What landforms do we get at tectonic boundaries?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• Why do volcanoes form at tectonic plates?</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Why do earthquakes occur at plate boundaries?</li> </ul>	<ul style="list-style-type: none"> <li>• How has tectonic activity created the distinctive landscape of Iceland?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• How has tectonic activity created the distinctive landscape of Iceland?</li> </ul>	<ul style="list-style-type: none"> <li>• How has the distinctive landscape of the UK been modified by tectonic processes over time?</li> <li>• How do we interpret maps and photographs to identify past processes and landscapes?</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• How has the distinctive landscape of the UK been modified by tectonic processes over time?</li> <li>• How do we interpret maps and photographs to identify past processes and landscapes?</li> </ul>

<b>Geography</b>	<b>Spring Term 2 Year 8</b>	<b>Why is water so important to us?</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 natural factors influence the hydrological cycle?</li> </ul>	<ul style="list-style-type: none"> <li>PAZ 2</li> </ul>	<ul style="list-style-type: none"> <li>What human factors influence the hydrological cycle?</li> <li>How can the UK be more sustainable in its water use?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>Why might people come into conflict over water?</li> <li>What do we mean by water security/insecurity?</li> <li>What evidence is there of water insecurity in the world?</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>What causes water insecurity?</li> <li>How can physical and human factors contribute to water insecurity?</li> </ul>	<ul style="list-style-type: none"> <li>What issues of water can we see in the UK today?</li> <li>How might these be solved?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>What issues of water can we see in the UK today?</li> <li>How might these be solved?</li> </ul>	<ul style="list-style-type: none"> <li>What conflicts are occurring along the Tigris and Euphrates rivers?</li> <li>What is causing this conflict?</li> </ul>	<ul style="list-style-type: none"> <li>Why are their conflicts along the Colorado River in North America? What factors are contributing to these conflicts?</li> </ul>

<b>Geography</b>	<b>Spring Term 2 Year 9</b>	<b>Disease hazards and Conflicts</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 climate change increase the risk of malaria?</li> </ul>	<ul style="list-style-type: none"> <li>PAZ 2</li> </ul>	<ul style="list-style-type: none"> <li>What are the main impacts of malaria on people and place?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>What strategies have been successful in eliminating malaria?</li> </ul>	<ul style="list-style-type: none"> <li>Does the level of non-communicable disease increase as countries become more developed?</li> </ul>	<ul style="list-style-type: none"> <li>What strategies can the UK use to mitigate the impact of non-communicable diseases?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>What do we mean by conflicts?</li> <li>Where are the main conflicts in the world today?</li> </ul>	<ul style="list-style-type: none"> <li>When is a country not a country? Why are there issues over the borders of countries?</li> </ul>	<ul style="list-style-type: none"> <li>How has history and natural Geography led to the Ukraine / Russia war?</li> </ul>