

<b>Geography</b>	<b>Autumn Term 2 Year 7</b>	<b>Everyday Geographies</b>	<b>Tectonic Hazards</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>• Where does the UK fit into the world map?</li> <li>• What do we mean by the United Kingdom?</li> <li>• What are the physical changes that are evident across the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What distinctive landscapes are there in our local area and the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the characteristics of rocks.</li> <li>• To complete a practical investigation into rocks and their differences and similarities.</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• To understand the characteristics of rocks.</li> <li>• To complete a practical investigation into rocks and their differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• What can the rocks of our local area tell us about past environments and processes?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by the rock cycle?</li> <li>• What processes are important in the rock cycle?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• How do tectonic activities kickstart the rock cycle?</li> </ul>	<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>• 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>
Week seven	<ul style="list-style-type: none"> <li>• What landforms do we get at tectonic boundaries?</li> </ul>		

<b>Geography</b>	<b>Autumn Term 2 Year 8</b>	<b>Global Climate and Liveable Cities</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 factors influence the global climate?</li> </ul>	<ul style="list-style-type: none"> <li>• What factors influence the global climate?</li> </ul>	<ul style="list-style-type: none"> <li>• How does climate influence biomes?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• What types of settlements do we find in the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the definition of a liveable city?</li> </ul>	<ul style="list-style-type: none"> <li>• How and why might people have different views on cities and towns?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• What makes London so important?</li> </ul>	<ul style="list-style-type: none"> <li>• What factors have led to the growth of London as our capital city?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we make UK cities more sustainable?</li> <li>• What do we mean by sustainable transport?</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• How can we make our homes more sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>• What are some of the issues in being more sustainable?</li> </ul>	

<b>Geography</b>	<b>Autumn Term 2 Year 9</b>	<b>Factfulness and Hazards</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>To define the term social inequality.</li> <li>To understand how inequality is measured by use of the Gini Coefficient and the Lorenz Curve.</li> <li>To interpret inequality data from Lorenz curves.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between top-down strategies and grass roots strategies.</li> <li>To evaluate examples of both top down and grassroots strategies to reduce inequality within a country.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate how technology can help people move through the levels.</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>To understand the danger of a single story.</li> <li>To identify examples of where there might be dangers of a single story in: the world, the UK, Keighley.</li> </ul>	<ul style="list-style-type: none"> <li>What do we mean by hazards?</li> <li>Do all hazards become disasters?</li> <li>Why are some people more at risk than others?</li> </ul>	<ul style="list-style-type: none"> <li>How can we classify hazards in the world?</li> <li>How can we map current hazards in the world?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>What are the most significant natural hazards in the world today?</li> </ul>	<ul style="list-style-type: none"> <li>What hazards are associated with the weather?</li> <li>Where are the current weather hazards in the world?</li> </ul>	<ul style="list-style-type: none"> <li>How do tropical storms form?</li> <li>Where do tropical storms form?</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>How does the level of development influence the impact of tropical storms?</li> </ul>	<ul style="list-style-type: none"> <li>How does the level of development influence the impact of tropical storms?</li> </ul>	<ul style="list-style-type: none"> <li>What factors influence how hazardous tropical storms are?</li> </ul>