

<b>Geography</b>	<b>Spring Term 1 Year 7</b>	<b>Rocks and tectonic hazards</b>	
What? When? Why?	<b>Lesson One Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Two Learning intentions (what can a student do at the end of the lesson)</b>	<b>Lesson Three Learning intentions (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 do we mean by the rock cycle?</li> <li>• What processes are important in the rock cycle?</li> </ul>	<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>
Week three and four	<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 landforms do we get at tectonic boundaries?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do volcanoes form at tectonic plates?</li> </ul>
Week five and six	<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>	<ul style="list-style-type: none"> <li>• How has tectonic activity created the distinctive landscape of Iceland?</li> </ul>

<b>Geography</b>	<b>Spring Term 1 Year 8</b>	<b>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 do we mean by sustainable cities?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we design sustainable cities for the future?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we design sustainable cities for the future?</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• Why are green spaces so important in cities?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we create green spaces in cities?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a clone town?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• Is Keighley a clone town?</li> </ul>	<ul style="list-style-type: none"> <li>• Why have places become clone towns?</li> </ul>	<ul style="list-style-type: none"> <li>• How can independent stores fight back against clone towns?</li> </ul>
Week seven			

<b>Geography</b>	<b>Spring Term 1 Year 9</b>	<b>Hazards – natural or human?</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 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>	<ul style="list-style-type: none"> <li>• How does the level of development influence the impact of tropical storms?</li> </ul>
Week three and four	<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>	<ul style="list-style-type: none"> <li>• How can we mitigate against tropical storms in Level 1 and Level 4 countries?</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• How can we mitigate against tropical storms in Level 1 and Level 4 countries?</li> </ul>	<ul style="list-style-type: none"> <li>• What is climate change and what evidence do we have?</li> </ul>	<ul style="list-style-type: none"> <li>• What are thought to be the main causes of climate change today and over a longer time scale?</li> </ul>
Week seven			