GEOGRAPHY 2023-24

Year 7 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Britain						Globalisation								
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	Ecosystems						Population								
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Risky World						Weather and Climate								

Year 8 Overview

Autumn Physical landscapes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Coasts						Rivers								
Spring Redevelopment	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	Redevelopment						Context				Resources				
Summer Sustain-ability	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Resources						Urban living				Making the world sustainable				

Year 9 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Big Idea 1 – Glaciation							Recall 1		Big Idea 2 – Development					
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	Development			Recall 2		Big Idea 3 - Brazil									
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Big Idea 3 - Brazil					Recall 3 / End of year 9 exam revision				Recall 4					

Year 10 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Resource Management						The Living World								
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	The Challenge of Natural Hazards														
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Urban Issues and Challenges							Rivers			Fieldwork				

Year 11 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	Fieldwork			Rivers			Recall		Changing Economic World					
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27		
	Changing Economic World					Recall		Coastal Landscapes in the UK						
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39		
	Issue Evaluation					Revision								

GEOGRAPHY – Year 7 2023-24

Year 7 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Britain						Globalisation								
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	Ecosystems						Population								
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Risky World							Weather and Climate							

Key:

Red	Whole Class Feedback
Blue	RTP – low stakes quiz
Grey	Synoptic
Yellow	Explanation – Point Evidence Explain

Year 7

Achieving Excellence Together

AUTUMN – To become an expert on Britain

	Weeks 1-2	Weeks 4-6
CORE CONCEPTS	Context	Politics
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. Where is the UK in the world? 2. What is the difference between the UK and Britain? 3. What are the physical and human features of North West? 4. What are the features of Greater Manchester? 5. What are the features of Greater Manchester continued?	6. What are the UK's links with the world? 7. What are the advantages and disadvantages of being in the EU? 8. What are different people's opinions on EU membership? 9. Synoptic - Was leaving the EU the correct decision? (/6)
	Threshold Concept : Being British not just one thing but varied. Failsworth is a small part of Britain.	Threshold Concept : Britain is linked to lots of countries around the world. Politics is complicated and divides nations.
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion • Creating graphs	Pedagogical Approaches: • Marketplace carousel • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?		

Achieving Excellence Together

AUTUMN – To become an expert on globalisation

	Weeks 7-8	Weeks 9-11	Weeks 11-14
CORE CONCEPTS	Trade	LICs	Fairtrade
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	10. How does world trade work? 11. Where does our stuff come from?	12. What are sweat shops? What are the conditions in sweat shops? 13. What are TNCs? Why do they set up in LICs? 14. What are the advantages and disadvantages of TNCs?	15. What are the processes involved in making chocolate? 16. What is fairtrade? How is it different? 17. How does fairtrade benefit people in LICs? 18. What are the advantages and disadvantages of fairtrade? 19. Synoptic - Should we buy fairtrade?
	Threshold Concept : World trade isn't fair. Our stuff comes from all around the world.	Threshold Concept : People work in difficult conditions to make our stuff.	Threshold Concept : Consumer choices can improve the lives of people in LICs. Challenge the branded concept that fairtrade is all beneficial.
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Play/game • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion • Atlas work	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?			

Achieving Excellence Together

SPRING – To become an expert on ecosystems.

	Weeks 14-15	Weeks 16-18
CORE CONCEPTS	Context	Rainforests
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	20. What is an ecosystem? 21. What is a food chain? 22. What is the nutrient cycle? 23. What factors affect an ecosystem? 24. Where are the world's biomes located? 25. How does latitude affect the location of biomes in the world?	26. Synoptic application – The climate of 7 biomes 27. What are the characteristics of tropical rainforest? 28. What are the causes of deforestation in the Congo rainforest? 29. What are the effects of deforestation in the Congo rainforest? 30. How can we manage deforestation?
	Threshold Concept : The location of the earth affects the climate and flora and fauna.	Threshold Concept : Deforestation has many causes and impacts.
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	L28 - WCF L31 – Low stakes quiz	L34 – Quiz with a total of 15 marks available L34 Synoptic application - Pupils to create a news report on the effects of deforestation in the Congo. Peer assessed L35 - WCF

Achieving Excellence Together

SPRING 2 – To become an expert on population.

		Weeks 21-23	Weeks 23-26
CORE CONCEPTS	Context	LIC	HIC
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	31. What is population? 32. How is global population changing? 33. How is population distributed? 34. What are population indicators? 35. What impacts the size of a population?	36. What are the living conditions for people in rural Kenya? 37. What are the living conditions for people in urban Kenya? 38. Are the living conditions worse in rural or urban Kenya? 39. How are living conditions in Kibera being improved?	40. What is causing people to migrate? 41. Who is Zain?
		Threshold Concept :	Threshold Concept :
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion • Guided practice • Retrieval practice	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion • Guided practice • Retrieval practice	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion • Guided practice • Retrieval practice
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?			

Achieving Excellence Together

SUMMER – To become an expert on how the world is at risk

	Weeks 27-28	Weeks 28-33	Weeks 33-37
CORE CONCEPTS	Context	Tectonic hazards	Weather
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	42. What is the structure of the earth? 43. Why do tectonic plates move? 44. Has the Earth always looked the same? 45. Where are volcanoes and earthquakes found?	46. What are the features of volcanoes? 47. Why do people live near volcanoes? 48. How can we reduce the effects of volcanoes? 49. What were the effects of the Mt Singabung eruption? 50. Synoptic application 51. How can we reduce the effects of earthquakes? 52. What are the features of earthquake proof buildings? 53. Synoptic quiz 54. What are tsunamis? 55. What happened on boxing day in 2004?	56. What is the water cycle? 57. What is precipitation? 58. What makes temperature change? 59. How do air masses influence the weather? 60. How do we measure the weather? 61. Fieldwork 1 – Introduction 62. Fieldwork 2 - Data collection 63. Fieldwork 3 – Data presentation 64. Fieldwork 4 – Data analysis and conclusion 65. Revision and synoptic 66. Synoptic application
	Threshold Concept : The crust layer of the earth moves to create earthquakes and volcanoes.	Threshold Concept : That LIC and HICs are impacted differently by natural hazards due to development.	Threshold Concept : That LIC and HICs are impacted differently by natural hazards due to development.
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion	Pedagogical Approaches: • Modelling • Quizzing • Questioning • Ranking and justifying • Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?			

GEOGRAPHY – Year 8 2022-23

Year 8 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Physical landscapes	Coasts								Rivers						
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
Redevelopment	Redevelopment						Context				Resources				
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
Sustain-ability	Resources					Urban living				Making the world sustainable					

Key:

Red	Whole Class Feedback
Blue	RTP – low stakes quiz
Grey	Synoptic
Yellow	Explanation – Point Evidence Explain

Year 8

Achieving Excellence Together

AUTUMN – To become an expert on physical landscapes in the UK.

	Weeks 1-8	Weeks 9-15
CORE CONCEPTS	Coastal landforms	River landforms
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. How diverse is our coastline? 2. What happened to Old Harry's wife? 3. How are sand dunes formed? 4. What are the methods of hard and soft coastal engineering? 5. Decision making exercise	6. How does a river change as it moves downstream? 7. What is a cross profile? 8. How are waterfalls formed? 9. How are oxbow lakes formed? 10. Synoptic application – Mountains to coast 11. What causes river flooding? 12. What are the methods of hard and soft rivers engineering?
	Threshold Concept : Our coastline is very diverse and is constantly changing. Pupils to question the best way to protect the coastline.	Threshold Concept :
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	L5 – Low stakes quiz /17 and decision making exercise	

Achieving Excellence Together

SPRING 1 – To become an expert on redevelopment.

	Weeks 16-21
CORE CONCEPTS	Redevelopment
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	13. What are the characteristics of urban areas? 14. How can I measure changes in environmental quality across Manchester? 15. How has land use in Manchester changed over time? 16. What is the industrial revolution? 17. What are the map features of Manchester? 18. How has Manchester been redeveloped? 19. How significant was the redevelopment of Manchester?
	Threshold Concept :
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: ● Modelling ● Questioning ● Low stakes quizzes ● Whole class feedback ● Discussion
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?	

Achieving Excellence Together

SPRING 2 and SUMMER – To become an expert of sustainability (2021) 20 hours

	Weeks 22-25	Weeks 26-33	Weeks 34-37	Weeks 38-40
CORE CONCEPTS	Context	Urban Living	Resources	Making the world sustainable
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	20. What is the greenhouse effect? 21. What evidence is there for climate change? 22. What are the causes of climate change? 23. What are the effects of climate change?	24. How sustainable are different types of energy? 25. Synoptic application 26. How sustainable is our transport? 27. How sustainable are our homes? 28. What is your carbon footprint?	29. How sustainable is our food sources? 30. How sustainable is our use of plastic? 31. How sustainable is fashion? 32. How sustainable is our use of fast fashion continued? 33. How sustainably do we use our oceans?	34. How can I be more sustainable? 35. How sustainable is Curitiba? 36. What is ecotourism?
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion •	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion •	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion •
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?				

GEOGRAPHY – Year 9 2023-24

Year 9 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Big Idea 1 – Glaciation							Recall 1		Big Idea 2 – Development					
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	Development			Recall 2		Big Idea 3 - Brazil									
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Big Idea 3 - Brazil					Recall 3 / End of year 9 exam revision				Recall 4					

Key:

Green	Map skills
Red	Whole Class Feedback
Blue	RTP – low stakes quiz
Grey	Synoptic
Yellow	Explanation – Point Evidence Explain

Year 9

Achieving Excellence Together - AUTUMN

	Big Idea 1 – How has glaciation affected the UK?		
Enquiries	Enquiry 1 - Context	Enquiry 2 –How has glaciation shaped the UK?	Enquiry 3 – How has glaciation affected people?
Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. What is the rock cycle and what are the different types of rocks? 2. What are the periods of geological time? 3. Where in the world is covered by ice?	4. How has ice shaped the UK landscape? 5. How do glaciers move and form? 6. What erosional landforms can be found in glaciated areas? 7. How can you identify erosional landforms on a map? 8. What depositional landforms can be found in glaciated areas?	9. What is a National Park? 10. How has glaciation affected the Lake district? 11. What economic opportunities are there in the Lake District? 12. What conflicts does tourism create in the Lake District? 13. Synoptic
	Threshold Concept :	Threshold Concept :	
Implementation (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Modelling • Questioning • Whole class feedback • Discussion	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Whole class feedback • Discussion	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph
Impact (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?			

	Recall chunk	Big Idea 2 – What is development?		Recall chunk
Enquiries Intent (Curriculum design, coverage and appropriateness). What are you trying to achieve?	Recall chunk 1	Enquiry 1 - Context	Enquiry 2 – NEE	Recall chunk 2
	14. Map skills 15. Plate margins 16. Volcanoes – types, effects, solutions 17. Reducing effects	18. What is development? 19. How do you measure a country's development? 20. What is the best way to measure a country's development? 21. What are the barriers to a country's development? 22. How can a country use trade/aid/tourism to develop?	23. Where is China located? 24. What are the main types of jobs in China? (Farming/factories) 25. What are the working conditions like in China? 26. Synoptic 27. What country will win the battle of the Superpowers? 28. Superpowers continued.	29. Map skills 30. Urban areas 31. Industrial revolution 32. Redevelopment – Salford Quays

		Threshold Concept :	Threshold Concept :	
<u>Implementation</u> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	Pedagogical Approaches: • Whole class feedback • Free recall • Spider diagrams • Ranking • Justifying • Questioning • Discussion	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph	Pedagogical Approaches: • Modelling • Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph	Pedagogical Approaches: • Whole class feedback • Free recall • Spider diagrams • Ranking • Justifying • Questioning • Discussion
<u>Impact</u> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?				

Big Idea 3 – How diverse is Brazil?					
<u>Enquiries</u>	Enquiry 1 – How has history shaped Brazil?	Enquiry 2 – What are people's lives like in Brazil?	Enquiry 3 – How significant is the Amazon rainforest?	Enquiry 4 – Should the road be built through the Amazon?	Enquiry 5 – How developed is Brazil?
<u>Intent</u> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	1. Where is Brazil located? 2. What is colonization? 3. How significant is the Rio carnival?	4. How is Brazil's population distributed? 5. Who are the Yanomami? 6. How are the Brazilian government protecting the Yanomami? 7. How successful have the Brazilian government been in protecting the Yanomami? 8. What are the living conditions like for people in Rio? 9. How severe is crime in Rio? 10. Should Gabriella move to Rio?	11. What is the climate like in Brazil? 12. What biomes does Brazil have? 13. How biodiverse is Brazil? 14. How significant is the Amazon rainforest? 15. What are the threats to the Amazon rainforest? 16. How is the Brazilian government protecting the Amazon rainforest?	17. What is the road development? 18. What are the benefits/ problems with the road development? 19. What conflicting opinions are there on the road development? 20. Synoptic – Should the road be built through the Peruvian Amazon? Quiz	21. How is Brazil linked to the wider world? 22. How developed is Brazil? 23. How developed is Brazil? 24. Synoptic
<u>Implementation</u>	Pedagogical Approaches:	Pedagogical Approaches: • Modelling	Pedagogical Approaches: • Modelling	Pedagogical Approaches: • Modelling	Pedagogical Approaches:

(How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?	• Modelling • Questioning • Low stakes quizzes • Discussion	• Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph	• Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph	• Questioning • Low stakes quizzes • Discussion • PEE – Point Evidence Explain paragraph	• Modelling • Questioning • Low stakes quizzes • Discussion •
<u>Impact</u> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?					

Recall		
<u>Enquiries</u>	Recall 3 / End of year 9 exam revision	Recall 4
<u>Intent</u> (Curriculum design, coverage and appropriateness). What are you trying to achieve?	33. Recall – map skills 34. Revision 1 35. Revision 2 36. Pre-release 37. Pre-release	38. Map skills 39. Coasts 40. Rivers 41. Glaciers
<u>Implementation</u> (How will you deliver your curriculum, Various teaching methods and means of formative and summative assessment). How effectively are your curriculum objectives translated into processes and policies?		
<u>Impact</u> (Assessment links, attainment and progress, destinations). What is the potential impact of your curriculum objectives on pupils?		

Geography Schema 2024-25

Year 10 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
	Resource Management						The Living World								
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27			
	The Challenge of Natural Hazards														
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39			
	Urban Issues and Challenges							Rivers			Fieldwork				

Year 11 Overview

Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	Fieldwork			Rivers			Recall		Changing Economic World					
Spring	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27		
	Changing Economic World					Recall		Coastal Landscapes in the UK						
Summer	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39		
	Issue Evaluation					Revision								

Year 10 Autumn Term: Resource Management

Week	Week	Week	Week
Learning chunk 1 (2 Lessons) Context	Learning chunk 2 (3 Lessons) Food	Learning chunk 3 (3 Lessons) Energy	Learning chunk 4 (9 Lessons) Water
Learning intentions: 1. To discuss the importance of global resources. 2. To describe the distribution of global resources and suggest reasons for this.	Learning intentions: 3. To describe the changing demand of food in UK. (organic and all-year demand resulting in LICS imports) 4. To explain what food miles are and their environmental impact. 5. To describe what agri-business is and why it is increasing.	Learning intentions: 6. To describe the difference between renewable and non-renewable energy. 7. To describe what fracking is and explain the impacts of fracking. 8. To explain the issues around the UKs changing energy mix.	Learning intentions: 9. To describe how the UKs demand for water is changing. 10. To explain the different between the UKs water supply vs demand. 11. To explain a range of factors that affect water availability. 12. To explain how the UKs water is being polluted and the cause of poor water quality. 13. To describe the location of water transfer project in the UK and explain why they are needed. 14. To describe the Lesotho Highland Water Project. 15. To explain how we can sustainably increase water supplies. 16. To describe how water supplies have been sustainable increased in the Wakel River Basin. 17. End of topic assessment
Pedagogical Approaches: ●	Pedagogical Approaches: ● Card sort ● Class discussion ● Questioning ● Modelling ● Exam practice	Pedagogical Approaches: ● Modelling ● Questioning ● Class discussion ● Exam practice	Pedagogical Approaches: ● Modelling ● Questioning ● Class discussion Exam practice
Subject Specific Knowledge: ● Key terminology: distribution etc	Subject Specific Knowledge: ● Key terminology: carbon footprint	Subject Specific Knowledge: ● Key terminology: renewable etc ● How to draw a divided bar graph	Subject Specific Knowledge: ● Key terminology: sustainable

Learning Chunk 1	Context	Number of lessons	2

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To discuss the importance of global resources.	What are the most important global resources?	• Define 'resource'. • Living graph of importance of different resources. • Images/video of various places around the world to show social/economic/environmental impact of the lack of resources. Planned discussion on aid/wellbeing/links to HIC/LIC (development).
2	Content	To describe the distribution of global resources and suggest reasons for this.	How are resources distributed?	• Teacher to use questioning to gauge prior knowledge of chloropleth maps. • Backwards facing teacher to model and verbalise how to describe distribution using continents, compass directions and anomalies using two different style maps (pattern/colour, world map/European map). Pupils to complete independent practice to describe distribution of food/energy/water globally. • Discussion on reasons for this distribution. Teacher to model PEE paragraph. Pupils to write a paragraph on different resource.

Learning Chunk 2	Food	Number of lessons	3

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To describe the changing demand of food in UK.	How is the demand for food changing in the UK?	• Images to show a typical plate of food/food diary from 20s, 80s, today. • Teacher to model using visualiser how to complete graph. Pupils to complete bar/line graph to show changing demand for food over time in the UK. • Discussion on pattern/trend. To draw on line of best fit. • Video to explain what organic food is. Veganism/vegetarianism. Non-seasonal foods. Locally grown food. Pupils to summarise in table.
2	Content	To explain what food miles are and their environmental impact.	What are food miles?	• Video to explain food miles and their environmental impact. Discussion on how to reduce this impact (locally grown food, seasonal food etc). • Data drop - quiz /13 • Class to generate success criteria to answer extended writing question: To what extent is it preferable to source food locally in the UK rather than import from abroad? • Peer assessment using success criteria

3	Content	To describe what agri-business is and why it is increasing.	What is agribusiness?	• Video or article of a farm that uses agribusiness and table of data to how increase in yield. • Pupils to summarise what agribusiness is.

Learning Chunk 3	Energy	Number of lessons	3

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To describe the difference between renewable and non-renewable energy.	What is the difference between renewable and non-renewable energy?	• Multiple choice/short answer/photograph quiz to recall knowledge from KS3 on renewable and non-renewable energy. Self assessed •
2	Content	To create a graph on the UKs changing energy mix and describe the trend over time and suggest reasons why.	What is the UK's energy mix?	• Teacher to model using visualiser how to complete graph. Pupils to complete bar/line graph to show changing demand for food over time in the UK. • Discussion on pattern/trend. Pupils tow write a paragraph to describe the trend using data. • Discussion on reasons for trend – pupils to write a paragraph.
3	Content	To explain the issues around the UKs changing energy mix.	What are the issues with the UK's changing energy mix?	• Read three example answers to exam Q3.4 on Set 6 2020. Highlight PEE. Read mark scheme and discussion on levels to write WWW and target to improve.
4	Content	To describe what fracking is.	What is fracking?	• Video on the process of fracking. Pupils to order statements to explain the process. •
5	Content	To explain the impacts of fracking.	What are the impacts of fracking?	• Recap – fracking process. • Video/image to show impact e.g. interview with farmer or protesters. • Discussion on opinion line – how far to you agree that fracking should be used in the UK? • Extended writing – PEE paragraph for advantage/disadvantage and opinion.
6	Checkpoint	To review learning of food and energy in the UK.	Review of learning	• Data drop – quiz /15

Year 10 Summer Term - The Living World

Week	Week	Week 2 - 5
Learning chunk 1 (6 Lessons) Biomes	Learning chunk 2 (8 Lessons) Hot deserts	Learning chunk 3 (8 Lessons) Tropical rainforests
Learning intentions: 1. To describe the features of ecosystems. 2. To describe the connections in ecosystems using food chains and food webs. 3. To explain the nutrient cycle. 4. To explain how different events/factors can affect an ecosystem. 5. To describe the characteristics of global biomes. 6. To describe the location of global biomes.	Learning intentions: 7. To describe the location and climate of hot deserts. 8. To describe the characteristics of hot deserts. 9. To explain how a range of plants and animals have adapted to life in the desert. 10. To explain the challenges for people in the Western desert. 11. To explain the opportunities for people in the Western desert. 12. To describe the causes of desertification. 13. To explain the causes of desertification. 14. To explain the methods to manage desertification.	Learning intentions: 15. To describe the climate of the tropical rainforest. 16. To describe the structure of a tropical rainforest. 17. To explain how a range of plants and animals have adapted to life in the rainforest. 18. To identify the causes of deforestation. 19. To explain the economic impacts of deforestation. 20. To explain the causes and impacts of deforestation in Malaysia. 21. To explain how we can manage tropical rainforests sustainably. 22. To review learning on The Living World topic.
Pedagogical Approaches: • Modelling • Questioning • Class discussion • Exam practice	Pedagogical Approaches: • Modelling • Questioning • Class discussion • Exam practice	Pedagogical Approaches: • Card sort • Class discussion • Questioning • Modelling Exam practice
Subject Specific Knowledge: • Key terminology: flora and fauna, biomass, distribution etc • Biomes and their characteristics •	Subject Specific Knowledge: • Key terminology: desertification etc • Case study: Western desert	Subject Specific Knowledge: • Key terminology: thalweg etc

Learning Chunk 1	Water	Number of lessons	12

Lesson number	Type of Lesson	Learning Intentions	Lesson title	Lesson Structure
1	Recall/Content	To describe how the UKs demand for water is changing.	How is the demand for water changing in the UK?	• Whole class feedback • Class tally on water usage (dishwashers etc) • Teacher to model how to create pie chart from the data. Pupils to generate success criteria. • Compare pie chart with one from the past using statistics.
2	Content	To create choropleth maps on the UKs water supply vs demand.	How far does the UK's water supply meet demand?	• Differentiated maps/worksheets. • Teacher to model how to create two choropleth maps to show rainfall/population density. • Annotate maps as a class and generate success criteria to describe the distribution. • Pupils to write describe distribution paragraph. • Discussion on issues.
3	Checkpoint	To explain a range of factors that affect water availability.	What factors affect water availability?	• Data drop /16 • Class discussion/questioning with images. • Modelling of extended writing using visuliser - 'Poverty is the main factor affecting water supply.' To what extent do you agree with this statement? [6 marks]
4	Content	To explain how the UKs water is being polluted and the cause of poor water quality.	What are the causes of poor water quality in the UK?	• Images of water pollution in the UK – captions/short paragraphs with what/where. Class discussion/living graph. • Pupils to identify cause of pollution, rank and justify their decisions. • Pupils to write PEE paragraph on the cause of poor water quality in the UK.
5	Content	To describe the location of water transfer project in the UK and explain why they are needed.	What are water transfers and where are they used in the UK?	• Teacher to model annotating of Figure using water transfers in the UK. • Pupils to describe what the figure shows and explain why they are needed in that location.
6	Checkpoint	Context Lesotho	What is life like in Lesotho?	• Data drop /15 • Describe location using atlas with success criteria (compass point/distance/ surrounding countries) Self assessment • Development indicators compare with UK – What does this suggest about living conditions? Is it a HIC/LIC?NEE? • Image/video discussion • Journal entry – how might water deficit affect the people of Lesotho? What method of increasing water supplies would you recommend?

7	Content	To describe the Lesotho Highland Water Project.	What is the Lesotho Highland Water Project?	• Recap – where is Lesotho? Etc • Case study notes
8	Checkpoint	To evaluate the success of the Lesotho Highland Water Project.	How successful was the Lesotho Highland Water Project?	• Modelling how to write extended answer question using visualiser 'Evaluate whether the Lesotho Highland Water Project is worth the enormous costs involved. [6 marks]'
9	Content	To explain how we can sustainably increase water supplies.	How can we sustainably increase water supplies?	• Whole class feedback • Recap – sustainability definition • Images e.g. water butts, dual flush etc. Class discussion. • Pupils to complete table of strategies using resources. • Teacher to model PEE paragraph of water conservation. Pupils to complete paragraph on a different strategy.
10	Checkpoint	Context Wakel River Basin (US aid fund etc)	What is life like in the Wakel River Basin?	• Data drop /16 • Journal entry – how might water deficit affect the people in the Wakel River Basin? What method of increasing water supplies would you recommend?
11	Content	To describe how water supplies have been sustainable increased in the Wakel River Basin.	What has been done in the Wakel River Basin to increase water supplies?	• Create case study notes •
12	Synoptic	To review learning of water as a global resource.	Review of learning	• Synoptic lesson – knowledge drop /40

Learning Chunk 2	Biomes	Number of lessons	6

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To describe the features of ecosystems.	What are the features of ecosystems?	• Recall knowledge from KS3. • Pupils to sort/label producers, primary/secondary/tertiary consumers (herbivore, carnivores, detrivore, omnivores) on images.
2	Content	To describe the connections in ecosystems using food chains and food webs.	What is the difference between food chains and food webs?	• Teacher to use backwards fading to complete questions on food chains/webs.
3	Content	To explain the nutrient cycle.	What is the nutrient cycle?	• Teacher props (or images) – soil, plant, leaf litter. Discussion on the link between them. • Watch GCSE pod video and answer short/multiple choice questions. • Pupils to label nutrient cycle diagram and use sentence starters to explain.
4	Content	To explain how different events/factors can affect an ecosystem.	What factors affect ecosystems?	• Use visulaiser to go through 3 example answers to the question 'Explain how change can have short-term and long-term effects on an ecosystem. (6 marks)'
5	Content	To describe the characteristics of global biomes.	What are the characteristics of biomes?	• Data drop – quiz /20 • To listen to sounds of different biomes and identify the biome. • Pupils to draw image of biome using description. Or describe characteristics of biomes using images. Or to match up images with descriptions (differentiated with ability). Self assess
6	Content	To describe the location of global biomes.	Where are the world's biomes located?	• To create a global choropleth map on the location of biomes.

Learning Chunk 3	Hot deserts	Number of lessons	10

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To describe the location and climate of hot deserts.	What is the climate like in hot deserts?	• Describe distribution of hot deserts in the world. • Complete climate graph, describe the pattern • Some statistical analysis of data here – mean/mode/range
2	Content	To describe the characteristics of hot deserts.	What are the characteristics of hot deserts?	• Whole class feedback • Address key terms e.g. arid, semi-arid, fringe • Characteristics to include – soil • Quiz on previous learning
3	Content	To explain how a range of plants and animals have adapted to life in the desert.	How have plants and animals adapted to survive in hot deserts?	• Use of video or card sort to complete differentiated worksheet with adaptations. Extension with a different animal e.g. scorpion/desert fox. • 3 example answers to exam question – discussion on WWW and level/marks. Teacher to model on the first answer using visualiser.
4	Checkpoint	Context western desert	What is life like in the Wesert Desert?	• Data drop – quiz /24 • Location map, data, graphs, photo/video • Journal entry – why might it be difficult for people living here?
5	Content	To explain the challenges for people in the Western desert.	What are the challenges for people in the Western Desert?	• Read article and colour code challenges.
6	Content	To explain the opportunities for people in the Western desert.	What are the opportunities for people in the Western Desert?	• • Exam practice – 'Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment?' (Set 4) Teacher to live model how to structure PEE paragraph and write first section. Pupils to complete. Peer/self assess
7	Content	To describe the causes of desertification.	What are the causes of desertification?	• Whole class feedback • • Think pair share. Images of different causes of desertification, paired discussion on how these situations could impact the soil/land quality. Teacher demonstration with tray of soil and toy cattle? • Pupils to work in groups and number 1-4. Each person in the group will become the 'expert' on that causes of desertification.
8	Content	To explain the causes of desertification.	What are the causes of desertification?	• To complete group work from last lesson. • Model extended writing – 'To what extent is desertification caused by human activity?' PEE paragraphs

9	Content	To explain the methods to manage desertification.	How can we manage desertification?	• Quiz quiz trade

Learning Chunk 1	Tropical rainforests	Number of lessons	11

Lesson	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall	To describe the climate of the tropical rainforest.	What is the climate like in the tropical rainforest?	• Retrieval quiz on resource management/ biomes • Teacher to live model how to plot/create a climate graph using a visualizer • Numeracy questions – mean/range/median/mode • Discussion on seasonal changes
2	Content	To describe the structure of a tropical rainforest.	What is the structure of the tropical rainforest?	• Teacher to model how to answer 'describe the distribution question' on a different biome and then independent practice on tropical rainforest biome. •
3	Content	To explain how a range of plants and animals have adapted to life in the rainforest.	How have plants and animals adapted to survive in the tropical forest?	• Discussion on 3 example answers – WWW/improvements
5	Checkpoint	To explain the economic impacts of deforestation.	What are the impacts of deforestation?	• Data drop • Exam practice: Using Figure 8 and your own understanding, explain how deforestation can have economic impacts. [6 marks]
6	Checkpoint	To explain the causes and impacts of deforestation in Malaysia.	What are the causes and impacts of deforestation in Malaysia?	•
7	Content	To explain how we can manage tropical rainforests sustainably.	How can we manage tropical rainforests sustainably?	• Guided exam practice – range of multiple choice/short answer/extended answer questions
8	Synoptic	To review learning on The Living World topic.	Review learning	• Synoptic quiz

Year 10: The Challenge of Natural Hazards

Week 6 - 10	Week 11 - 15	Week 16 – 18
Learning chunk 1 (12 Lessons) Tectonic hazards	Learning chunk 2 (8 Lessons) Weather hazards	Learning chunk 3 (9 Lessons) Climate change
Learning Intentions: 1. To categorise natural hazards. 2. To explain the factors influences the risk of disaster. 3. To explain the structure of the Earth. 4. To map the location of earthquakes and volcanoes. 5. To explain what happens at plate margins. 6. To apply knowledge and understanding of plate margins to exam questions. /22 7. To explain why people live in hazardous locations. 8. To explain the difference between primary and secondary effects. 9. To explain how the effects of earthquakes can be reduced. 10. To explain how earthquake proof buildings work. 11. To explain the causes, effects and responses to the Haiti earthquake. 12. To review knowledge and understanding of tectonic hazards.	Learning Intentions: 13. To explain how global atmospheric circulation affects the weather in different parts of the world. 14. To describe the location of tropical storms. 15. To explain how tropical storms are formed. 16. To explain how the impacts of tropical storms can be reduced. 17. To plot and describe the path of Hurricane Katrina. 18. To describe the effects and responses to Hurricane Katrina. 19. To explain why extreme weather happens in the UK. 20. To explain the causes, effects and responses to the 'Beast from the East in 2018.	Learning Intentions: 21. To explain the greenhouse effect. 22. To explain a range of pieces of evidence for climate change. 23. To explain the natural causes of climate change. 24. To explain the human causes of climate change. 25. To evaluate most important cause of climate change. 26. To explain the effects of climate change. 27. To explain how can climate change be mitigated. 28. To explain how can we adapt to climate change. 29. To review learning
Pedagogical Approaches: • Free Recall • Modelling • Independent Practice • Quizzing	Pedagogical Approaches: • Modelling	Pedagogical Approaches:
Subject Specific Knowledge: • Plate margins, convection currents • Context of and knowledge of case studies	Subject Specific Knowledge: • Global atmospheric circulation model https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/1 • Formation and structure of tropical storms https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/2 • Context of and knowledge of case studies • UK weather/climate influences https://www.metoffice.gov.uk/weather/learn-about/weather/seasons/winter/factors-that-influence-uk-	Subject Specific Knowledge:

	winters	

Learning Chunk 1	Tectonic hazards	Number of lessons	15

Lesson	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall	To categorise natural hazards.	What are natural hazards?	• Whole Class feedback on Synoptic quiz • Recall knowledge from KS3 in form of mini quiz/picture prompt • Game/competition using mini-whiteboards • Categorise into a table
2	Content	To explain the factors influences the risk of disaster.	What factors influence the risk of disaster?	• Identify, rank, justify
3	Content	To explain the structure of the Earth.	What is the structure of the Earth?	• Map from memory • Modelling how to draw and annotate diagram
4	Content	To map the location of earthquakes and volcanoes.	Where do earthquakes and volcanoes occur?	• Teacher to live modelling mapping using longitude and latitude • Label key features on world map using atlas
5	Content	To explain what happens at plate margins.	What are plate margins?	• Image of plate margins world map (Pacific focused) – 3 questions? • Teacher led explanation • Draw diagram and write paragraph to explain what happens at each plate margin using success criteria
6	Checkpoint	To apply knowledge and understanding of plate margins to exam questions.	How do plate margins create earthquakes and volcanoes?	• Data drop • Set 4 paper 1 Q1.1-1.4 Exam practice
7	Content	To explain why people live in hazardous locations.	Why do people live in hazardous locations?	• Card sort, rank. • Teacher to model how to write a paragraph to explain using located example. Independent practice.
8	Content	To explain the difference between primary and secondary effects.	What are primary and secondary effects?	• Whole Class feedback • Card sort, categorise, rank, justify
9	Content	To explain how the effects of earthquakes can be reduced.	How can we reduce the effects of earthquakes?	• Card sort and discussion • Cold calling • Model example
10	Checkpoint	To explain how earthquake proof buildings work.	What are the features of earthquake proof buildings?	• Group work building competition using success criteria • Pupils to peer/self-assess

12	Content	To explain the causes, effects and responses to the Haiti earthquake.	What were the effects and responses to the Haiti earthquake?	• Use card sort to create case study notes
13	Content	To explain the causes, effects of the Japanese earthquake.	What were the effects and responses to the Japanese earthquake?	• Use card sort to create case study notes
15	Synoptic	To review knowledge and understanding of tectonic hazards.	Learning review	• Making connections – making spider diagram for case studies • Exam practice questions

Learning Chunk 2	Weather Hazards	Number of lessons	11

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To explain how global atmospheric circulation affects the weather in different parts of the world.	What is the global atmospheric circulation model?	• Recall – key terms quiz • Card sort to label diagram
2	Content	To describe the location of tropical storms.	What are tropical storms and where are they found?	• Data drop – case study MCQ • Teacher to model the creation of world map using visualiser • Labelling of map features using atlas • Describe the location using success criteria
3	Content	To explain how tropical storms are formed.	How are tropical storms formed?	• Card sort to support creation of storyboard • Exam question to explain the formation
4	Content	To explain how the impacts of tropical storms can be reduced.	How can the impacts of tropical storms be reduced?	• Quiz, quiz trade
5	Content	To plot and describe the path of Hurricane Katrina.	Where did Hurricane Katrina occur?	• Teacher to model how to plot the path using longitude and latitude • Labelling of map features using atlas • Describe path using success criteria
6	Content	To describe the effects and responses to Hurricane Katrina.	What were the effects and responses to Hurricane Katrina?	• Photograph analysis • Documentary to create case study notes
7	Content	To describe the effects and responses of	What were the effects and	• Documentary to create case study notes

		Typhoon Haiyan.	responses to Typhoon Haiyan?	
8	Checkpoint	To compare the effects and responses to HIC and LIC tropical storms.	How are the responses to tropical storms different in HICs and LICs?	• Data drop • Teacher Modelling - Set 3, Q1.10 Using a named example, evaluate the immediate and long-term responses to tropical storms. [9 marks] [+ 3 SPaG marks]
9	Content	To explain why extreme weather happens in the UK.	Why do we get extreme weather in the UK?	• Whole class feedback on RPT quizzes •
10	Content	To explain the causes, effects and responses to the 'Beast from the East in 2018.	What were the causes, effects and responses to the 'Beast from the East'?	•

Learning Chunk 3	Climate change	Number of lessons	10

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	To explain the greenhouse effect.	What is the greenhouse effect?	• WCF •
2	Content	To explain a range of pieces of evidence for climate change.	What evidence is there for climate change?	•
3	Content	To explain the natural causes of climate change.	What are the natural causes of climate change?	• Graphs to discuss interglacial and glacial periods
4	Content	To explain the human causes of climate change.	What are the human causes of climate change?	•
5	Checkpoint	To evaluate most important cause of climate change.	What is the biggest cause of climate change?	• Data drop • Teacher modelling of extended exam question "Human activities are the most important causes of climate change." Discuss. [9 marks]
6	Content	To explain the effects of climate change.	What are the effects of climate change?	• Images, videos
7	Content	To explain how climate change can be mitigated.	How can we mitigate climate change?	• Discussion, think pair share
8	Content	To explain how can we adapt	How can we adapt to	•

		to climate change.	climate change?	
9	Synoptic	To review learning for topic.	Learning review	• Synoptic quiz

Year 10: Urban Issues and Challenges

Week 19	Week 20 – 22	Week 23 – 28
Learning chunk 1 (3 Lessons) Context	Learning chunk 2 (7 Lessons) LIC/NEE cities	Learning chunk 3 (11 Lessons) Urban change in HICs
Learning intentions: 1. To describe what is urbanisation. 2. To locate megacities and describe where they are. 3. To define push and pull factors.	Learning intentions: 4. To explain the push and pull factors of why people are moving to Mumbai. 5. To describe the regional, national and global importance of Mumbai. 6. To explain the social, economic and environmental challenges in Dharavi. 7. To explain the social and economic opportunities in Dharavi. 8. To evaluate the opportunities and challenges in Dharavi. 9. To explain how living conditions in Dharavi are being improved. 10. To explain how Mumbai's environment is being improved.	Learning intentions: 11. To create a choropleth map on the distribution of population in the UK. 12. To describe how and why Manchester became an industrial city during the industrial revolution. 13. To explain how migration has affected Manchester. 14. To describe how Salford Quays has changed. 15. To evaluate the opportunities and challenges of the redevelopment of Salford Quays. 16. To explain the opportunities and challenges of urban sprawl in Manchester. 17. To create a choropleth map to show inequalities in Manchester. 18. To explain the benefits of urban greening. 19. To describe how has Manchester improved its transport system. 20. To explain the sustainable features of Freiburg. 21. To review learning
Pedagogical Approaches: • Modelling • Sorting • Ranking • Justifying	Pedagogical Approaches: • Card sort • Class discussion • Questioning • Modelling • Exam practice	Pedagogical Approaches: • Modelling • Questioning • Class discussion • Exam practice
Subject Specific Knowledge: • Key terminology: urbanisation etc.	Subject Specific Knowledge: • Slums • Case study knowledge of Dharavi	Subject Specific Knowledge: • History of Manchester during the industrial revolution • Redevelopment of Salford Quays

Learning Chunk 1	Context	Number of lessons	3

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure

1	Recall/Content	To describe what is urbanisation.	What is urbanisation?	• WCF • Teacher to model creation of bar graph. • Class discussion – to describe the trend and suggest reasons for this trend.
2	Content	To locate megacities and describe where they are.	What are megacities and where are they located?	• Teacher to model mapping of megacities on world map. • To label key features on the world map using an atlas. • Class discussion – to describe the trend and suggest reasons for this trend.
3	Checkpoint	To define push and pull factors.	What are push and pull factors?	• Low stakes quiz (15 marks) • Card sort, categories, rank and justify

Learning Chunk 2	LIC/NEE cities	Number of lessons	9

Lesson number	Type of Lesson	Learning Intentions	Lesson Title	Lesson Structure
1	Recall/Content	Context – India	What is life like in India?	• WCF • Location, Data analysis (GNI etc)
2	Content	To explain the push and pull factors of why people are moving to Mumbai.	What are people moving to Mumbai?	• Comparison photograph of rural/urban India •
3	Content	To describe the regional, national and global importance of Mumbai.	What is the national and global importance of Mumbai?	• Categorise statements, rank and justify
4	Content	To explain the social, economic and environmental challenges in Dharavi.	What are the challenges of life in Dharavi?	• Video of 'Slumming it' to categorise case study notes
5	Content	To explain the social and economic opportunities in Dharavi.	What are the opportunities of life in Dharavi?	• Video of 'Slumming it' to categorise case study notes
6	Checkpoint	To evaluate the opportunities and challenges in Dharavi.	Do the challenges outweigh the opportunities in Dharavi?	• Data drop • Review 3 example exam answers
7	Content	To explain how living conditions in Dharavi are being improved.	How is life in Dharavi being improved?	• Read article and summarise
8	Content	To explain how Mumbai's environment is being improved.	How is Mumbai's environment being improved?	• Read article and summarise

9	Synoptic	To review learning.	Learning Review	• Synoptic quiz

Learning Chunk 3	Urban change in the UK	Number of lessons	13

Lesson number	Type of Lesson	Learning Intentions	Lesson title	Lesson Structure
1	Recall/Content	To create a choropleth map on the distribution of population in the UK.	What is the population distribution in the UK?	• WCF • Modelling creation of choropleth map. • Label key features using atlas.
2	Content	To describe how and why Manchester became an industrial city during the industrial revolution.	How did Manchester become an industrial city?	• Photograph analysis / spot the difference •
3	Content	To describe how Manchester's ethnic-mix has changed over time.	How has Manchester's ethnic-mix changed?	• Modelling creation of pie charts
4	Content	To explain the opportunities and challenges of migration on Manchester.	How has migration created opportunities and challenges for Manchester?	• Multiple choice quiz (12 marks)
5	Content	To describe how Salford Quays has changed.	How has Salford Quays changed?	• Photograph analysis (before/after) • OS map • Model annotations of comparison of before/after land use map
6	Content	To explain the opportunities and challenges of the redevelopment of Salford Quays.	What are the opportunities and challenges of redevelopment of Salford Quays?	• Categorise opportunities and challenges into social, economic and environmental factors. • Exam practice
7	Checkpoint	To evaluate the opportunities and challenges of the redevelopment of Salford Quays.	To what extent does redevelopment provide opportunities?	• Knowledge drop (18 marks) • Exam practice
8	Content	To explain the opportunities and challenges of urban sprawl in Manchester.	What is urban sprawl?	• WCF • Compare OS map and aerial photograph of past/present. • Categorise opportunities and challenges into social, economic and environmental factors.

9	Content	To create a choropleth map to show inequalities in Manchester.	Is there inequality within Manchester?	• Modelling creation of choropleth map/bar chart. • Class discussion on trends/patterns seen and suggests of why.
10	Content	To explain the benefits of urban greening.	What is urban greening?	• Photograph of examples within Manchester • Class discussion of the benefits of urban greening
11	Content	To describe how has Manchester improved its transport system.	How has Manchester improved its transport network?	• Quiz quiz trade
12	Content	To explain the sustainable features of Freiburg.	How sustainable is Freiburg?	•
13	Synoptic	To review learning or Urban Issues and Challenges topic.	To review learning	• Synoptic quiz • Summarise all aspects of urban change (migration, urban sprawl, urban greening, transport, redevelopment)

Year 10: River Landscapes in the UK and Fieldwork

Week	Week	Week	Week
Learning chunk 1 (3 Lessons) **Processes**	Learning chunk 2 (5 Lessons) **Landforms**	Learning chunk 3 (7 Lessons) **Management**	Learning chunk 4 (12 Lessons) **Fieldwork**
Learning intentions: 1. To describe what is a drainage basin is. 2. To describe how the river profile change as it moves downstream. 3. To define the fluvial processes.	Learning intentions: 4. To identify and explain the formation of landforms in the upper course of a river. 5. To explain the formation of waterfalls and gorges. 6. To explain how ox-bow lakes are formed. 7. To identify and explain the formation of landforms in the lower course of a river. 8. To apply map skills to the River Tees.	Learning intentions: 9. To explain the different factors that affect flood risk. 10. To explain the causes, effects and responses of river flooding in November 2019. 11. To explain the human and physical factors that influence the shape of a hydrograph. 12. To explain the methods of hard river engineering. 13. To explain the methods of soft river engineering. 14. To describe the management of the river in Banbury. 15. To review learning of Rivers topic.	Learning intentions: 1. To describe the stages involved in geographical fieldwork. 2. To plan out the first 3 stages of human fieldwork 3. To present human fieldwork data 4. To analyse the human fieldwork data 5. To conclude and evaluate the human fieldwork data. 6. To review learning of human fieldwork. 7. To plan out the first 3 stages of physical fieldwork 8. To present physical fieldwork data 9. To analyse the physical fieldwork data 10. To conclude and evaluate the physical fieldwork data. 11. To review learning of fieldwork. 12. Assessment
Pedagogical Approaches: •	Pedagogical Approaches: • Card sort • Class discussion • Questioning • Modelling • Exam practice	Pedagogical Approaches: • Modelling • Questioning • Class discussion • Exam practice	Pedagogical Approaches: • Modelling • Questioning • Class discussion Exam practice
Subject Specific Knowledge: • Key terminology: saltation etc	Subject Specific Knowledge: • Key terminology: thalweg etc •	Subject Specific Knowledge: • Key terminology: urbanisation g etc • Human and physical causes of river flooding • Hydrographs • River engineering • Banbury case study	Subject Specific Knowledge: • Key terminology: transect etc • Stages involved in geographical fieldwork • Types of sampling and the advantages and disadvantages of each • Data analysis methods and their uses and limitations

Learning Chunk 1	Processes	Number of lessons	3

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Recall/Content	To describe what is a drainage basin is.	• Create a model of a drainage basin and label key terms.
2	Content	To describe how the river profile change as it moves downstream.	• Exam Practice: Using figure 14, describe how the cross profile changes downstream. [4 marks]
3	Content	To define the fluvial processes.	• Match up key terms to definitions and add illustrations to support memory.

Learning Chunk 2	Landforms	Number of lessons	7

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	To identify and explain the formation of landforms in the upper course of a river.	• Carousel of each landform. Pupils to draw and explain the formation of each.
2	Content	To explain the formation of waterfalls and gorges.	• Storyboard of images to show formation. • Teacher to model paragraph to explain with class generated success criteria.
4	Content	To explain how ox-bow lakes are formed.	• Annotate a diagram of a meander with areas of erosion, deposition, fastest flow. Label slip off slope and river cliff. • Caption storyboard of images show formation of an ox-bow lake. • Exam practice: Explain the formation of a gorge. [6 marks]
5	Content	To identify and explain the formation of landforms in the lower course.	• Carousel of each landform. Pupils to draw and explain the formation of each.
6	Checkpoint	To apply map skills to the River Tees.	• Data drop • Teacher to model map skills using a visualiser

Learning Chunk 3	Management	Number of lessons	9

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	To explain the different factors that affect flood risk.	•
2	Content	To explain the causes, effects and responses of river flooding in November 2019.	•
3	Content	To explain the human and physical factors that influence the shape of a hydrograph.	• Data drop • exam practice: 'Differences in the shape of a flood hydrographs are caused by both human and physical factors.' Do you agree? Use Figure 14 and you own understanding to explain you answer. [6 marks]
4	Content	To explain the methods of hard river engineering.	•
5	Content	To explain the methods of soft river engineering.	•
6	Content	To describe the management of the river in Banbury.	•
7	Checkpoint	To review learning of river processes, landforms and management.	• End of topic assessment

Learning Chunk 4	Fieldwork	Number of lessons	9

Lesson number	Type of Lesson	Learning Intentions	Lesson Structure
1	Content	To describe the stages involved in geographical fieldwork.	•
2	Content	To plan out the first 3 stages of human fieldwork	•
3	Content	To present human fieldwork data	•
4	Content	To analyse the human fieldwork data	•
5	Content	To conclude and evaluate the human fieldwork data.	•
6	Checkpoint	To review learning of human fieldwork.	• Data drop

7	Content	To plan out the first 3 stages of physical fieldwork	•
8	Content	To present physical fieldwork data	•
9	Content	To analyse the physical fieldwork data	•
10	Content	To conclude and evaluate the physical fieldwork data.	•
11	Checkpoint	To review learning of fieldwork.	• Data drop
12	Synoptic	Fieldwork Assessment	•

Year 11 Autumn Term: Coastal Landscapes in the UK and Changing Economic World

Week 2- 3	Week 4 – 6	Week 7 – 9
Learning chunk 1 (4 Lessons) Processes	Learning chunk 2 (7 Lessons) Landforms	Learning chunk 3 (7 Lessons) Management
Learning intentions: 1. To define the different processes active on the coast. 2. To describe the 3 types of weathering. 3. To describe the different types of mass movement. 4. To explain the difference between constructive and destructive waves.	Learning intentions: 5. To explain how headlands and bays are formed. 6. To explain how stumps are formed. 7. To explain how wave-cut platforms are formed. 8. To describe sand dune succession. 9. To describe the process of longshore drift and explain how a coastal bar is formed. 10. To explain how a coastal spit is formed.	Learning intentions: 11. To explain how different methods of hard engineering prevent erosion of the coastline. 12. To explain how different methods of soft engineering prevent erosion of the coastline. 13. To explain how managed retreat protects the coastline. 14. To explain the problems in Lyme Regis and describe what has been done to manage them. 15. To review learning of Coasts
Pedagogical Approaches: • Card sort • Class discussion • Questioning • Modelling • Exam practice		Pedagogical Approaches: • Modelling • Questioning • Class discussion • Exam practice
Subject Specific Knowledge: • Definitions of key processes e.g. hydraulic action • Identifying landforms on an OS map • Formation of erosional and depositional landforms • Concordant and discordant coastlines • Wave refraction		Subject Specific Knowledge: • Hard and soft engineering methods and how they prevent erosion • Case study: Lyme Regis

Learning Chunk 1	Processes	Number of lessons	4

Lesson	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Recall	What processes are active on the coast?	To define the different processes active on the coast.	• Card sort
2	Content	What are the different of weathering?	To describe the 3 types of weathering.	• Images • Flashboards /mini-whiteboards
3	Content	What are the different types of Mass movement?	To describe the different types of mass movement.	• Videos / images
4	Content	How are constructive and destructive waves different?	To explain the difference between constructive and destructive waves.	• Exam question(s) for WCF next lesson

Learning Chunk 2	Landforms	Number of lessons	7

Lesson	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Recall	How does erosion form a headland and bay?	To explain how headlands and bays are formed.	• Teacher led explanation. Video to explain formation. • Draw diagram and annotate. • Write a paragraph to explain formation.
2	Content	What is a coastal stump and how are they formed?	To explain how stumps are formed.	• Data drop • Teacher led explanation. Video to explain formation. • Play dough to model formation. Annotate model on mini whiteboard. • Exam practice: Explain the formation of a coastal stump.
3	Content	How are wave-cut platforms created?	To explain how wave-cut platforms are formed.	• Teacher led explanation. Video to explain formation. • Draw diagram and annotate. • Write a paragraph to explain formation.
4	Content	What is sand dune succession?	To describe sand dune succession.	• OS map – identify key features • Modelling how to annotate image using visualiser
6	Content	What is a spit and how is it formed?	To explain how a coastal spit is formed.	• Problem posed "Sediment is disappearing on one stretch of coastline. Why might this be?" OS map to aid showing spit/bar. • Teacher led explanation. Video to explain process/formation. • 3 example answers for Explain the formation of a coastal spit. [4 marks]

Learning Chunk 3	Management	Number of lessons	5

Lesson	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Content	What are the different methods of hard engineering?	To explain how different methods of hard engineering prevent erosion of the coastline.	• Card sort • Group work
2	Content	What are the methods of soft engineering?	To explain how different methods of soft engineering prevent erosion of the coastline.	•
3	Content	What is managed retreat?	To explain how managed retreat protects the coastline.	• Data drop •
4	Checkpoint	How has the coast been managed in Lyme Regis?	To explain the problems in Lyme Regis and describe what has been done to manage them.	• Study photograph/video/quotes from locals as evidence of the problem
5	Synoptic		To review learning of Coasts	• Assessment

Year 11 Spring Term: Changing Economic World

Week 10 – 15	Week 16 - 19	Week 20 - 23
Learning chunk 4 (9 lessons) Development	Learning chunk 1 (7 Lessons) NEE	Learning chunk 2 (11 Lessons) Changing UK economy
Learning intentions: 1. To begin to describe what development is. 2. To explain a range of factors that affect a country's level of development. 3. To describe a range of development indicators. 4. To describe what the Demographic Transition Model is. 5. To compare population pyramids of HICs and LICs. 6. To explain a range of causes of the development gap. 7. To explain how we can reduce the development gap. 8. To evaluate the methods of reducing the development gap. 9. To explain how Jamaica has used tourism to reduce the development gap.	Learning intentions: 10. To explain why Nigeria is important within Africa and globally. 11. To describe Nigeria's links with the wider world. 12. To describe how Nigeria's industrial structure has changed. 13. To define TNC and explain why they set up in LICs/NEEs. 14. To explain the advantages and disadvantages of Shell Oil for Nigeria. 15. To explain the environmental impact of rapid economic growth on Nigeria's environment. 16. To explain the impact of aid on Nigeria.	Learning intentions: 17. To describe how the UKs industrial structure has changed over time. 18. To explain the features of science and business parks. 19. To describe the features of a post-industrial economy. 20. To explain the impact of industry on the UKs environment. 21. To describe the north-south divide. 22. To explain how LEPs can reduce regional differences in the UK. 23. To describe how the UKs transport infrastructure is changing. 24. To explain how the UK's rural landscapes is changing. 25. To create a flow line map of migration from EU countries to the UK. 26. To describe the UKs links to the wider world. 27. To review learning of The Changing Economic World.
Pedagogical Approaches: • Modelling • Questioning • Class discussion Exam practice	Pedagogical Approaches: • Modelling • Sorting • Ranking • Justifying	Pedagogical Approaches: • Card sort • Class discussion • Questioning • Modelling • Exam practice
Subject Specific Knowledge: • What a range of development indicators are and how they how development of a country. • DTM • How to use population pyramids Case study: Jamaica	Subject Specific Knowledge: • Locational knowledge of Nigeria • Key terminology: TNC, tertiary/quaternary industry, emergency aid, top-down aid etc. • Case study: Shell Oil	Subject Specific Knowledge: • Key terminology e.g. post-industrial economy, de-industrialisation, brownfield site, counter-urbanisation. • Lancashire LEP: https://lancashirelep.co.uk/

Learning Chunk 1	Development	Number of lessons	10

Lesson	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Recall	What is development?	To begin to describe what development is.	• WCF • Living graph of data. Discussion/questioning • Describe the pattern of income across the world.
2	Content	What affects a country's level of development?	To explain a range of factors that affect a country's level of development.	• Data drop • Think pair share – class discussion to create spider diagram. Use of pictures to support. • Categorising, ranking, justifying • Explain 2 factors that affect a country's level of development
3	Content	How can we measure development?	To describe a range of development indicators.	• Complete table of different development indicators including HDI, teacher to model the completion of birth rate
4	Content	What is the Demographic Transition Model?	To describe what the Demographic Transition Model is.	• Model the drawing of the DTM using visualiser
5	Content	What are population pyramids?	To compare population pyramids of HICs and LICs.	• Complete two population pyramids using data • Annotate pyramids – teacher to model
6	Content	What is the development gap?	To explain the of causes of the development gap	• Explain 3 different causes of the development gap • Categories
7	Content	How can the development gap be reduced?	To explain how we can reduce the development gap	• Explain 3/4 different methods to reduce the development gap • Rank and justify
8	Checkpoint	How effective are methods at reducing the development gap?	To evaluate the methods of reducing the development gap.	• Data drop • Exam practice: Discuss whether trade or aid is the best way for poorer countries to develop. (9 marks)
9	Content	How has tourism helped to reduce the development gap in Jamaica?	To explain how Jamaica has used tourism to reduce the development gap.	• Sort cards into the correct order to make a paragraph. Self assess • Modelling of how to answer exam question using multiplier effect and case study.

Learning Chunk 1	NEE	Number of lessons	8

Lesson number	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Content	Where is Nigeria located?	To describe the geography of Nigeria.	• WCF from end of topic coasts assessment • Use of a range of maps to create a map of Nigeria. Practice of OS map skills.
2	Checkpoint	Why is Nigeria internationally and globally important?	To explain why Nigeria is important within Africa and globally.	• Categorise statements into political, historical, social, cultural, economic and environmental.
3	Content	How is Nigeria linked to the wider world?	To describe Nigeria's links with the wider world.	• Summarise political links • Complete pie chart • Discussion on imports and exports
4	Content	How has Nigeria's industrial structure changed?	To describe how Nigeria's industrial structure has changed.	• Recap the different sectors of industry. • Annotate or describe change in graph or pie chart. • Example of Innoson Vehicle Manufacturing. • Read example answer and discuss.
5	Checkpoint	What are TNCs?	To define TNC and explain why they set up in LICs/NEEs.	• Data drop • Define TNC and give examples. (Logo game optional) • Make a table of advantages and disadvantages of TNCs. • Discussion on why TNCs would set up in Nigeria. Pupils to summarise points.
6	Content	How has Shell Oil impacted Nigeria?	To explain the advantages and disadvantages of Shell Oil for Nigeria.	• Video/images • Colour code advantages and disadvantages of Shell • Exam Practice: Using a case study of a NEE, access the costs and benefits of TNCs. (6 marks)
7	Content	How has Nigeria's rapid economic growth impacted the environment?	To explain the environmental impact of rapid economic growth on Nigeria's environment.	• Think pair share to lead to whole class generation of spider diagram of different ways that industry and rapid growth impacts the environment • Example in Nigeria. Pupils to write a paragraph to explain.
8	Content	How has aid impacted Nigeria?	To explain the impact of aid on Nigeria.	• Data drop • Recap definition of aid and examples. • Discussion on why Nigeria needs aid. • One example of aid given to Nigeria and explain the impact on people/the economy. • HA – Discussion on 'Does aid do more harm than good?' http://news.bbc.co.uk/1/hi/world/africa/4185550.stm

Learning Chunk 2	Changing UK economy	Number of lessons	11

Lesson number	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Recall/Content	How has the UK's industrial structure changed over time?	To describe how the UKs industrial structure has changed over time.	• Recap sectors of industry. • Create pie charts using data. Compare and suggest reasons why.
2	Content	What are the features of a post-industrial economy?	To describe the features of a post-industrial economy.	• Recap sectors of industry. • Discussion to compare life before/during/after the industrial revolution. • Exam Practice: Suggest how the UK is moving towards a post-industrial economy. Use **Figure 8** and your own understanding. **[6 marks]**
3	Content	What is the impact of industry on the UK's environment?	To explain the impact of industry on the UKs environment.	• Give 3 different examples and explain their impact on the environment. e.g. mining/quarrying/construction/car manufacturing
4	Content	What are the features of science and business parks?	To explain the features of science and business parks.	• Modelling of exam questions: Set 5, 2019, Q2.6-2.9
5	Checkpoint	What is the north-south divide?	To describe the north-south divide.	• Data drop • Describe the pattern of a range of choropleth maps and state whether they are evidence for or against the north-south divide.
6	Content	How can LEPs reduce regional differences in the UK?	To explain how LEPs can reduce regional differences in the UK.	• Lancashire LEP – video
7	Content	How has the UK's transport infrastructure changed?	To describe how the UKs transport infrastructure is changing.	• Exam question: Assess the importance of transport improvements to the UK economy. **[9 marks]**
8	Content	How have the UK's rural landscapes changed?	To explain how the UK's rural landscapes is changing.	• Images of two contrasting rural locations. Discussion on the pattern of migration (urbanisation or counter-urbanisation) and the reasons for this. • Categorisation of the impacts into social, economic and environmental.
9	Content	How has migration affected the UK?	To create a flow line map of migration from EU countries to the UK.	• Data drop • Use atlas to label EU countries. • Teacher to model on how to create a flow line arrow using a visualiser.

10	Content	How does the UK link to the wider world?	To describe the UKs links to the wider world.	• Label the Commonwealth countries on a world map using an atlas. • Discussion on EU •
11	Synoptic	Review of learning.	To review learning of The Changing Economic World topic.	• End of topic assessment

Learning Chunk 3	Issue Evaluation	Number of lessons	11

Lesson number	Type of Lesson	Lesson title	Learning Intentions	Lesson Structure
1	Recall/Content			•
2	Content			•
3	Checkpoint			•