Geography	Year 7 Summer Term 1	Globalisation	
What? When?	Lesson One	Lesson Two	Lesson Three
Why?	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)	Learning intentions (what can a student do at the end of the lesson)
Week one and two (3 lessons)	<ul> <li>To introduce the idea of how money moves around the world.</li> </ul>	<ul> <li>To understand the growth of manufacturing in China.</li> </ul>	<ul> <li>To investigate how the Fisher Clark model helps us explain changing industry.</li> </ul>
Week three and four	<ul> <li>To understand that manufacturing will move to other countries in the future.</li> </ul>	<ul> <li>To assess the growth of Nigeria and its economy.</li> </ul>	<ul> <li>To understand how Chinese companies' investment will help Nigeria to develop.</li> </ul>
Week five and six	<ul> <li>To understand how Chinese companies' investment will help Nigeria to develop.</li> </ul>	<ul> <li>How does the dollar support Nigeria's development?</li> </ul>	<ul> <li>How does the dollar support Nigeria's development?</li> </ul>
Week seven	<ul> <li>To understand how containerisation helped globalisation.</li> </ul>		

Geography	Year 8 Summer Term 1	UK Challenges	
What?	Lesson One	Lesson Two	Lesson Three
When?	Learning intentions	Learning intentions	Learning intentions
Why?	(what can a student do at the end of	(what can a student do at the end of the	(what can a student do at the end of the
	the lesson)	lesson)	lesson)
Week one and two (3 lessons)	<ul> <li>To explain what constitutes the United Kingdom as a country.</li> </ul>	<ul> <li>To investigate how the UK can be represented by formal and informal information.</li> </ul>	<ul> <li>To investigate the distribution of National Parks in the UK and explain their importance.</li> </ul>
Week three and four	<ul> <li>To investigate the distribution of National Parks in the UK and explain their importance.</li> </ul>	<ul> <li>To assess the challenges faced by National parks in the UK and suggest how they can be managed.</li> </ul>	<ul> <li>To explain the causes of flooding in the UK.</li> </ul>
Week five and six	• To classify the impacts of flooding in the UK.	• To investigate the distribution of natural resources in the UK.	• To compare the consumption of resources in the UK over time.
Week seven	<ul> <li>To explain how the UK's energy mix has changed</li> <li>To describe the issues of exploiting new energy supplies</li> </ul>		

Geography	Year 9 Summer Term 1	Conflicts	
What?	Lesson One	Lesson Two	Lesson Three
When?	Learning intentions	Learning intentions	Learning intentions
Why?	(what can a student do at the end of	(what can a student do at the end of	(what can a student do at the end of the
	the lesson)	the lesson)	lesson)
Week one and two (3 lessons)	<ul> <li>To understand how conflict can occur at different scales.</li> </ul>	<ul> <li>To explain how territorial borders might lead to conflict.</li> </ul>	• To investigate why pirates still exist?
Week three and four	<ul> <li>To investigate the causes and responses to piracy and links to levels of development.</li> </ul>	<ul> <li>To investigate the causes and responses to piracy and links to levels of development.</li> </ul>	<ul> <li>To understand why child soldiers are used.</li> <li>To understand the effects of this experience on these children.</li> </ul>
Week five and six	<ul> <li>To explain what blood diamonds are and how they have caused conflict in Sierra Leone.</li> </ul>	<ul> <li>To explain how children can be affected by conflict around the world.</li> </ul>	<ul> <li>To investigate how geography affects Russian relations with other countries.</li> </ul>
Week seven	• To assess the causes of the Ukraine / Russia conflict.		