

Geography	Spring Term 2 Year 7	Natural processes, PAZ,	
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"> • Why do volcanoes form at tectonic plates? 	<ul style="list-style-type: none"> • PAZ2 – assessment of work undertaken throughout Year 7 so far. 	<ul style="list-style-type: none"> • What landforms do we get at tectonic boundaries?
Week three and four	<ul style="list-style-type: none"> • Why do earthquakes occur at plate boundaries? 	<ul style="list-style-type: none"> • How has tectonic activity created the distinctive landscape of Iceland? 	<ul style="list-style-type: none"> • How has tectonic activity created the distinctive landscape of Iceland?
Week five	<ul style="list-style-type: none"> • How has tectonic activity created the distinctive landscape of Iceland? 	<ul style="list-style-type: none"> • How has the distinctive landscape of the UK been modified by tectonic processes over time? • How do we interpret maps and photographs to identify past processes and landscapes? 	

Geography	Spring Term 2 Year 8	Food and water security	
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"> • To carry out research into one way of increasing food supplies. • 	<ul style="list-style-type: none"> • PAZ 2: Weather and Sustainable cities 	<ul style="list-style-type: none"> • How could urban farming help African countries to grow more food?
Week three and four	<ul style="list-style-type: none"> • Where does our water come from? Where are the areas of water surplus and water deficit? 	<ul style="list-style-type: none"> • What causes water insecurity? • How can physical and human factors contribute to water insecurity? 	<ul style="list-style-type: none"> • To make links between the primary impacts of water insecurity and the secondary impacts.
Week five	<ul style="list-style-type: none"> • What issues of water can we see in the UK today? • How might these be solved? 	<ul style="list-style-type: none"> • What conflicts are occurring along the Tigris and Euphrates rivers? • What is causing this conflict? 	

Geography	Spring Term 2 Year 9	Disease hazards and Conflicts	
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 are the impacts of climate change on different countries? 	<ul style="list-style-type: none"> • PAZ 2 	<ul style="list-style-type: none"> • How can we respond to climate change at different scales?
Week three and four	<ul style="list-style-type: none"> • How does climate change increase the risk of malaria? 	<ul style="list-style-type: none"> • What are the main impacts of malaria on people and place? 	<ul style="list-style-type: none"> • What strategies have been successful in eliminating malaria?
Week five	<ul style="list-style-type: none"> • Does the level of non-communicable disease increase as countries become more developed? 	<ul style="list-style-type: none"> • What strategies can the UK use to mitigate the impact of non-communicable diseases? 	<ul style="list-style-type: none"> • What do we mean by conflicts? Where are the main conflicts in the world today?