Geography	**Spring Term 2 Year 10 NORTH**	**Weather and 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	• What is El Nino and La Nina and how do they influence global climate?	• How does the level of development of a country influence the impacts of droughts on people and place?	• How does the level of development of a country influence the impacts of droughts on people and place?
Week Two	• What mitigation strategies can be used to reduce the impacts of droughts? • How successful have these been in countries at different levels of development?	• What mitigation strategies can be used to reduce the impacts of droughts? • How successful have these been in countries at different levels of development?	• How has the UK and global climate changed over time?
Week Three	• What evidence do we have that climate change has happened?	• What are the natural causes of climate change over a long-time scale?	• How has human activity led to enhanced climate change?
Week Four	• What is the greenhouse effect and why is it important? • Why is atmospheric carbon key to climate change?	• How does the carbon cycle link to resources and resource management?	• PAZ 2 – Physical paper
Week Five	• What are the main impacts of climate change at different spatial scales?	• Why do global organisations work together to combat climate change?	• PAZ 2 – Human paper

Week Six	• Why do attitudes vary to climate change responses?	• Why is there increasing demand for resources in the UK? • How does this influence climate change in the UK?	• How can the UK mitigate and adapt to changing climates in the long term?
Week Seven	• What are the main rock types and their characteristics?	• What do we mean by the rock cycle and how do rocks change?	• What are the main rock types of the UK and what does that tell us about the UK in the past?

Geography	**Spring Term 2 Year 10 South**	**EMA: UK Landscapes**	**OWE: Weather and Climate**
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	• How does agriculture, forestry, and settlement impact on the landscapes of the UK?	• What are National Parks and why is it important to protect the distinctive landscapes of the UK?	• What were the key effects of Sandy? • What were the contributing factors to the effects of Sandy?
Week Two	• How has increased population put pressure on the UK landscapes and National Parks?	• What do we mean by the coast and what processes interact with it?	• What are the characteristics of arid areas? • What is the definition of drought and what are the at-risk areas?
Week Three	• What is the difference between constructive and destructive waves and how do they form?	• What are the main processes active at the coast?	• How does the level of development of a country influence the impacts of droughts on people and place?

Week Four	• PAZ 2 – Human paper	• What distinctive landscapes can be formed by erosion at the coast?	• PAZ 2 – Physical paper
Week Five	• What distinctive landscapes can be formed by erosion at the coast?	• What distinctive landscapes can be formed by deposition at the coast? •	• What mitigation strategies can be used to reduce the impacts of droughts? • How successful have these been in countries at different levels of development?
Week Six	• How does human activity change the coastal landscape?	• How does human activity change the coastal landscape?	• What mitigation strategies can be used to reduce the impacts of droughts? • How successful have these been in countries at different levels of development?
Week Seven	• How can physical and human processes interact to create the UK landscape?	• How can physical and human processes interact to create the UK landscape?	• How has the UK and global climate changed over time?

Geography	**Spring Term 2 Year 11**	**Ecosystems and fieldwork investigation**	
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	• How do we classify the major ecosystems of the world?	• What are the links between the major ecosystems and the climatic zones of the world?	• How do local factors influence the distribution of the major biomes.
Week Two	• How do we classify the major biomes of the UK? • What are marine and terrestrial biomes of the UK?	• How has increasing population and demand for housing put pressure on the UK ecosystems?	• How has increasing population and demand for housing put pressure on the UK ecosystems?
Week Three	• Why is the biosphere so useful for humans? • How do we exploit the biosphere?	• What are the physical characteristics of the temperate deciduous woodland of the UK?	• How do humans use the TDW of the UK for economic and social use?
Week Four	• How have rural communities within TDW national parks been changed by human activity? Case study of the New Forest.	• How can TDW such as the New Forest be sustainably managed?	• Introduction to Rural fieldwork – Geographical question and methodology.
Week Five	• Fieldwork investigation on changing rural communities.	• Fieldwork investigation on changing rural communities. • How has Malham changed due to tourism?	• Fieldwork investigation on changing rural communities. • How has Malham changed due to tourism?

Week Six	• What are the main characteristics of the tropical rainforests including their distribution, nutrient cycling, and energy flow?	• What are the main characteristics of the tropical rainforests including their distribution, nutrient cycling, and energy flow?	• How can we interpret Gersmehl diagrams and how do these change due to human activity?
Week seven	• How has the biodiversity of the TRF changed over time due to human activity and climate change?	• How have plants and animals adapted to the climate and physical characteristics of the TRF?	• How has a named TRF been sustainably managed, and reasons for its sustainable management and evaluation of strategies.