

<b>Geography</b>	<b>Summer Term 2 Year 7</b>	<b>Fantastic Places</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>• PAZ 3 to be completed</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback on PAZ 3</li> <li>• To understand how human and physical processes create distinctive landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and explain the physical characteristics of Antarctica as a cold place.</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• To assess how animals and plants have adapted to cold places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand why Antarctica is protected as a global common.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate the wonder and mystery of Mount Everest.</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• To explore fantastic cities and explain why we build cities in the desert.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate how sustainable Dubai is as a city.</li> </ul>	<ul style="list-style-type: none"> <li>• To apply our knowledge to design a sustainable city of the future.</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• To introduce the tropical rainforest as a fantastic place.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain why biodiversity is so great within the rainforests.</li> </ul>	<ul style="list-style-type: none"> <li>• To assess how we can manage and protect the rainforests in a sustainable way.</li> </ul>
Week eight	<ul style="list-style-type: none"> <li>• FLAMINGO LAND</li> </ul>		

<b>Geography</b>	<b>Summer Term 2 Year 8</b>	<b>UK Challenges: UK resources and sustainability</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>PAZ 3 to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how the UK's <b>energy mix</b> has <b>changed</b>.</li> <li>Feedback PAZ 3</li> </ul>	<ul style="list-style-type: none"> <li>To describe the <b>issues of exploiting</b> new energy supplies.</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>To evaluate the different types of renewable energy and decide which is best for the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To assess the use of wind power in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To assess the use of wind power in the UK.</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>To investigate the spatial variations in the UK and explain how the government can reduce them.</li> </ul>	<ul style="list-style-type: none"> <li>To examine the role of government in reducing inequality in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the need for more housing in the UK and the challenge of building them.</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>To compare brownfield to greenfield sites for the location of new housing.</li> </ul>	<ul style="list-style-type: none"> <li>To compare brownfield to greenfield sites for the location of new housing.</li> </ul>	
Week eight	<ul style="list-style-type: none"> <li>FLAMINGO LAND</li> </ul>		

<b>Geography</b>	<b>Summer Term 2 Year 9</b>	<b>Ecosystems</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>• PAZ 3 to be completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback on PAZ 3</li> <li>• To explain the global distribution of biomes.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what a hypothesis is and to create 2 hypotheses about the ecosystems of the school grounds.</li> </ul>
Week three and four	<ul style="list-style-type: none"> <li>• To investigate the microecosystems of the school grounds and explain their features.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and explain the location of tropical rainforests.</li> </ul>	<ul style="list-style-type: none"> <li>• To assess the importance of tropical rainforests and why they need protecting.</li> </ul>
Week five and six	<ul style="list-style-type: none"> <li>• To investigate how we can survive the tropical rainforest.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe what a food web is and to create a food web for the hot desert biome.</li> </ul>	<ul style="list-style-type: none"> <li>• To locate the temperate deciduous forests and identify the key characteristics of this biome.</li> </ul>
Week seven	<ul style="list-style-type: none"> <li>• To understand the location, climate, animals and people of the Tundra.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the adaptations required for survival in the Siberian Tundra.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Week eight	<ul style="list-style-type: none"> <li>• FLAMINGO LAND</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>