Geography	Autumn Term 1 Year 10	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	• Introduction to key skills needed as Geographers, including the importance of using reliable and accurate sources of information. • Study of contemporary news stories and how they link to key concepts in Geography.	• Statistical skills in Geography and how to do them. • How can these skills be transferred to unknown contexts to interpret geographical sources?	• What do we mean by towns and cities? • What hierarchy can we see in settlements? • Why do some settlements develop whilst others do not? • Why did Keighley locate where it did?
Week Two	• What is urbanisation? • How has urbanisation changed across the globe? • How does the process differ between MDCs, ECs and LDCs? • What factors influenced the process of urbanisation in the past and how is that different today?	• What is urbanisation? • How has urbanisation changed across the globe? • How does the process differ between MDCs, ECs and LDCs? • What factors influenced the process of urbanisation in the past and how is that different today?	• How does population density and distribution help us understand the process of urbanisation? • How can we interpret population data of the UK to understand the process of urbanisation? • What factors have influenced population distribution in the UK?
Week Three	• How does population density and distribution help us understand the process of urbanisation? • How can we interpret population data of the UK to understand the process of urbanisation?	• How does urbanisation give way to suburbanisation, counter-urbanisation and re-urbanisation? • What factors influence this process?	• What is the international and national context of Birmingham? • How has that context changed over time?

	• What factors have influenced population distribution in the UK?	• How might these processes impact on both urban and rural communities? • (site, situation and shape)	
Week Four	• How has the structure of Birmingham changed over time and why? • Is there evidence of the processes of urbanisation, suburbanisation, counter urbanisation, re-urbanisation within Birmingham?	• How has the structure of Birmingham changed over time and why? • Is there evidence of the processes of urbanisation, suburbanisation, counter urbanisation, re-urbanisation within Birmingham?	• What factors have led to changing Birmingham? • How has migration, both international and national changed the demographics and diversity of Birmingham? • What opportunities and issues might this have created?
Week Five	• What factors have led to changing Birmingham? • How has migration, both international and national changed the demographics and diversity of Birmingham? • What opportunities and issues might this have created?	• What is meant by structural change? • What structural changes have occurred in Birmingham and why have these happened? • How have the changes impacted on the city in both a positive and negative way? (deindustrialisation)	• What do we mean by social inequality? • What evidence of social inequality is evident in Birmingham? • How does the spatial differences in equality link to population demographics?
Week Six	• How has the city centre changed over time? • What factors have led to a decline in retail within Birmingham centre? • How have they tried to redevelop the centre to revive it?	• What do we mean by sustainability? • Why is it important we look at economic and social sustainability as well as environmental? • What are some of the issues facing Birmingham today?	• 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?

Week Seven	• 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?	• What makes Mumbai a distinctive city in an Emerging Country(EC)? • What is the international and national context of Mumbai? • How has that context changed over time? • Why is it classed as a megacity?	• What makes Mumbai a distinctive city in an Emerging Country(EC)? • What is the international and national context of Mumbai? • How has that context changed over time? • Why is it classed as a megacity?

Geography	Autumn Term 1 Year 11	The UK landscape	
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	• Introduction to key skills needed as Geographers, including the importance of using reliable and accurate sources of information. • River data as an example of reliable sources and how we use it.	• Statistical skills in Geography and how to do them. • How can these skills be transferred to river contexts to interpret changing landforms and processes?	• How can we use maps at different scales to interpret the river landscapes we can see? • How can we use maps at different scales to interpret flood risk and management?
Week Two	• What are the key features of a drainage basin?	• How do rivers change along their long profile?	• How do rivers change along their long profile? • What are the main changes between the upper, middle and lower courses?
Week Three	• What are the main processes that create river landscapes over time?	• What are the main processes that create river landscapes over time?	• How can we use data sources such as OS maps and photographs to identify how rivers change along their long profile?
Week Four	• Geographical Investigation Malham – to investigate how a river changes downstream.	• To understand how to present and analyse results from investigation.	• To understand how to present and analyse results from investigation.
Week Five	• How can we use data sources such as OS maps and photographs to identify how rivers change along their long profile?	• What are the main features of the upper course and how do they form?	• What are the main features of the upper course and how do they form?

Week Six	• What are the main features of the middle and lower course and how do they form?	• What are the main features of the middle and lower course and how do they form?	• How can we use data sources such as OS maps and photographs to identify how rivers change along their long profile?
Week Seven	• How can we use data sources such as OS maps and photographs to identify how rivers change along their long profile?	• To investigate the factors that lead to river flooding in the UK.	• To assess the impacts of flooding in the UK.