

Geography	Autumn Term 1 Year 7	Everyday Geographies	
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 And two (3 lessons)	<ul style="list-style-type: none"> • What has happened so far on the earth's geological journey? • What are the major events that have occurred in geological history? 	<ul style="list-style-type: none"> • What has happened so far on the earth's geological journey? • What are the major events that have occurred in geological history? 	<ul style="list-style-type: none"> • What is Geography? • How can Geography be classified?
Week three and four	<ul style="list-style-type: none"> • How can we improve our local area to school? • How can we make sure this change is sustainable? • (Fieldwork investigation) 	<ul style="list-style-type: none"> • How do people perceive Keighley? • Why might different people perceive Keighley in different ways? 	<ul style="list-style-type: none"> • Why was Keighley such an important settlement during the industrial revolution? • Why did the site and situation of Keighley help it?
Week five and six	<ul style="list-style-type: none"> • What do we mean by human geography? • What are the main human characteristics of the UK? 	<ul style="list-style-type: none"> • Where does the UK fit into the world map? • What do we mean by the United Kingdom? 	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK?
Week seven	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK? 	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK? 	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK?

Geography	Autumn Term 1 Year 8	Water systems / UK 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 And two (3 lessons)	<ul style="list-style-type: none"> • What is the difference between weather and climate and why is it important? 	<ul style="list-style-type: none"> • What do we mean by microclimate? • What is the microclimate of the school grounds? 	<ul style="list-style-type: none"> • What factors influence the microclimate of the school grounds?
Week three and four	<ul style="list-style-type: none"> • How does the UK climate change over the year? • What factors influence this change? 	<ul style="list-style-type: none"> • What factors influence local climate in Yorkshire compared to London or Scotland? 	<ul style="list-style-type: none"> • Why does it rain so much in the UK?
Week five and six	<ul style="list-style-type: none"> • How is the UK climate changing? 	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK? 	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK?
Week seven	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK? 		

Geography	Autumn Term 1 Year 9	Factfulness	
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 And two (3 lessons)	<ul style="list-style-type: none"> • Understand Hans Rosling's rule of thumb for factfulness. • Identify that we should look to the middle. • Use Hans Rosling's idea of factfulness to describe changes in a country over time. 	<ul style="list-style-type: none"> • Identify the main measures of development. • Describe the Human Development Index and understand why a composite indicator is better than a single one. 	<ul style="list-style-type: none"> • Interpret data on countries to show changes in development indicators. • Use GIS to interpret data within a country at a regional level. • Use of sources of information to assess how countries have changed over time.
Week three and four	<ul style="list-style-type: none"> • To identify the social/physical/political and economic factors that impact on development. • To assess the significance of these factors to the development of the UK. 	<ul style="list-style-type: none"> • To define the difference between standard of living and quality of life. • To understand how quality of life might differ within a country and between countries. • To use statistics to interpret differences in quality of life. 	<ul style="list-style-type: none"> • To define the term social inequality. • To understand how inequality is measured by use of the Gini Coefficient and the Lorenz Curve. • To interpret inequality data from Lorenz curves.
Week five and six	<ul style="list-style-type: none"> • To understand what we mean by colonialism. • To map colonies of the UK in the past. 	<ul style="list-style-type: none"> • To understand what we mean by colonialism. • To map colonies of the UK in the past. 	<ul style="list-style-type: none"> • To understand how rapid urbanisation can increase inequality within a country / city. • To investigate the issues arising from the development of shanty towns in India. • To assess whether there are any positive developments in the shanty towns.

Week seven	<ul style="list-style-type: none">• To understand the difference between top down strategies and grass roots strategies.• To evaluate examples of both top down and grassroots strategies to reduce inequality within a country.	<ul style="list-style-type: none">• To understand the concept of bias in sources of data.• To understand how our own perceptions can create bias.• To evaluate sources and determine their accuracy and reliability as sources of geographical data.	<ul style="list-style-type: none">• To understand the danger of a single story.• To identify examples of where there might be dangers of a single story in: the world, the UK, Keighley.
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