



NOTTINGHAM GIRLS' ACADEMY

# **Geography**

# **Curriculum**

# Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge and deepening understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments, will allow them to question and evaluate the changing world around them. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

# Aims

The Nottingham Girls' Academy curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and hydrological – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
  - Question, evaluate and present solutions to geographical issues.

Make informed decisions based on a contextual understanding and evaluation of geographical information.

## Yr7 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 9 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:	Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
<b>Resilience -</b>	Literacy and Numeracy 	<b>Social</b> - personal development concerned with living in a community, rather than living alone.
<b>Respect -</b>	Communication 	<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
<b>Kindness -</b>	Problem Solving 	<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
<b>Tolerance -</b>	Leadership 	<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
<b>Creativity -</b>	Collaboration 	<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
<b>Positivity -</b>	Metacognition 	<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
<b>Aspiration -</b>	Physical, Practical and Technical 	<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
<b>Integrity -</b>	Digital Literacy 	<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
<b>Empathy -</b>		<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Parents evening
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Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
1		Baseline Test – Part A	Complete Test			STEPS Strands: 1-5	Baseline Test	
		Baseline Test – Part B	Complete Test			STEPS Strands: 1-5	Baseline Test	
2	What is Geography?	KNOW: What Geography is UNDERSTAND: the different types of Geography	<ul style="list-style-type: none"> <li>• Discussion of what Geography is and the Geography they have studied previously</li> <li>• Written task - description of 3 types of Geography</li> <li>• Venn Diagram to sort geographical categories</li> </ul>	Dual coding & definitions list				
	Geography in our Class	KNOW: How we are all connected by geography	<ul style="list-style-type: none"> <li>• 'Getting to know you' game</li> </ul>					
3	Map Perspectives	KNOW: that there are different world map layouts (due to the varying spatial perspectives that exist about the world) each with strengths and weaknesses LEARN HOW TO – (de)construct maps and present your ideas about these using geographical language	<ul style="list-style-type: none"> <li>• World map jigsaw assemble in pairs</li> <li>• Perspective explanation and video clip</li> <li>• Comparison of different map perspectives Venn Diagram</li> <li>• Explain historical racist and nationalist undertones to map creation</li> </ul>	Venn Diagram statements T/F		Strand 1,2,5		
	Fantastic Place: What makes Svalbard a fantastic place?	KNOW - and be able to describe where Svalbard is located. UNDERSTAND – the physical and human features that make Svalbard a unique place to live and visit. LEARN HOW TO – summarise text and use ground photographs as evidence	<ul style="list-style-type: none"> <li>• Mapping Svalbard</li> <li>• Human and Physical Characteristics</li> <li>• Writing a fact file and blog about the characteristics of Svalbard</li> </ul>	Sentence Starters for Blog		Strand 1,4,5	Booklet: KS2 Curriculum – Europe and South America	
4	Why are so many people	KNOW - what the Northern Lights are.	<ul style="list-style-type: none"> <li>• Carousel questions – flipped learning</li> </ul>	Range of sources		Strands 1,4		

	fascinated by the Northern lights?	UNDERSTAND – why the Northern lights appear and why so many people wish to see them. LEARN HOW TO – use different sources of information.						
5	Impossible Place: Plastic Island	KNOW - the names of our oceans UNDERSTAND – the impacts of plastic pollution LEARN HOW TO – use latitude and longitude to plot the plastic island	<ul style="list-style-type: none"> <li>• Mapping Oceans</li> <li>• Learning how to use latitude and longitude to plot an area</li> <li>• Sorting impacts of plastic pollution into Social, Economic and Environmental</li> </ul>	Teacher led differentiation		Strands 1,3,4		
	Solutions to Plastic Islands	KNOW - the names of our continents UNDERSTAND – how we can reduce our impact on the environment LEARN HOW TO – find countries and use a choropleth map	<ul style="list-style-type: none"> <li>• Mapping Continents</li> <li>• Learning how to use TEAM to interpret a Choropleth map</li> <li>• Locating countries on a world map</li> </ul>	Teacher led	Mapping different countries strategies to reduce plastic pollution on a world map	Strands 1,3,4		Booklet.: Environmental Regions/ Climate Zones
6	Amazing Place: Cultural differences in the Amazon	KNOW - The location of Brazil UNDERSTAND – The different cultures of different tribes within the Amazon Rainforest LEARN HOW TO – Select relevant information from different sources.	<ul style="list-style-type: none"> <li>• Describing the location of a country using Continent, Oceans, Latitude/Longitude, Direction, Bordering countries</li> <li>• Understanding the meaning of culture and comparing the cultural differences of 2 tribes in the rainforest Creating a fact file – flipped learning</li> </ul>	Varied sources to gain information from		Strands 1,3,4		In lesson: Continent, Oceans, Latitude/Longitude
	Amazing Place: Reversing the Telescope	KNOW - What is meant by an uncontacted (isolated) tribe UNDERSTAND – How the uncontacted tribe might view our world from their perspective.	<ul style="list-style-type: none"> <li>• Using senses to describe items found in Developed countries</li> <li>• Describe the distribution of Isolated tribes (reported sightings)</li> </ul>	Teacher led	Use the five senses to write a piece of poetry about the experience	Strands 1,3,4	<b>Learning Challenge:</b> <b>Use the five senses to write a piece of poetry about the</b>	

		LEARN HOW TO – Use the five senses to write a piece of poetry	<ul style="list-style-type: none"> <li>• Learning about the challenges an uncontacted tribe might face</li> <li>• Using senses to describe the experiences of an contacted tribe in the Amazon</li> </ul>		of an Amazon Tribe		<b>experience of an Amazon Tribe</b>	
7	Forbidden Place: Pripyat and Chernobyl	KNOW - what happened in Pripyat UNDERSTAND – why Pripyat is a Dark Tourism destination LEARN HOW TO – draw isoline maps	<ul style="list-style-type: none"> <li>• Describing the Location of Pripyat</li> <li>• Creating a fact file on the events of the Chernobyl incident</li> <li>• Drawing and isoline maps</li> </ul>	Differentiated Isoline maps  Some classes may need to split this lesson into 2 for appropriate pacing		Strands 1,3,4		In lesson: Describing location  Booklet: Physical and Human Characteristics
	Forbidden Place: Pripyat and Chernobyl	KNOW: what the local and global impacts of Chernobyl incident are UNDERSTAND: What is would be like to return to a ghost town LEARN HOW TO: interpret isoline maps	<ul style="list-style-type: none"> <li>• Interpreting isoline maps</li> <li>• Mapping the local and global impacts of Chernobyl</li> <li>• Understanding the landscape of a Ghost Town</li> </ul>	Teacher led		Strands 1,3,4		In lesson: Mapping countries
8	Why is Pripyat a dark tourism destination?	KNOW: why people want to visit Pripyat UNDERSTAND: how to ask questions about a place LEARN HOW TO: create a poster	<ul style="list-style-type: none"> <li>• Go on a virtual fieldtrip to Pripyat (using pictures and google earth)</li> <li>• Create a focused persuasive poster</li> </ul>	Teacher led		1,3,4	<b>Learning Challenge: Create a poster or leaflet to convince people to visit Chernobyl and Pripyat.</b>	
	Impossible Place: A Tale of Two Koreas	KNOW - where North and South Korea are UNDERSTAND – how 2 countries close together can be very different places LEARN HOW TO – use data to infer what a place would be like to live in	<ul style="list-style-type: none"> <li>• Mapping North and South Korea</li> <li>• Creating a timeline of the conflict</li> <li>• Using photos, number, percentage and graphs to compare the standard of living in North and South Korea</li> </ul>	Class go through how to use source together, then pupils have a go independently	Comprehension activity with questions on comparing childhood in North Korea to the UK	1,3,4		In lesson: Chronology (cross-curricular with History)  Booklet: volcanoes and earthquakes

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
9	Impossible Place: Migration from North Korea	KNOW - what the DMZ is UNDERSTAND – what the impacts are on people who leave North Korea LEARN HOW TO – use an atlas to locate countries	<ul style="list-style-type: none"> <li>The definition of migration and discussion of why people move from North Korea</li> <li>Mapping the routes out of North Korea using – locating countries</li> <li>Reading a transcript of an interview with defectors to answer low-tariff questions on the impacts of leaving</li> <li>Forming an opinion- is defecting worth the risk? Opinion Line: (Strongly Agree-Somewhat agree-Somewhat disagree-Strongly Disagree)</li> </ul>	Teacher led		1,3,4	In lesson: Locating countries	
	Antarctica... a forbidden place?	KNOW: The location and some of the physical features of Antarctica UNDERSTAND: Why Antarctica is a challenging environment and should remain a forbidden place. LEARN HOW TO: Use 4 figure grid references and 6 figure grid references.	<ul style="list-style-type: none"> <li>Describing the location of Antarctica</li> <li>Using 4 and 6 figure grid references to map human and physical features in Antarctica</li> <li>Discussion of why Antarctica is a challenging environment</li> <li>DRTs</li> </ul>	Teacher led		1,2,3,4	In lesson: Human and Physical Characteristics	
10	How does tourism impact on Antarctica?	KNOW: Some of the reasons why people want to visit Antarctica. UNDERSTAND: The positive and negative impacts of tourism in Antarctica LEARN HOW TO: Use PEE paragraphs to answer a 6 mark question.	<ul style="list-style-type: none"> <li>Discussion as to why people want to visit Antarctica</li> <li>Carousel Activity to gain information on the impacts of tourism on Antarctica</li> <li>6 mark question – PEE paragraphs</li> </ul>	Range of sources of information available Success criteria for 6 marker explored in depth		1,2,4,5	<b>Tourism in Antarctica should continue. To what extent do you agree with this statement? (6 marks)</b>  In booklet: Rivers and Coasts	



	Fabulous or Fake? The Las Vegas story	KNOW - where Las Vegas is located and why it is there UNDERSTAND – how my ‘perception of place’ influences my views about how fabulous or fake Las Vegas is LEARN HOW TO – create an annotated field sketch	<ul style="list-style-type: none"> <li>Describing the location of Las Vegas</li> <li>Timeline of events of Las Vegas</li> <li>Using quotes and pictures to interpret the ‘fabulous’ and ‘fake’ characteristics of Las Vegas</li> <li>Creating a field sketch</li> </ul>	Teacher Led	Research their fantastic/impossible/forbidden place	1,3,4		In class: Chronology (cross-curricular links with History)
11	How might the future of the Grand Canyon future be shaped by its past and present?	KNOW – what a topographic map is UNDERSTAND – how the Grand Canyon was formed and has changed over time and how this might impact its future LEARN HOW TO –analyse satellite photographs and create a cross section.	<ul style="list-style-type: none"> <li>Using choropleth maps, relief maps and line graphs to describe trends of population growth in Las Vegas</li> <li>Using images to analyse how urban change has impacted on the area</li> </ul>	Can explain trends using relief map		1,3,4		In class: choropleth maps, line graphs,
		<b>Learning Challenge: Create a poster of your fantastic/impossible/forbidden place</b>	<b>Completion of the poster, justify why this place is fantastic/impossible/forbidden place</b>			<b>1,2,3,4,5</b>	<b>Learning Challenge: Create a poster of your fantastic/impossible/forbidden place</b>	<b>All unit.</b> In booklet: water cycle
12		<b>DRT’s</b>						
	Why do settlements develop?	KNOW – what site and situation are. UNDERSTAND – why settlements begin in certain places. LEARN HOW TO – evaluate settlement sites.	<ul style="list-style-type: none"> <li>Definitions of site and situation</li> <li>Matching up site factors</li> <li>Ranking Site Factors</li> <li>Justifying which site has the best situation based on the site factors</li> </ul>		Justifying which site has the best situation based on the site factors – PEE paragraphs	1,3,5		
13	What are the characteristics of urban and rural areas?	KNOW - the characteristics of urban and rural areas UNDERSTAND – the characteristics of the rural-urban fringe	<ul style="list-style-type: none"> <li>Using images to define rural and urban areas</li> <li>Sorting human and physical features into rural and urban areas</li> </ul>	Dual coding Sorting in S/E/E		1,3,4		<b>Spaced Retrieval:</b> Skills from FPAP: Grid References, Latitude and Long, Isotherms, Continents and

		LEARN HOW TO – use an OS map to give 4/6 grid references and to interpret OS map Symbols	<ul style="list-style-type: none"> <li>• Sorting human and physical features of rural and urban areas into positive and negative</li> <li>• Identifying human and physical features of the rural-urban fringe on an OS map</li> </ul>					<i>Oceans from different Map Perspectives, Choropleth maps, Graphical and Numerical Skills</i>
	Why do people move to (and from) urban areas?	KNOW – key terminology UNDERSTAND – how to explain push and pull factors LEARN HOW TO – sort information into social/economic/environmental	<ul style="list-style-type: none"> <li>• Understanding key terminology of human processes</li> <li>• Sorting push and Pull factors into social, economic and environmental</li> <li>• Reading for meaning in a text</li> </ul>	Key terminology picture aids	Study KO	1,3,		Booklet: Plastic Pollution
14	Why do people move to (and from) urban areas?	KNOW: How to conduct fieldwork interviews UNDERSTAND: the push and pull factors of moving to Nottingham LEARN HOW TO: map counties on a world map, and cities on a UK map , create a bar graph from a tally chart	<ul style="list-style-type: none"> <li>• Conduct class fieldwork interviews on migration to Nottingham</li> <li>• Create a record of responses</li> <li>• Create a bar graph from the tally chart</li> <li>• Map the different places around the UK and the World that classmates have come from</li> <li>• Discussion on push and pull factors</li> </ul>	Demonstration on maths skills to remind pupils		1,3,4		Cross-curricular links with Maths
	How have urban areas developed over time?	KNOW: what land use models are and how and why they have changed over time UNDERSTAND: the characteristics of different areas of the city	<ul style="list-style-type: none"> <li>• Match up land use terminology, characteristics and photo</li> <li>• Annotate Burgess diagram</li> <li>• What was life like in the 1920s?</li> </ul>	True/False for comparison or scaffolding questions	Study KO	1,3,4		<b>Spaced Retrieval:</b> Skills from FPAP: Grid References, Latitude and Long, Isotherms, Continents and Oceans from different Map Perspectives,

			<ul style="list-style-type: none"> <li>• Compare Burgess and Hoyt</li> <li>• What was life like in the 1940s? How has life changed from then to today?</li> <li>• Identify and explain how one area of the model may have changed in its function, layout or value. Teacher led example and 1 pupil independent compound sentence</li> <li>• Services and land use – sort into zones</li> </ul>					<i>Choropleth maps, Graphical and Numerical Skills</i>
15		<b>Learning Challenge: <i>Design your model city</i></b>	<ul style="list-style-type: none"> <li>• <b>Pupils are to design their model city including housing types, services, industry, transport connections and physical features.</b></li> <li>• <b>Pupils are to write PEE paragraphs justifying their choice of location for different elements of the city.</b></li> </ul>	<b>Sentence starters provided.</b>		1,3,5	<b>Learning Challenge: <i>Design your model city</i></b>	
	How does Nottingham provide opportunities for people?	<p>KNOW: How to categorise information into S/E/E</p> <p>UNDERSTAND: The opportunities of living in Nottingham</p> <p>LEARN HOW TO: interpret a table</p>	<ul style="list-style-type: none"> <li>• Describing the location of Nottingham in the UK</li> <li>• Sorting the opportunities into S/E/E</li> <li>• Reflecting as a class on what the challenges of living in Nottingham might be.</li> </ul>	Mystery task – use of thematic maps to interpret the opportunities	Study KO	1,3,4		<b><i>In Class: Spaced Retrieval: Skills from FPAP: Grid References, Latitude and Long, Isotherms, Continents and Oceans from different Map Perspectives, Choropleth maps, Graphical and Numerical Skills</i></b>

									In Booklet: Continents, Countries and Oceans
<b>Christmas</b>									

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
16	How does Nairobi provide opportunities for people?	How will I interpret figures to help me understand the opportunities in Nairobi?	<ul style="list-style-type: none"> <li>Describing the location of Nairobi and Kenya</li> <li>Describing the distribution of squatter settlements</li> <li>Discussion of opportunities of living in a squatter settlement by interpreting images</li> <li>Comparing the opportunities in Nottingham to the opportunities in Nairobi</li> </ul>	Using TEAM	Describe and Explain, using a place you have studied, why urbanisation is happening in LIC cities. (6 marks)			
	How does Nottingham provide challenges for people?	How will I interpret figures to understand the challenges of living in Nottingham?	<ul style="list-style-type: none"> <li>Defining S/E/E</li> <li>Using images, text and crime maps and graphs to create a table of challenges of living in Nottingham</li> </ul>	Ranges of sources used		1,3,4		
17	How does Nairobi provide challenges for people?	How will I make effective notes from watching a documentary to help me evaluate living in a city?	<ul style="list-style-type: none"> <li>Discussion of what 'effective note taking' is</li> <li>Watching a documentary to understand the challenges of living in Nairobi</li> </ul>	Teacher led Terminology Box	Write 2 PEE paragraphs comparing the similarities and differences faced by people in	1,3,5	In Booklet: Amazon Tribes	

					Nottingham and Nairobi.			
	What makes an urban area sustainable?	When annotating pictures how will I explain how cities can be sustainable?	<ul style="list-style-type: none"> <li>Understanding the dimensions of sustainability</li> <li>Annotating photos to demonstrate sustainable features of settlements</li> </ul>	Teacher led Terminology Box		Strands: 1,3,4		
18	<i>How sustainable is Nottingham</i>	How will I interpret a range of sources to evaluate how sustainable Nottingham is?	<ul style="list-style-type: none"> <li>Identify features of sustainability of Nottingham using tables, photos annotation, graphs</li> </ul> <p>Evaluate to the extent to which Nottingham is a sustainable city.</p>	Range of sources provided	Study KO	1,2,4,5		<b>Spaced Retrieval:</b> Skills from FPAP: Grid References, Latitude and Long, Isotherms, Continents and Oceans from different Map Perspectives, Choropleth maps, Graphical and Numerical Skills
		<b>Learning Challenge: Revisit: DRT: Model City – How can you make it sustainable?</b>	<b>Using your knowledge of sustainability, how can you change the transport, industry or services in your city to make it sustainable? What other sustainable features can you introduce?</b>			1,2,5	<b>Learning Challenge: Revisit: DRT: Model City – How can you make it sustainable?</b>	In Booklet: Antarctica tourism
19			<b>Complete assessment</b>		Study KO	1,2,,4,5		<b>Learning Consolidation: FPAS knowledge and Skills Assessment (40 marks)</b>
		<b>DRT lesson</b>				<b>1,2,3,4,5</b>		
20	<i>What is weather and</i>		<ul style="list-style-type: none"> <li>Discussion of myths and facts of Weather and Climate</li> </ul>	Teacher led Terminology Box		1,2,4		In Booklet: Settlement Factors

	<i>why should we care about it?</i>		<ul style="list-style-type: none"> <li>Discussion on how weather affects our daily lives</li> </ul>					
	<i>How do we measure the weather?</i>	How will my weather report show I understand how to measure the weather?	<ul style="list-style-type: none"> <li>Matching up terminology, equipment and unit of measurement</li> <li>Creating a weather report for the day</li> </ul>	Differentiated sheet Dual coding	Create a weather report for the week	1,2,4		
21	How can weather data be recorded and presented?	KNOW – how a weather forecast is created UNDERSTAND – how weather forecasts can be presented LEARN HOW TO – use synoptic weather symbols	<ul style="list-style-type: none"> <li>Using symbols to present weather information on a map of the UK</li> <li>Understanding, using and creating synoptic charts</li> </ul>	Partially complete worksheet		1,2,4		
	<i>What are clouds and why does it rain? How wet is the UK?</i>	KNOW: What the different types of clouds are and the water cycle UNDERSTAND: The different types of rainfall LEARN HOW TO: Use a choropleth map to describe the distribution of rainfall	<ul style="list-style-type: none"> <li>Terminology match up</li> <li>Complete water cycle diagram</li> <li>Draw diagrams and explain the different types of rainfall</li> <li>Using a choropleth map</li> </ul>	Word fill for explanations TEAM	Distribution of UK rainfall (3 marks)	1,2,4	<b>Learning Challenge: Distribution of UK rainfall (3 marks)</b>	In Booklet: Urban and Rural Characteristics

**February Half-term**

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22	<i>What is air pressure and air masses?</i>	KNOW: What air pressure and air masses are UNDERSTAND: how they affect us LEARN HOW TO: read a synoptic chart	<ul style="list-style-type: none"> <li>Drawing and annotating diagrams</li> <li>What do they look like on a synoptic chart?</li> <li>Sorting pictures into high/low pressure</li> </ul>	Teacher led Terminology Box Partially complete worksheet		1,2,4		
	<i>What are Anticyclones and how do they affect our weather?</i>	KNOW: What an anticyclone is UNDERSTAND: How it affects UK weather in winter and summer LEARN HOW TO: Draw diagrams of physical processes, use of isoline maps	<ul style="list-style-type: none"> <li>Explanation of an anticyclone</li> <li>Comparison of weather during a Winter or Summer anticyclone</li> </ul>	Differentiated isoline maps	Beast from the East Worksheet	1,2,4		

			<ul style="list-style-type: none"> <li>Use of Isoline maps</li> </ul>					
23	<p><i>What are Depressions and how do they affect our weather?</i></p> <p>?</p>	<p>KNOW: What an depression is</p> <p>UNDERSTAND: How it affects UK weather in winter and summer</p> <p>LEARN HOW TO: Draw diagrams of physical processes, use of isoline maps</p>	<ul style="list-style-type: none"> <li>Explanation of a depression</li> <li>Comparison of weather during a Winter or Summer depression</li> <li>Use of Isoline maps</li> </ul>	Differentiated isoline maps (may use 2 lessons with LAPS)		1,2,4		In booklet: push and pull factors
	<p>What is extreme weather and how does it affect people and the environment ?</p>	<p>KNOW – what extreme weather is and the types the UK experiences</p> <p>UNDERSTAND – how tropical storms form</p> <p>LEARN HOW TO – using maps to describe global distribution</p>	<ul style="list-style-type: none"> <li>Discussion of extreme weather in the UK</li> <li>Labelling a diagram to demonstrate the cause of a tropical storm</li> <li>Describing the distribution of tropical storms in the world</li> </ul>	Labelling differentiation TEA/M		Strands: 1,2,4		
24	<p><i>What is extreme weather and how does it affect people and the environment?</i></p>	<p>KNOW – where people were affected by Hurricane Katrina</p> <p>UNDERSTAND – the impacts of Hurricane Katrina on people and places</p> <p>LEARN HOW TO – make judgements on the significance of impacts</p>	<ul style="list-style-type: none"> <li>Hurricane track by using locational skills and latitude and longitude</li> <li>Sorting impacts into S/E/E and Primary and Secondary</li> <li>Ranking impacts to form opinions on S/E/E or P/S being more significant</li> </ul>	Teacher led Terminology box	Study KO	1,2,4,5		
	<p><i>What factors affect climate? – focus on UK</i></p>	<p>KNOW – the factors that affect Cliamte</p> <p>UNDERSTAND – how these factors contribute to the climate of the UK</p> <p>LEARN HOW TO – use thematic maps of the UK to give locations that will be affected by different factors</p>	<ul style="list-style-type: none"> <li>Discuss how factors affect UK Climate differently</li> <li><b>Learning Challenge: Low-tariff practice questions using thematic maps</b></li> </ul>	Teacher led Terminology box		1,2,4	<b>Learning Challenge: Low-tariff practice questions using thematic maps</b>	In booklet: Opportunities and Challenges
25	<p><i>How can climate data</i></p>	<p>KNOW: What a climate graph is</p> <p>UNDERSTAND: How to compare Climate graphs in Scotland,</p>	<ul style="list-style-type: none"> <li>Discuss how climate is represented as a graph</li> </ul>	Sentence starters	Study KO	1,2,4		

	<i>be presented?</i> - Climate graphs	England, Wales and Northern Ireland. LEARN HOW TO – construct a climate graph for Nottingham	<ul style="list-style-type: none"> <li>• Similarities and Differences in UK climate graphs</li> <li>• Create Climate graph for Nottingham</li> </ul>	Complete the graph for LAPS				
	<i>What is a microclimate?</i>	KNOW: What a microclimate is UNDERSTAND: The factors that contribute to a microclimate LEARN HOW TO: Use a figure to answer a question	<ul style="list-style-type: none"> <li>• Discussion of definition of microclimate</li> <li>• Review of School Microclimate</li> <li>• Discussion of factors that lead to a micro climate</li> <li>• Using a figure based question to demonstrate the evidence of urban areas having microclimates</li> </ul>	Teacher led Terminology box		1,2,4		
26	<i>What are the causes and effects of climate change?</i>	KNOW – What Climate Change and Global Warming are UNDERSTAND – how climate change is happening LEARN HOW TO – draw a physical geography diagram to represent a concept	<ul style="list-style-type: none"> <li>• Discussion of the definitions of Climate Change and Global Warming</li> <li>• Using graphs to interpret evidence of a changing climate</li> <li>• Drawing a diagram to demonstrate the causes of climate change</li> </ul>	Teacher led Terminology box	Study KO	1,2,4		In Booklet: Sustainability
		<b><i>Learning Challenge Effects of Climate Change – Map the effects of a changing Climate on the World. Creative challenge.</i></b>	<ul style="list-style-type: none"> <li>• Using GIS/atlases to research and map the impacts of climate change in contrasting areas of the world</li> <li>• Sorting and preseting information into S/E/E</li> </ul>			<b>1,2,3,4</b>	<b><i>Learning Challenge Effects of Climate Change – Map the effects of a changing Climate on the World. Creative challenge.</i></b>	Spaced Retrieval: Urban environment
27		<b>Learning Consolidation: Urban Environments Assessment (40 marks) mixed-style questions</b>	<b>Complete assessment</b>		Study KO	1,3,4,5		<b>Learning Consolidation: Urban</b>



								<b>Environments Assessment (40 marks) mixed-style questions</b>
		DRTs + Feedback	<ul style="list-style-type: none"> <li>Complete DRTs</li> </ul>			1,3,4,5		
<b>Easter</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
28	What are the different types of rocks?	KNOW – : What rocks are and why they are important UNDERSTAND – The rock cycle LEARN HOW TO – : Use geological maps	<ul style="list-style-type: none"> <li>Discussion: Why are rocks important?</li> <li>Investigating the rock cycle</li> <li>Use a geological map to identify the diversity of rock types in the UK</li> </ul>	Teacher led Terminology box	Rock around the UK worksheet	Strands: 1,2,4	Spaced Retrieval: Urban Weather and Climate	
	<i>How do weathering and erosion affect rocks?</i>	KNOW – What weathering, erosion and deposition are UNDERSTAND – The different types of weathering and erosion LEARN HOW TO – interpret physical features from photos	<ul style="list-style-type: none"> <li>Game: alien or not?</li> <li>Exploring the types of weathering and erosion by creating diagrams</li> </ul>					
29	<i>How do weathering and erosion affect rocks?</i>	KNOW – What weathering, erosion and deposition are UNDERSTAND – The different types of weathering and erosion LEARN HOW TO – interpret physical features from photos	<ul style="list-style-type: none"> <li>Self assess HW</li> <li>Exploring the types of weathering and erosion by creating diagrams</li> <li>Using geographical evidence to prove there was once water on the moon</li> </ul>	Teacher led Terminology box				
	<i>How does ice shape the land?</i>	KNOW: What glaciation is UNDERSTAND: the processes of glacial erosion – plucking and abrasion and glacial erosional landforms LERN HOW TO: draw a storyboard	<ul style="list-style-type: none"> <li>Understand what glaciation is</li> <li>Identify glaciated upland areas in the UK using a thematic map and an atlas</li> </ul>	Teacher led Terminology box				

			<ul style="list-style-type: none"> <li>Share definition of erosional processes</li> <li>Sketch storyboard the process of cirque-arête- pyramidal peak</li> </ul>					
30	<i>How does Ice shape the land?</i>	<p>KNOW: What glaciation is</p> <p>UNDERSTAND: the processes of glacial retreat and resulting landforms</p>	<ul style="list-style-type: none"> <li>Glacial retreat – what happens when the ice melts away?</li> <li>Matching pictures and landforms of deposition: drumlins, erratics, moraines</li> </ul>	HAPS: Identify erosional landforms from OS Maps Teacher led Terminology box				
	Why are soils important?	<p>KNOW – what soil is</p> <p>UNDERSTAND – why soils are important to us</p> <p>LEARN HOW TO – test a soils PH and infiltration rate</p>	<ul style="list-style-type: none"> <li>Discussion of what soil is, and why it is important</li> <li>Testing the PH of soil Calculating carbon stores</li> </ul>	Teacher led Terminology box		1,2,4		Spaced Retrieval: Urban Weather and Climate
31	<i>How are soils different around the world?</i>	<p>KNOW: what a soil profile is</p> <p>UNDERSTAND: how soil profiles differ in different biomes</p> <p>LEARN HOW TO: draw geographical diagrams</p>	<ul style="list-style-type: none"> <li>Exploring what makes up our soils</li> <li>Word fill</li> <li>Compare and Contrast soil profiles from different biomes</li> </ul>	Teacher led Terminology box	<b>Learning Challenge: Edible Soil Profile</b>	1,2,4	<b>Learning Challenge: Edible Soil Profile</b>	
		<b>Learning Consolidation: Weather and Climate Assessment, mixed style questions (40 marks)</b>	<ul style="list-style-type: none"> <li><b>Complete Assessment</b></li> </ul>			1,2,4,5		<b>Learning Consolidation Weather and Climate Assessment, mixed style questions (40 marks)</b>
32		<b>Learning Challenge: Questions race – group task</b>				1,2	<b>Learning Challenge: Questions race – group task</b>	
		<b>Feedback lesson and DRTs</b>			Study KO			

May Half-term

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
33	<i>How Diverse is Africa? Relief and Climate</i>	<p>KNOW – identify the continents from satellite photos</p> <p>UNDERSTAND – how Africa is a diverse continent</p> <p>LEARN HOW TO – using grid formulas calculate approximate percentages</p>	<ul style="list-style-type: none"> <li>How much do you already know about Africa quiz?</li> <li>Using grid formulas calculate approximate percentages</li> <li>Describe the distribution (pattern) of rainfall in Africa. (3 marks)</li> </ul> <p>Comparing Climate graphs within Africa</p>	<p>Teacher led Terminology box</p> <p>Partially complete worksheet</p>		1,2,4	<p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p> <p>Booklet: Rainfall</p>	
	<i>How Diverse is Africa? Population</i>	<p>KNOW – identify and plot the biggest cities in Africa</p> <p>UNDERSTAND – how the problems population density brings</p> <p>LEARN HOW TO – read for understanding</p> <p>Other Objective – be able to rank numerically</p>	<ul style="list-style-type: none"> <li>Ranking continents using numerical data</li> <li>Using maps and graphs to calculate and describe rural and urban populations across Africa</li> <li>Using choropleth map to describe population density</li> </ul> <p>The problems with high population density – discussion using recall of squatter settlements</p>	<p>Teacher led Terminology box</p> <p>Differentiated figures</p>	<b>Learning Challenge: 'Improving the Slums' comprehension exercise</b>	1,3,4	<p><b>Learning Challenge: 'Improving the Slums' comprehension exercise</b></p> <p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p>	
34	<i>How Diverse is Africa? Economy</i>	<p>KNOW – the 4 different types of industry and example jobs</p> <p>UNDERSTAND – comparing the economic structure of Ethiopia, Kenya and Nigeria</p> <p>LEARN HOW TO – read for meaning and compare pie charts and bar graphs</p>	<ul style="list-style-type: none"> <li>Discussion of different types of industry</li> <li>Pupils to identify example jobs in each industry type</li> </ul> <p>Compare the industry structure of Ethiopia, Kenya and Nigeria using data</p>	<p>Teacher led Terminology box</p> <p>Differentiated figures</p>		1,3,4	<p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p>	

	Primary Industry in Ethiopia	<p>KNOW – why Ethiopia relies on Coffee farming as its main income</p> <p>UNDERSTAND – identify and explain the social impacts of primary industry in an African Country</p> <p>LEARN HOW TO – read for meaning</p>	<ul style="list-style-type: none"> <li>Describe the location of Ethiopia</li> <li>Using relief map to investigate why Ethiopia grows lots of coffee products</li> <li>Video and text interpretation of impacts of primary industry</li> </ul>	<p>Teacher led Terminology box</p> <p>Differentiated figures</p>	<p>Making a list of fair trade products they find in the supermarket/their kitchen cupboards/ Aspley shops</p>	1,2,3,4		<p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p> <p>Booklet: Climate Factors</p>
35	Fair-trade	<p>KNOW: How Fairtrade works</p> <p>UNDERSTAND: the pros and cons of Fairtrade</p> <p>LEARN HOW TO: answer a 6 mark question on evaluating fair trade</p>	<ul style="list-style-type: none"> <li>Discussing the process of Fairtrade</li> <li>Sorting statements into pros and cons of Fairtrade and S/E/E</li> <li><b>Learning Challenge: Evaluating Fairtrade 6 marker: TO what extent does Fair Trade improve life for the poor?</b></li> <li>Peer assessment</li> </ul>	<p>Teacher led Terminology box</p>		1,2,3,4,5	<p><b>Learning Challenge: Evaluating Fairtrade 6 marker</b></p>	<p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p>
	Fair-trade	<p>KNOW: How Fairtrade works</p> <p>UNDERSTAND: the pros and cons of Fairtrade</p>	<ul style="list-style-type: none"> <li>Fairtrade dragons den/ chocolate game</li> </ul>			1,3		
36	Secondary Industry in Nigeria	<p>KNOW – why secondary industry is growing in Nigeria</p> <p>UNDERSTAND – the environmental impacts that secondary impacts bring to an African country</p> <p>LEARN HOW TO – draw a bar graph</p>	<ul style="list-style-type: none"> <li>Describing the location of Nigeria</li> <li>Drawing a bar graph of Nigeria's changing industry structure</li> <li>Exploring the reasons behind the change</li> <li>Discussion of the environmental impacts of industry</li> </ul>	<p>Extension: Try a compound bar graph</p> <p>Extension: Describe the changing pattern of industry in Nigeria. (3 marks)</p>	<p>Study KO</p>	1,3,4,		<p><i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i></p>

								Booklet: Hurricane Katrina
	Tertiary Industry in Kenya	KNOW – what jobs tourism provides for people in Kenya UNDERSTAND – how to describe a line graph LEARN HOW TO – evaluate how good tourism is for Kenya	<ul style="list-style-type: none"> <li>Describing the location of Kenya</li> <li>Using bar graphs to show the trend of tourism in Kenya</li> <li>Discussing which physical and human features tourists visit Kenya for</li> <li>Sorting statements into pros and cons of tourism</li> </ul>	Sorting into S/E/E		Strands: 1,2,3,4		<i>This unit is designed to draw on the Urban and Weather and Climate Units as well as Graphical and Cartographic Skills.</i>
37		<b>Learning Challenge: 9 Marker: Do the benefits of tourism outweigh the problems for an LIC?</b>	<b>Success criteria and structure explored as a class</b>	<b>Sentence starters</b>	Study KO	<b>1,2,5</b>	<b>Learning Challenge: 9 Marker: Do the benefits of tourism outweigh the problems for an LIC?</b>	Booklet: Climate Change and Global Warming
		<b>Feedback Lesson + DRTs</b>						<b>Learning Consolidation: Unit Test</b>
38		<b>Feedback + DRTs</b>						
39								

**End of Year**

## Y8 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 9 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:	Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
<b>Resilience -</b>	<b>Literacy and Numeracy</b> 	<b>Social</b> - personal development concerned with living in a community, rather than living alone.
<b>Respect -</b>	<b>Communication</b> 	<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
<b>Kindness -</b>	<b>Problem Solving</b> 	<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
<b>Tolerance -</b>	<b>Leadership</b> 	<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
<b>Creativity -</b>	<b>Collaboration</b> 	<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
<b>Positivity -</b>	<b>Metacognition</b> 	<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
<b>Aspiration -</b>	<b>Physical, Practical and Technical</b> 	<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
<b>Integrity -</b>	<b>Digital Literacy</b> 	<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
<b>Empathy -</b>		<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Parents evening
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Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
1	What are ecosystems and biomes?	KNOW – what an ecosystem and biome is UNDERSTAND – where biomes are located LEARN HOW TO – explain interactions in a food chain	<ul style="list-style-type: none"> <li>Discussing the difference between ecosystem and biomes</li> <li>Simple ecosystem dia</li> <li>Creating a map of world biomes</li> <li>Discussing how food chains and food webs change</li> <li>Describing characteristics of different biomes</li> </ul>	Teacher led Terminology box/dual coding	Study KO	1,2,	Retrieval Booklet activities of Y7 all units	
2	What are the characteristics of the world's biomes?	KNOW – what the physical characteristics of the different biomes are UNDERSTAND – how humans adapt to living in these different biomes LEARN HOW TO – read a climate graph, infer information from photos and text	<ul style="list-style-type: none"> <li>Unscramble the key words</li> <li>Group tasks to infer characteristics of each biome through range of sources</li> <li>Summarise your biome in 3 words</li> </ul>	Range of sources		1,2,4		
	What are the characteristics of the world's biomes?	KNOW – what the physical characteristics of the different biomes are UNDERSTAND – how humans adapt to living in these different biomes LEARN HOW TO – read a climate graph, infer information from photos and text	<ul style="list-style-type: none"> <li>Unscramble the key words</li> <li>Group tasks to infer characteristics of each biome through range of sources</li> <li>Summarise your biome in 3 words</li> </ul>	Range of sources	Study KO	1,2,4		
3		<b>Learning Challenge: Biome Backpacks – what are you packing to travel to the different Biomes? (peer assessed)</b>		Teacher led Terminology box/dual coding		1,2,5	<b>Learning Challenge: Biome Backpacks – what are you</b> Retrieval Booklet activities of Y7 all units	

							<i>packing to travel to the different Biomes? (peer assessed)</i>	
	Where are Tropical rainforests? Why are they located where they are?	KNOW – how to describe the location of the tropical rainforests UNDERSTAND – why the tropical rainforests are located where they are LEARN HOW TO – interpret climate graphs and make one of your own	<ul style="list-style-type: none"> <li>Describe the distribution of tropical rainforests</li> <li>Using a diagram of atmospheric circulation explain why the rainforests are hot and wet</li> </ul>	Teacher led Terminology box/dual coding		1,2,4		
4	What are the physical characteristics of Tropical Rainforests?		<ul style="list-style-type: none"> <li>DRTs – L.C. biome backpacks</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Create a climate graph</li> <li>Use climate graphs to describe the climate of tropical rainforests</li> </ul>	Teacher led Terminology box/dual coding		1,2,4		
	What are the physical characteristics of Tropical Rainforests?		<ul style="list-style-type: none"> <li>What are the different layers of the rainforest like?</li> <li>Watch video clip</li> </ul>	Teacher led Terminology box/dual coding		1,2,4		Retrieval Booklet activities of Y7 all units
5	How are animals adapted to Tropical Rainforests?	KNOW: how animals are adapted to the rainforest UNDERSTAND: food chains and webs in the rainforest	<ul style="list-style-type: none"> <li>Recap food chain and food webs with rainforest context</li> <li>draw labelled diagrams of how 3 different animals are adapted to the rainforest</li> </ul>	Teacher led Terminology box/dual coding		1,2,4		



	How are people adapted to living in Tropical Rainforests?	KNOW – what the problems are with living in the rainforest UNDERSTAND – how people in different countries adapt to the rainforest climate. LEARN HOW TO – interpret information from video	<ul style="list-style-type: none"> <li>• Watch the video and complete the worksheet</li> </ul>	Teacher led Terminology box/dual coding		1,2,3		
6		<b>Learning Challenge – Save the rainforest poster</b>	<ul style="list-style-type: none"> <li>• Introduce concept of scale (local, national, international)</li> <li>• Using research, create a poster demonstrating why the rainforests are important locally, nationally and globally</li> </ul>		Study KO	1,2	<b>Learning challenge:</b> Using research, create a poster demonstrating why the rainforests are important locally, nationally and globally	Retrieval Booklet activities of Y7 all units
	What are the causes and effects of deforestation?	KNOW – what deforestation is	<ul style="list-style-type: none"> <li>• Causes of deforestation</li> <li>• Effects of deforestation on climate, soils, plants and animals</li> </ul>	Teacher led Terminology box/dual coding		1,3,		
7	How can we manage deforestation?	KNOW – what sustainable management means UNDERSTAND – how strategies at a local, national and international level can be used to manage deforestation LEARN HOW TO – evaluate which management strategy will be most effective	<ul style="list-style-type: none"> <li>• Discussion of the concept of sustainability</li> <li>• How Malaysia/ Brazil are reducing deforestation</li> <li>• Ranking strategies to reduce deforestation</li> </ul>					

	Why are deserts located where they are?	KNOW – where the deserts are found UNDERSTAND – how to explain why the deserts are there LEARN HOW TO – describe distribution	<ul style="list-style-type: none"> <li>Describe the distribution of the deserts</li> <li>Drawing diagrams of atmospheric circulation</li> <li>Explaining how atmospheric circulation causes hot deserts</li> </ul>	Teacher led Terminology box/dual coding		1,2,4		
	Why are deserts located where they are?	KNOW – The location of cold deserts UNDERSTAND –why deserts are cold and dry LEARN HOW TO – interpret climate graph	<ul style="list-style-type: none"> <li>Describe the distribution of cold deserts</li> <li>Filling in diagrams of atmospheric circulation/ word fill (retrieval)</li> <li>Explaining how atmospheric circulation causes cold deserts</li> </ul>	Words provided for word fill Sentence starters		1,2,4		Retrieval Booklet activities of Y7 all units
8	What are the physical characteristics of deserts?	KNOW: the physical characteristics of hot and cold deserts	<ul style="list-style-type: none"> <li>Comparing photos of landscapes</li> <li>comparison of climate using climate graphs</li> <li>comparison of animals and people in hot and cold deserts</li> </ul>	Teacher led Terminology box/dual coding	H/W Use the climate graph to Describe the climate of the Gobi Desert across the year Explain how Mongolia's latitude explains these variations in temperature	1,2,4		

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
9	What are the opportunities of developing the Desert?	KNOW – what opportunities there are for development in deserts. UNDERSTAND – the benefits and issues associated with these opportunities LEARN HOW TO – categorise information geographically	<ul style="list-style-type: none"> <li>Sorting statements of developing the development into               <ol style="list-style-type: none"> <li>why you can do this in the desert</li> <li>what benefits it brings</li> <li>challenges it brings</li> </ol> </li> <li>BUG'ing a 9 marker</li> </ul>	Teacher led Terminology box/dual coding		1,3	Retrieval Booklet activities of Y7 all units	
	How is desertification affecting the desert?	KNOW: What desertification is UNDERSTAND: The causes and process of desertification LEARN HOW TO – storyboard a physical process	<ul style="list-style-type: none"> <li>Discussion of the meaning of desertification</li> <li>Worksheet</li> <li>Discussion of the causes of desertification</li> </ul> Storyboarding	Partially completed worksheet	Study KO	1,2,4		
10		<b>Learning Challenge: 9 marker: To what extent is tourism the most significant desert opportunity?</b>		Teacher led Terminology box/dual coding	Study KO	1,3,5	<b>Learning Challenge: 9 marker: To what extent is tourism the most significant desert opportunity.</b>	
		Feedback and DRTs Consolidation Test				1,2,3,4	<b>Consolidation Test – 30 minutes, low tariff questions</b>	
11			Feedback and DRTs					
	How many people?	KNOW – what the global population trend looks like. LEARN HOW TO – show statistics and data graphically and interpret this evidence.	<ul style="list-style-type: none"> <li>Terminology match up – how much do I already know?</li> <li>Creating a line graph of Population growth</li> </ul>	Partially filled in graph Dual coding	Study KO	1,3,4	Retrieval Booklet activities for Living World	

			Discussion on why population growth has changed over time					
12	Why is Population increasing?	KNOW – what population growth rate is. UNDERSTAND – and be able to explain how different factors affect birth and death rates influencing population size. LEARN HOW TO – compare and analyse birth and death rate statistics from different countries.	<ul style="list-style-type: none"> <li>• TEA growth rate map</li> <li>• Comparing statistics of Mali and UK</li> <li>• Discussion why Mali and the UK have different birth rates/fertility rates/death rates</li> <li>• <b>Learning Challenge: To what extent is access to contraception the most significant factor affecting population size? (6 marks)</b></li> </ul>	Extension: calculating growth rate  Sentences starters  TEAM		1,3,4,5	<b>Learning Challenge: To what extent is access to contraception the most significant factor affecting population size? (6 marks)</b>	
	Where is everybody?	KNOW – how population is distributed around the world. UNDERSTAND – why places are densely or sparsely populated. LEARN HOW TO – use thematic and physical maps to extend locational knowledge and make inferences.	<ul style="list-style-type: none"> <li>• Using pictures to discuss physical and human factors that would change population density</li> <li>• TEAM population density world map</li> <li>• Using an Atlas to identify places that are sparsely or densely populated and thematic maps to look at why that is the case</li> </ul>	TEAM	Explain how one physical and one human factor affects population density (4 marks)	1,2,3,4		
13	What is the Demographic Transition Model?	KNOW – what the Demographic Transition Model be able to describe their trends. UNDERSTAND – and be able to explain the factors that can alter the shape of the DTM o LEARN HOW TO – analyse population in graphical format.	<ul style="list-style-type: none"> <li>• Describing the DTM</li> <li>• Living graph of the DTM through time</li> <li>• Example countries at the DTM</li> <li>•</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		Retrieval Booklet activities for Living World
	What are population pyramids?	KNOW – what Population Pyramids are, and be able to describe their trends.	<ul style="list-style-type: none"> <li>• Introduce population pyramid structures and shapes and match</li> </ul>	Teacher led Terminology box/dual coding	Study KO	1,3,4	<b>Comparing the population</b>	

		<p>UNDERSTAND – and be able to explain the factors that can alter the shape of the population pyramids. LEARN HOW TO – analyse population in graphical format.</p>	<p>them to populations E.G aging population, youthful population...</p> <ul style="list-style-type: none"> <li>• Creating their own population pyramid</li> <li>• DRTs from Learning Challenge</li> </ul>	Sentence starters			<b>pyramids of UK and Mali</b>	
14	<p>What is the relationship between the DTM and Population Pyramids?</p>	<p>KNOW – what the Demographic Transition Model and Population Pyramids are, and be able to describe their trends. UNDERSTAND – and be able to explain the factors that can alter the shape of the DTM or population pyramids. LEARN HOW TO – analyse population in graphical format.</p>	<ul style="list-style-type: none"> <li>• Matching population pyramids to the DTM</li> <li>• Explaining how the population pyramid represents population and development of the country at that time</li> <li>•</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		
	<p>Population issues. What are the effects of rapid population growth?</p>	<p>KNOW – and be able to describe the effects of a rapidly growing population. UNDERSTAND – and be able to explain how and why the effects of a growing population differ between HICs and LICs. LEARN HOW TO – categorise factors into social, economic, environmental.</p>	<ul style="list-style-type: none"> <li>• Mind map in pairs what might happen if there are too many people</li> <li>• Categorise impacts into S/E/E</li> <li>• Explain why a HIC might have different effects to an LIC</li> </ul>	Class examples	Study KO		1,3	Retrieval Booklet activities for Living World
15	<p>Population issues. What are the effects of an</p>	<p>KNOW – what an ageing population is. UNDERSTAND – the causes, benefits and problems of an ageing population.</p>	<ul style="list-style-type: none"> <li>• Describe and ageing population on a population pyramid</li> <li>• TEAM map of UK</li> <li>• Categorise statements into causes, benefits</li> </ul>	Teacher led Terminology box/dual coding Sentence starters TEAM		1,3,4		

	ageing population?	LEARN HOW TO – create realistic solutions to geographical problems.	<ul style="list-style-type: none"> <li>and problems of an ageing population.</li> <li>• Discuss solutions to aging populations</li> </ul>					
	How can we use statistics to analyse world population trends?	<p>KNOW: how population statistics can be used to analyse world population trends</p> <p>UNDERSTAND: what will happen to future population change</p>	<ul style="list-style-type: none"> <li>• Hans Rosling – ‘Don’t panic’ population documentary</li> <li>• Watch documentary and fill out worksheet</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3		

**Christmas**

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
16	How have different countries controlled their population?	<p>KNOW – what a population policy is.</p> <p>UNDERSTAND – why some governments use population policies to manage population size.</p> <p>LEARN HOW TO – evaluate population policies.</p>	<ul style="list-style-type: none"> <li>• True or false – are these real population strategies?</li> <li>• Flipped learning – using a range of sources compare the population policies of India, China and Kenya</li> <li>• Using data to describe the success of the population policies</li> </ul>	Range of sources provided Teacher led Terminology box/dual coding Sentence starters	Evaluate the effectiveness of one population policy you have studied (6 marks)	1,3,4	Retrieval Booklet activities for Living World	
	How have different countries controlled their population?	<p>KNOW – why China introduced their One Child Policy and be able to describe the ‘carrots’ and ‘sticks’ that they used.</p> <p>UNDERSTAND – and be able to explain arguments for and against the One Child Policy.</p> <p>LEARN HOW TO – categorise information.</p>	<ul style="list-style-type: none"> <li>• Introduce the background the policy</li> <li>• Sort strategies by the Chinese government into ‘carrots’ and ‘sticks’</li> <li>• Explain using population pyramid data, if you are for or against the one child policy</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				
17		<b>Learning Challenge: How can we Manage the Population of Country X? DME</b>	<ul style="list-style-type: none"> <li>• Pupils plan an answer based on the sources available to them on</li> </ul>	Teacher led Terminology box/dual coding	Study KO	1,3,4,5	<b>Learning Challenge: How can we Manage the</b>	

			<p>the context of the country</p> <ul style="list-style-type: none"> <li>Pupils are to write a letter to the Prime Minister of the recommending a strategy and justifying why they have picked it.</li> </ul>	Sentence starters			<b>Population of Country X? DME</b>	
						1,2,4,5		<b>Living World Assessment Mixed Style Questions (40 marks) 1 hour</b>
<b>18</b>		<b>DRTs and Feedback</b>				1,3,5		
	What does Earths timeline look like?	<p>KNOW – what eons, eras, periods and epochs are.</p> <p>UNDERSTAND – that time is divided differently depending on context, and that tens or hundreds of thousands of years is actually nothing in geologic time!</p>	<ul style="list-style-type: none"> <li>Break down geologic time into eons, eras, periods and epochs</li> <li>Create a mnemonic to remember the different geological periods</li> <li>Geology Game: A walk from the beginning of the Earth</li> </ul>	Teacher led Terminology box/dual coding	Study KO	2		Retrieval Booklet activities for Population
<b>19</b>	Why does earth experience tectonic activity?	<p>KNOW – where tectonic activities (volcanoes and earthquakes) are located around the world.</p> <p>UNDERSTAND – how the structure of the Earth has created tectonic activity (a physical process).</p> <p>LEARN HOW TO – interpret geographical maps and diagrams and use them to investigate tectonic activity.</p>	<ul style="list-style-type: none"> <li>How much do I already know quiz?</li> <li>Volcanoes and earthquakes true or false using a distribution map</li> <li>Structure of the earth diagram</li> <li>Evidence for continental drift</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		2		
	Why does earth experience tectonic activity?	<p>KNOW – where tectonic activities (volcanoes and earthquakes) are located around the world.</p> <p>UNDERSTAND – how the structure of the Earth has created tectonic activity (a physical process).</p>	<ul style="list-style-type: none"> <li>What is powering the Earth? Diagram of convection currents</li> <li>Word fill for convection currents</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		2,		

		LEARN HOW TO – interpret geographical maps and diagrams and use them to investigate tectonic activity.	<ul style="list-style-type: none"> <li>• Plate boundary diagrams and diagram annotation</li> <li>• Plate boundary comparison table</li> </ul>					
20	<i>How are earthquakes created?</i>	<p>KNOW – how an earthquake is caused.</p> <p>UNDERSTAND – how they are measured.</p> <p>LEARN HOW TO – evaluate reliability and accuracy.</p>	<ul style="list-style-type: none"> <li>• Recap: at which plate boundaries do earthquakes occur? Why?</li> <li>• <b>Learning Challenge: 4 marker: Explain the relationship between plate margins and earthquakes</b></li> <li>• How are earthquakes measured?</li> <li>• Comparing the mercalli scale and the Richter scale – assessing which is more accurate</li> <li>• Paired work: mind map of impacts of an earthquake</li> <li>•</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Living seismograph worksheet	2,4	<b>Learning Challenge: 4 marker: Explain the relationship between plate margins and earthquakes</b>	Retrieval Booklet activities for Population
	Why can the impacts of tectonic activity vary between places?	TBQ: When evaluating the factors that affect the scale of disaster, which is the most significant?	<ul style="list-style-type: none"> <li>• Introduce Primary and Secondary impacts</li> <li>• Sorting activity – P/S and S/E/E</li> <li>• Discussion of the factors affecting how a population experiences an earthquake</li> <li>• To what extent is magnitude the main factor affecting the severity of earthquake impacts? [6] – PEE paragraph model</li> <li>• Pupils independent PEE paragraph</li> </ul>	Extension: Linking Primary and Secondary Impacts with a connective		2,5		



21	Why is a tsunami so destructive?	Know– what a tsunami is. Understand– how a tsunami forms and why it is so destructive. Learn how to:–draw geographical diagrams.	<ul style="list-style-type: none"> <li>• Video and word fill</li> <li>• Create an annotated storyboard of the process</li> <li>• Which will cause a more destructive tsunami? AFL voting</li> <li>• DRTs</li> </ul>	Words provided Teacher led Terminology box/dual coding	Study KO	1,2		
	Which country experienced the worst impacts of the Indian Ocean Tsunami?	How will my map show the scale of the impacts of the Indian Ocean Tsunami?	<ul style="list-style-type: none"> <li>• Identify and map the countries affected by the Indian Ocean Tsunami</li> <li>• Create a choropleth map of the deaths in each country</li> <li>• AFL: True or False vote</li> <li>• Annotation onto A3 map to show the other social and economic impacts experience using a range of sources</li> <li>• Using photos to identify environmental impacts</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,2,3,4		Retrieval Booklet activities for Population

**February Half-term**

Wk.	Key idea / Question	Why? K&U (Learning aims)	Learning Journey				Learning Challenge	Learning Consolidation
			How? T&L			What?		
			Main learning activities	Differentiation	Homework			
22	How did people respond to the Indian Ocean tsunami?		<ul style="list-style-type: none"> <li>• Collecting case study information on the local, national and international responses to the tsunami</li> <li>• Types of Aid Linking Impacts and responses with connectives</li> </ul>	Sentence starters Range of information	Study KO	1,3		

		<p>KNOW: what art therapy is.  UNDERSTAND: how stories and art are used by councillors to help people overcome traumatic events.  <b>Learning Challenge: use images creatively to represent emotions.</b></p>	<ul style="list-style-type: none"> <li>• Introduction to art therapy</li> <li>• Creating a piece of art to represent emotions experienced by a population</li> </ul>	Teacher led Terminology box/dual coding		1,3	<b>Learning Challenge: use images creatively to represent emotions.</b>	
23	Indian Ocean Tsunami Documentary		<ul style="list-style-type: none"> <li>• Complete worksheet</li> </ul>		Study KO	1,2,3		Retrieval Booklet activities for Population
	Indian Ocean Tsunami Documentary		<ul style="list-style-type: none"> <li>• Complete worksheet</li> </ul>			1,2,3		
24	Indian Ocean Tsunami Documentary		<ul style="list-style-type: none"> <li>• Complete worksheet + DRTs</li> </ul>			1,2,3		
	<i>How do volcanoes erupt?</i>	<p>KNOW – the features of a volcano  UNDERSTAND – that volcanoes erupt different depending on the plate boundary  LEARN HOW TO – compare volcanoes.</p>	<ul style="list-style-type: none"> <li>• Label diagram of stratovolcano</li> <li>• Recap plate boundaries – which cause volcanoes and why?</li> <li>• Word fill stratovolcano</li> <li>• Work fill shield volcano</li> </ul> <p>Where in the world do we find these volcanoes? Using Plate Margins map.</p>	Teacher led Terminology box/dual coding Sentence starters Words provided	Study KO	Strands: 1,2,4		
25	Why do people live near volcanoes?	<p>KNOW: why it is dangerous to live near a volcano.  UNDERSTAND: and be able to explain why people still live so close to volcanoes.</p>	<ul style="list-style-type: none"> <li>• Carousel activity</li> <li>• Discuss how volcanoes can be predicted</li> </ul>	Range of sources of information		1,2		Retrieval Booklet activities for Population

	What are the impacts of volcanic eruptions?	KNOW: what the impacts of a volcanic eruption are UNDERSTAND: how to summarise a geographical event	<ul style="list-style-type: none"> <li>• Create a fact file of a recent volcanic events (from a choice of 5)</li> <li>• Locate the volcano on a map, identify the number of deaths, injuries, homeless and the economic cost, list 6 the primary and secondary impacts of the eruption, and photos of 6 immediate and long term responses to the volcanic eruption.</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO	1,2,3		
26		<p><b>Learning Challenge: 9 marker:</b>  <i>Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use Figure 1 or 2 and an example you have studied.</i></p>				1,2,3,5	<p><b>Learning Challenge: 9 marker:</b>  <i>Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use Figure 1 or 2 and an example you have studied.</i></p>	
								Population Assessment Mixed-Style Questions
27		Feedback and DRTs						
		Feedback and DRTs						

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
28	How does Water Shape the land?	<p>KNOW: the processes of erosion, transportation and deposition</p> <p>UNDERSTAND: how a river changes from source to mouth</p> <p>LEARN HOW TO: use contour lines on an OS map</p>	<ul style="list-style-type: none"> <li>Journey down a river, compare and describe how the pictures are different of the upper/middle/lower course</li> <li>Compare to OS maps, introduce contour lines</li> <li>Introduce definitions of erosion, transportation and deposition</li> </ul>		Learn process definitions and draw diagrams for each of them	1,2,4	Retrieval Booklet activities for Tectonics	
	How does water shape the upper course of a river?	<p>KNOW: How waterfalls are formed</p> <p>UNDERSTAND: the processes of erosion</p>	<ul style="list-style-type: none"> <li>Go through processes of erosion applicable to waterfalls</li> <li>Show pictures of famous waterfalls around the world - how did this get here?</li> <li>Match the description to the diagram of a waterfall, sequence</li> <li>Identify a waterfall on an OS Map</li> </ul>			1,2,4		
29	How does water shape the middle course of a river?	<p>KNOW: How meanders and oxbow lakes are formed</p> <p>UNDERSTAND: the processes of erosion and deposition</p>	<ul style="list-style-type: none"> <li>Go through processes of erosion applicable to meanders</li> <li>Show pictures of famous meanders around the world - how did this get here?</li> <li>Storyboard as a class the process of water creating a meander</li> <li>Identify a meander on an OS Map</li> </ul> <p>Extension: Complete to Oxbow Lakes</p>	Extension: Complete to Oxbow Lakes		1,2,4		

	How does water shape the lower course of a river?	<p>KNOW: How floodplains are formed</p> <p>UNDERSTAND: the processes of transport and deposition</p>	<p>Go through processes of transport and deposition (sorting)</p> <p>Show pictures of famous floodplains around the world-how did this get here?</p> <p>Go through sequence of floodplain creation</p> <p>Labelled diagram of a floodplain</p> <p>Identify a floodplain on an OS Map</p>			1,2,4		Retrieval Booklet activities for Tectonics
30	How does water shape the land at the coast?	<p>KNOW: the processes of erosion, transportation and deposition at the coast</p> <p>UNDERSTAND: the beaches can look very different</p>	<ul style="list-style-type: none"> <li>• Compare pictures of different coasts around the world</li> <li>• Introduce definitions of erosion, transportation and deposition</li> </ul>		Learn process definitions and draw diagrams for each of them	1,2,4		
	How does water create erosional landforms at the coast?	<p>KNOW: How caves, arches, stacks and stumps are formed</p> <p>UNDERSTAND: the processes of erosion at the coast</p>	<ul style="list-style-type: none"> <li>• Go through processes of erosion applicable to headland features</li> <li>• Show pictures of famous headland features around the world - how did this get here?</li> <li>• Create storyboard as a class of the formation of these features – Old Harry Story</li> </ul>			1,2,4		
31	How does water create depositional landforms at the coast?	<p>KNOW: How beaches are formed</p> <p>UNDERSTAND: the processes of erosion and deposition at the coast</p>	<ul style="list-style-type: none"> <li>• Compare and describe different beaches around the world</li> <li>• Understand how beaches are created and destroyed</li> </ul>			1,2,4		Retrieval Booklet activities for Tectonics
	<i>What is the problem with water on the land?</i>	<p>KNOW: why rivers and coasts flood</p> <p>UNDERSTAND: the problems of river and coastal flooding</p>	<ul style="list-style-type: none"> <li>• Causes of flooding – rivers</li> <li>• How coastlines are lost through flooding</li> </ul>		What to do about flooding? worksheet	1,2,4		

			<ul style="list-style-type: none"> <li>• Create world 'heat map' of vulnerable coast</li> <li>• Impacts of flooding</li> </ul>					
32			<b>Challenge: OS map quick quiz and definitions quiz</b>			1,2,4	<b>Challenge: OS map quick quiz and definitions quiz</b>	
					Study KO	1,2,3,4,5		<b>Learning Consolidation Tectonics Assessment</b>
<b>May Half-term</b>								

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
33	What is the relationship between NEEs and economic activity?	KNOW – what the BRIC countries are UNDERSTAND – reasons for their growth	<ul style="list-style-type: none"> <li>• Recap from Y7 – what are the different types of industry?</li> <li>• Living graph of industrialisation and deindustrialisation</li> <li>• Identify and Locate the BRIC countries</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO	Strands: 1,3,4	Retrieval Booklet activities for Water on the Land	
	How has Brazil's economy changed?	KNOW – why Brazil has one of the biggest economies in the world. UNDERSTAND – the impact that a rapidly growing economy has on people and the environment.	<ul style="list-style-type: none"> <li>• Using graphs, identify why Brazil's economy has grown</li> <li>• Using Population data, identify how Quality of Life in Brazil has improved</li> <li>• Using images discuss the environmental impacts of industry</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		

34	Is Globalisation good thing?	KNOW: what globalisation is UNDERSTAND: the factors leading the globalisation and its pros and cons	<ul style="list-style-type: none"> <li>Identify these logos</li> <li>How globalised is the world?</li> <li>Comprehension worksheet and questions</li> </ul>	Differentiated worksheets	Study KO	1,3,4		
	Is Globalisation a good thing for India?	KNOW: the benefits and problems of globalisation in India UNDERSTAND: how to form a conclusion on a geographical issue	Watch the video: how is child labour benefitting people around the world? BUGing 9 marker Opinion line	Teacher led Terminology box/dual coding Sentence starters	Anti-child labour poster	1,3,		Retrieval Booklet activities for Water on the Land
35		<b>Learning Challenge:</b> <b>'Globalisation is a force for good – to what extent do you agree?' 9 marks (+3 SPAG)</b>		Teacher led Terminology box/dual coding Sentence starters		1,3,5	<b>Learning Challenge:</b> <b>'Globalisation is a force for good – to what extent do you agree?' 9 marks (+3 SPAG)</b>	
	How has Russia's physical geography helped it become a superpower?	KNOW: how Russia's natural resources have created a wealthy country UNDERSTAND: what a superpower is and how economic development leads to global influence	<ul style="list-style-type: none"> <li>Creation of a proportional arrows and choropleth map to demonstrate Russia' influence on the world</li> </ul>	Teacher led		1,2,4		
36	How has Chinas' industry changed?	KNOW – the pattern of industry in China UNDERSTAND – how physical and human geographic factors have determined the type of industry in different parts of China	<ul style="list-style-type: none"> <li>Investigating the locations of primary and secondary industry in China</li> <li>Comparing poverty map to map of P and S industry</li> <li>Using photos to identify the environmental</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO	1,3,4		Retrieval Booklet activities for Water on the Land

			impacts of secondary industry					
	What impact does the manufacturing industry have on people and places?	KNOW: how Apple is an example of a globalised TNC that causes significant impacts to LICs and NEEs	<ul style="list-style-type: none"> <li>Watch video and Complete worksheet</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3		
37		<b>Learning Challenge: <i>Debate on ethics of economic development from different stakeholder POV</i></b>	Preparation for Debate DRTs and Feedback			1,3,5	<b>Learning Challenge: <i>Debate on ethics of economic development from different stakeholder POV</i></b>	
			DRTs and Feedback					Retrieval Booklet activities for Water on the Land
38						1,2,4		<b>Learning Consolidation Water on the Land Assessment</b>
39								

**End of Year**



## Yr9 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (geographical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 8, 12, 16 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:	Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
Resilience -	Literacy and Numeracy 	<b>Social</b> - personal development concerned with living in a community, rather than living alone.
Respect -	Communication 	<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
Kindness -	Problem Solving 	<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
Tolerance -	Leadership 	<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
Creativity -	Collaboration 	<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
Positivity -	Metacognition 	<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
Aspiration -	Physical, Practical and Technical 	<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
Integrity -	Digital Literacy 	<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
Empathy -		<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Parents evening
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Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
1	How will I be conducting my Learning Journey in Yr9 Humanities?		<ul style="list-style-type: none"> <li>Books given out</li> <li>Introduction to the rota system</li> <li>Overview of Yr9 learning journey</li> <li>How this builds on the Yr7 and Yr8 learning journey</li> <li>Recap of Yr7 and Yr8 content (mini quiz)</li> </ul>				Retrieval Booklet – Y8 all units	
	What is the problem with conflict diamonds?	<p>KNOW: where diamonds come from.</p> <p>UNDERSTAND: and be able to explain why diamonds can cause conflict.</p> <p>LEARN HOW TO: use an atlas to locate countries involved in the mining and use of diamonds.</p>	<ul style="list-style-type: none"> <li>Physical process of diamond origin (recap of tectonic activity)</li> <li>Mapping of countries involved in diamond mining, processing and sale</li> <li>Using bar graphs to look at major players</li> <li>Describing distribution</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,2,3,4		
2	What is the problem with conflict diamonds?	<p>KNOW: and be able to describe what a blood diamond is.</p> <p>UNDERSTAND: why diamonds can cause conflict.</p> <p>LEARN HOW TO: analyse a 'poem' and reading for meaning</p>	<ul style="list-style-type: none"> <li>Analysing a rap song using poetry skills to understand what a blood diamond is and the impacts</li> <li>Comprehension exercise to understand causes</li> </ul>	Differentiated text Literary techniques	Revise KO	1,3,		
	Who is to blame for conflict diamonds?	<p>KNOW: some of the people who could be responsible for blood diamonds and the trouble they cause.</p> <p>UNDERSTAND: that there is often more than one person responsible, and that some people are more responsible than others.</p> <p>LEARN HOW TO: evaluate and assess responsibility.</p>	<ul style="list-style-type: none"> <li>Mystery – Who is Charles Taylor and how is he responsible for blood diamonds?</li> <li>Explaining why each group of people are responsible for the conflict</li> <li>Target: Who is most responsible?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3	Retrieval Booklet – Y8 all units	

		<b>Learning Challenge: Newspaper Article: Reporting on Conflict Diamonds</b>	<ul style="list-style-type: none"> <li>• Writing Practice: A report on the Diamond Crisis</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		<b>1,3,5</b>	<b>Learning Challenge: Newspaper Article: Reporting on Conflict Diamonds</b>	
<b>3</b>	How do we solve the problem of conflict diamonds?	<p>KNOW – what the Kimberley Process is.</p> <p>UNDERSTAND – how it prevents the issues caused by blood diamonds.</p> <p>LEARN HOW TO – create and evaluate solutions to geographical issues.</p>	<ul style="list-style-type: none"> <li>• Imagining solutions to resource conflict – post-it note exercise</li> <li>• Understanding the Kimberly process</li> <li>• Identifying pros and cons of the Kimberly process from a text</li> <li>• Debating lab-grown resources</li> </ul>	Teacher led Terminology box/dual coding	Write a concluding paragraph to your newspaper article	1,3		
	How does the media represent migration?	<p>KNOW: how the media represents migration – fact and fiction</p> <p>UNDERSTAND: benefits and problems of migration</p> <p>Community cohesion strategies.</p>	<ul style="list-style-type: none"> <li>• Types of Migration definitions recall</li> <li>• The Headlines: Fact, Fiction, Both? Worksheet</li> <li>• How is community cohesion promoted? Images and students ideas</li> <li>• How does Nottingham promote community cohesion?</li> </ul>	Teacher led Terminology box/dual coding		1,2,3		Retrieval Booklet – Y8 all units
<b>4</b>	How has our local area been shaped by migration?	<p>KNOW: history of migration to the UK and Nottingham over time</p> <p>UNDERSTAND: how migration shapes the character and form of an area.</p>	<ul style="list-style-type: none"> <li>• History of UK migration</li> <li>• How many countries does our class represent? – Global mapping of our heritage. Are we representative of the UK picture?</li> <li>• History of Migration to Nottingham – what attracts migrants here?</li> <li>• Discuss: How will an area change with migration?</li> </ul>	Teacher led Terminology box/dual coding	What would happen if migration to the UK stopped? Worksheet	1,2,3,5		

			<p>What benefits do migrants bring to Nottingham?</p> <ul style="list-style-type: none"> <li>• Secondary fieldwork: using photos, maps and statistics, explain how migration have shaped the local area</li> <li>• Plenary – summary of change in Local Area</li> </ul>					
	Is migration a choice?	<p>KNOW: migration definitions  UNDERSTAND: Why people choose to migrate for a better life – economic migrant,, Poland Focus</p>	<ul style="list-style-type: none"> <li>• Definition Match up</li> <li>• Recap Push and Pull factors - reasons people move</li> <li>• Polish Migration to the UK comprehension</li> <li>• How will economic migration between the UK and Poland shape the future of both countries?</li> </ul>	Teacher led Terminology box/dual coding		1,2,3		
	Is migration a choice?	<p>KNOW: forced migrant definitions and reasons why people do not have a choice  UNDERSTAND: Why people are forced to flee from Darfur, Sudan</p>	<ul style="list-style-type: none"> <li>• Definitions (asylum seeker, refugee, immigrant)</li> <li>• Conflict and Refugee Destination mapping</li> <li>• Why are people being forced to flee Darfur?</li> <li>• Difficulties and dangers faced by these refugees</li> <li>• Questions for the Lost Children of Sudan – photo activity</li> </ul>	Teacher led Terminology box/dual coding	<b>Learning Challenge: Skills creative task – day in the life of a refugee</b>	1,2,3,4	<b>Learning Challenge: skills creative task - day in the life of a refugee</b>	
5	How is Global Warming Causing conflict?	<p>KNOW: causes and consequences of Climate Change  UNDERSTAND: how the impacts of climate change lead to conflict</p>	<ul style="list-style-type: none"> <li>• Recap C.C causes and process</li> <li>• Discuss impacts, how might they cause conflict?</li> </ul>	Teacher led Terminology box/dual coding				
	How can water cause conflict?	<p>KNOW: and be able to define drought and water stress.  UNDERSTAND: and be able to describe how drought can affect people.</p>	<ul style="list-style-type: none"> <li>• Distribution of water stress</li> <li>• The physical causes of water stress – drought distribution, comparing choropleth maps</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Y8 all units

		LEARN HOW TO: categorise information into social, economic and environmental.	<ul style="list-style-type: none"> <li>Sorting the impacts of drought into S/E/E</li> </ul>					
	Who owns the Nile?	KNOW: Human causes of drought	<ul style="list-style-type: none"> <li>Watch documentary , complete worksheet</li> </ul>	Teacher led Terminology box/dual coding		1,3		
6	What causes food inequality?	KNOW – the disparities in food/calorie consumption across the world and the causes of inequalities UNDERSTAND – how climate change will affect food as a resource LEARN HOW TO – interpret thematic maps	<ul style="list-style-type: none"> <li>Using thematic maps and graphs to describe the distribution of food inequality</li> <li>Categorise causes into human and physical</li> <li>Food inequality in the UK and Europe distribution</li> </ul>	Teacher led Terminology box/dual coding Sentence starters  HW differentiated options	Case study comprehension questions on Japan or Sudan food insecurity	1,2,3,4		
	How can we improve food as a global resource?	KNOW – what the strategies are to manage food insecurity and reduce the impact on the environment UNDERSTAND – how to explain how these strategies have the desired affect.	<ul style="list-style-type: none"> <li>Categorise strategies into local/national/international strategies</li> <li>Discuss which is the most important strategy</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,5		Retrieval Booklet – Y8 all units
				<ul style="list-style-type: none"> <li><b>Y8 vocab Test</b></li> <li><b>Learning Challenge: 6 marker: Assess how food security can be improved (self-assessed)</b></li> <li><b>DRTs from Newspaper Report</b></li> </ul>	Teacher led Terminology box/dual coding			
7								
8								

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
9								
10								
11								
12	What is development? How can we measure development?	KNOW – what development is. UNDERSTAND – how we can measure it. LEARN HOW TO – evaluate usefulness of development indicators.	<ul style="list-style-type: none"> <li>Brandt line and problems</li> <li>Development indicators terminology match up</li> </ul> Ranking countries on development – Development Top Trumps game	Teacher led Terminology box/dual coding		1,3	Retrieval booklet – Resource conflict	
	How can we measure development?	KNOW – what development is. UNDERSTAND – how we can measure it. LEARN HOW TO – evaluate usefulness of development indicators.	<ul style="list-style-type: none"> <li>Multiple measures</li> <li>HDI mapping – creating a choropleth map</li> <li>Pros and cons of different development measures</li> <li>Ranking of development indicators</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		
	What is the development gap?	KNOW – what the development gap is. UNDERSTAND – Causes and consequences of the development gap	<ul style="list-style-type: none"> <li>The development gap</li> <li>Causes and consequences of the development gap</li> <li><b>Figure based question 4 marks</b></li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3	<b>Figure based question 4 marks</b>	
13	What is the role of women in world development?	KNOW – prevalence and causes of gender inequality around the world UNDERSTAND: Why is empowerment of Women important to global	<ul style="list-style-type: none"> <li>Starter: Why aren't women equal?</li> <li>Main 1: Gender inequality indicators and choropleth maps</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Malala worksheet		Retrieval booklet – Resource conflict	

		development? How are women and girls leading global development?	<ul style="list-style-type: none"> <li>– prevalence of gender inequality</li> <li>• Why is empowerment of women fundamental to global development?</li> <li>• Main 2: Malala Yousafzai’s story - comprehension</li> <li>• Plenary: Women and Girls Leading the Way: From the Suffragettes to Greta Thunberg</li> </ul>					
	What were the MDGs and how successful were they?	KNOW – how to use geographical evidence to come to a conclusion UNDERSTAND – how to justify your answer using evidence in your answer LEARN HOW TO – infer from text	<ul style="list-style-type: none"> <li>• Intro to MDGs</li> <li>• Create a table of successes and failures for each using figures in pairs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		
	What were the MDGs and how successful were they?	<b>Learning Challenge: DME: Evaluate the success of the Millennium Development Goals (Teacher assessed)</b>	Using the evidence provided (Figures 1-8) have the Millennium Development Goals been successful? Preparation for 9 Marker DME practice	Teacher led Terminology box/dual coding Sentence starters		1,3,5	<b>Learning Challenge: DME: Evaluate the success of the Millennium Development Goals (Teacher assessed)</b>	
14	What were the MDGs and how successful were they?	<b>Learning Challenge: DME: Evaluate the success of the Millennium Development Goals (Teacher assessed)</b>	Using the evidence provided (Figures 1-8) have the Millennium Development Goals been successful? (9 marks + 3 SPAG)	Teacher led Terminology box/dual coding Sentence starters	Revise KO	1,3,5	<b>Learning Challenge: DME: Evaluate the success of the Millennium Development Goals (Teacher assessed)</b>	Retrieval booklet – Resource conflict

	What are the SDGs?	<p>KNOW – what the SDGs are</p> <p>UNDERSTAND – why each goal is needed and how it can be addressed</p> <p>LEARN HOW TO – infer information from different reading resources</p>	<ul style="list-style-type: none"> <li>• Read comic as a class: <i>World and 17 goals</i></li> <li>• <i>Ranking the importance of the SDGs</i></li> <li>• Choose a SDG comic</li> <li>• Read the SDG comic and answer the comprehension questions that accompany it</li> </ul>	Range of sources		1,3		
	How are the SDGs closing the development gap?	<p>KNOW – what the SDGs are</p> <p>UNDERSTAND – why each goal is needed and how it can be addressed</p> <p>LEARN HOW TO – infer information from different reading resources</p>	<ul style="list-style-type: none"> <li>• Choose a SDG comic</li> <li>• Read the SDG comic and answer the comprehension questions that accompany it</li> </ul>	Range of sources	Create an informative A3 campaign poster for the SDG goal you feel most passionately about	1,3		
15	How is the UK performing in the SDGs?	<p>KNOW – which of the SDGs are a focus in the UK and why</p> <p>UNDERSTAND: how the UK is helping met the SDGS in other countries</p>	<ul style="list-style-type: none"> <li>• Revisit food inequality in UK</li> <li>• Successes and failures in the sustainable development of the UK</li> <li>• Mapping UK development projects around the world</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3		
	What do you need to develop a country?	<p>KNOW- how different regions of the world/countries have unequal access to natural resources</p> <p>UNDERSTAND – how resource assess can cause varying rates of development and conflict</p>	<ul style="list-style-type: none"> <li>• Sorting into natural resources and not natural resources</li> <li>• Ranking in order of importance</li> <li>• Ranking in order of conflict causing</li> <li>• Creating thematic map of countries with different access to resources</li> <li>• Comparing map to map of Development</li> </ul>	Teacher led Terminology box/dual coding Sentence starters		1,3,4		Retrieval Booklet – Y8 all units





18								
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21								
<b>February Half-term</b>								

Wk.	Key idea / Question	Why? K&U (Learning aims)	Learning Journey			What?	Learning Challenge	Learning Consolidation
			How? T&L					
			Main learning activities	Differentiation	Homework			
22	Overview of the location of major upland/ lowland areas and river systems.	<b>KNOW</b> – The location of key upland, lowland and river systems of the UK <b>LEARN HOW TO</b> – interpret and use relief maps	<ul style="list-style-type: none"> <li>Recap: difference between UK, GB, BI</li> <li>Mapping upland/lowland and river systems in the UK</li> <li>Self-assessment</li> <li>Recap contour lines and complete cross section worksheet</li> </ul>	Teacher led Partially complete worksheet  Skills – Bonze/Silver/Gold Booklets	Revise KO	Strands: 1,2,4	Skills – Bonze/Silver/Gold Booklets	
	Features of a drainage basin	<b>KNOW</b> – what the drainage basin system is. <b>UNDERSTAND</b> – how and why the long and cross profile changes from source to mouth. <b>LEARN HOW TO</b> – use photos and OS maps to identify landforms.	<ul style="list-style-type: none"> <li>Match up terminology</li> <li>Apply to diagram</li> <li>Annotate photos of drainage basin features</li> </ul>	Skills – Bonze/Silver/Gold Booklets		1,2,4	Skills – Bonze/Silver/Gold Booklets	
	The long profile and changing cross profile of a river and its valley.	<b>KNOW</b> – what the drainage basin system is. <b>UNDERSTAND</b> – how and why the long and cross profile changes from source to mouth. <b>LEARN HOW TO</b> – use photos and OS maps to identify landforms.	<ul style="list-style-type: none"> <li>Diagram from memory long and cross profile</li> <li>Word fill</li> <li>Identifying long and cross profile from photos</li> <li>Identifying long and cross profile on an OS map</li> </ul>	Words provided  Skills – Bonze/Silver/Gold Booklets		1,2,4	Skills – Bonze/Silver/Gold Booklets	

			<ul style="list-style-type: none"> <li>Match up photos and OS maps</li> </ul>					
23	How do rivers erode the land?	<b>KNOW &amp; UNDERSTAND</b> key terminology <b>UNDERSTAND</b> – how the river erodes, transports and deposits the sediment it carries.	<ul style="list-style-type: none"> <li>Definitions of key terms</li> <li>Diagrams of erosional processes</li> <li>Application to Long and Cross profile</li> </ul>	Teacher Led Terminology Box  Skills – Bonze/Silver/Gold Booklets	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets
	How does the river transport and deposit its load?	<b>KNOW &amp; UNDERSTAND</b> key terminology <b>UNDERSTAND</b> – how the river erodes, transports and deposits the sediment it carries.	<ul style="list-style-type: none"> <li>Definitions of key terms</li> <li>Diagrams of transport processes</li> <li>Why does the river deposit its load?</li> <li>Sorting process</li> <li>Application to Long and Cross profile</li> </ul>	Teacher Led Terminology Box  Skills – Bonze/Silver/Gold Booklets		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Landforms of erosion: interlocking spurs, waterfalls and gorges.	<b>KNOW</b> – how to identify these landforms on an OS map <b>UNDERSTAND</b> – the erosion process that contribute to creating these landforms	<ul style="list-style-type: none"> <li>Photos of interlocking spurs</li> <li>Explanation of creation</li> <li>Identifying them on an OS map</li> <li>Photos of waterfalls</li> <li>Labelling a diagram</li> <li>Ordering the process of creation in steps</li> <li>Identifying them on an OS map</li> <li>Example exam answer – replace with geographical terminology</li> </ul>	Teacher Led Terminology Box Differentiated diagram  Skills – Bonze/Silver/Gold Booklets		1,2,4		Skills – Bonze/Silver/Gold Booklets
24	Landforms of erosion and the deposition: meanders and ox-bow lakes.	<b>KNOW</b> – how meanders form <b>UNDERSTAND</b> – how meanders become oxbow lakes <b>LEARN HOW TO</b> – identify meanders and oxbow lakes on OS maps	<ul style="list-style-type: none"> <li>Mystery – how does this happen?</li> <li>Watch clip</li> <li>Ordering statements</li> <li>Draw a storyboard of the steps</li> <li>Circle Meanders and Oxbow lakes on the OS map</li> </ul>	Teacher Led Terminology Box Differentiated diagram Word fill  Skills – Bonze/Silver/Gold Booklets	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets

	Landforms of deposition: levees, flood plains	<p><b>KNOW</b> – the characteristics of landforms in the lower course that are created by deposition.</p> <p><b>UNDERSTAND</b> – how landforms in the lower course are created by deposition.</p> <p><b>LEARN HOW TO</b> – label and annotate diagrams, identify landscape features from OS map evidence.</p>	<ul style="list-style-type: none"> <li>• Odd one out</li> <li>• Diagrams and explanations of levees and flood plains</li> <li>• Photos and identifying features on an OS map</li> <li>• <b>Learning Challenge: Terminology Test Processes</b></li> </ul>	<p>Teacher Led Terminology Box</p> <p>Differentiated diagram</p> <p>Skills – Bonze/Silver/Gold Booklets</p>		1,2,4	<b>Learning Challenge: Terminology Test - Processes</b>	Skills – Bonze/Silver/Gold Booklets
	Landforms of deposition: estuaries	<p><b>KNOW</b> – the characteristics of landforms in the lower course that are created by deposition.</p> <p><b>UNDERSTAND</b> – how landforms in the lower course are created by deposition.</p> <p><b>LEARN HOW TO</b> – label and annotate diagrams, identify landscape features from OS map evidence.</p>	<ul style="list-style-type: none"> <li>• Self assess terminology challenge</li> <li>• Diagrams and explanations of estuaries and flood plains</li> <li>• Photos and identifying features on an OS map</li> </ul>	<p>Teacher Led Terminology Box</p> <p>Differentiated diagram</p> <p>Skills – Bonze/Silver/Gold Booklets</p>		1,2,4		Skills – Bonze/Silver/Gold Booklets
25	An example of a river valley in the UK to identify its major landforms of erosion and deposition.	<p><b>KNOW:</b> the main features of the River Severn</p>	<ul style="list-style-type: none"> <li>• Annotate photos of River Severn to identify landforms</li> <li>• Correspond to OS map</li> <li>• DRTs</li> </ul>	<p>Teacher Led Terminology Box</p> <p>Differentiated diagram</p> <p>Skills – Bonze/Silver/Gold Booklets</p>	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets
		<p><b>Learning Challenge: Creative – playdoh/storyboard/modelling of landforms.</b></p>		<p>Skills – Bonze/Silver/Gold Booklets</p>		1,2,4	<p><b>Learning Challenge: Creative – playdoh/storyboard/modelling of landforms.</b></p>	Skills – Bonze/Silver/Gold Booklets
	How physical and human	<p><b>KNOW</b> – the key physical and human factors that increase and decrease flood risk</p>	<ul style="list-style-type: none"> <li>• Water cycle terminology match up</li> </ul>	<p>Teacher Led Terminology Box</p>		1,2,4		Skills – Bonze/Silver/Gold Booklets

	factors affect the flood risk	<b>UNDERSTAND</b> – and be able to explain how physical and human factors affect flood risk	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Using photos and flooding maps to show how humans cause flooding</li> <li>• Word fill</li> </ul>	Words available Skills – Bonze/Silver/Gold Booklets				
26	How physical and human factors affect the flood risk	<b>KNOW</b> – the key physical and human factors that increase and decrease flood risk <b>UNDERSTAND</b> – and be able to explain how physical and human factors affect flood risk	<ul style="list-style-type: none"> <li>• Using thematic maps to <b>UNDERSTAND</b> the natural causes of flooding</li> <li>• Word fill</li> <li>• Ranking causes</li> </ul>	Teacher Led Terminology Box Words available  Skills – Bonze/Silver/Gold Booklets	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets
	The use of hydrographs to show the relationship between precipitation and discharge.	<b>KNOW</b> – how to interpret a hydrograph <b>UNDERSTAND</b> – how to compare hydrographs to determine flood risk	<ul style="list-style-type: none"> <li>• Label hydrograph</li> <li>• Compare hydrograph of 2 urban areas to show human causes</li> <li>• Compare hydrograph of 2 rural areas to show physical causes</li> <li>• Link to drainage basin features</li> </ul>	Teacher Led Terminology Box Partially complete worksheet  Skills – Bonze/Silver/Gold Booklets		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Solutions to Flooding: Soft engineering	<b>KNOW</b> – the main hard and soft engineering flood management strategies. <b>UNDERSTAND</b> – and be able to explain and evaluate the costs and benefits of hard and soft engineering strategies. <b>LEARN HOW TO</b> – use and interpret ground and aerial photographs.	<ul style="list-style-type: none"> <li>• Definition of hard and soft engineering</li> <li>• Inference grids for soft engineering techniques</li> <li>• Ranking engineering</li> </ul>	Skills – Bonze/Silver/Gold Booklets Differentiated inference grids		1,2,4		Skills – Bonze/Silver/Gold Booklets
27	Solutions to Flooding: Hard engineering	<b>KNOW</b> – the main hard and soft engineering flood management strategies. <b>UNDERSTAND</b> – and be able to explain and evaluate the costs and benefits of hard and soft engineering strategies.	<ul style="list-style-type: none"> <li>• Definition of hard and soft engineering</li> <li>• Inference grids for hard engineering techniques</li> <li>• Ranking engineering</li> </ul>	Skills – Bonze/Silver/Gold Booklets  Differentiated inference grids	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets

		<b>LEARN HOW TO</b> – use and interpret ground and aerial photographs.						
	Solutions to Flooding – Jubilee River	<b>KNOW</b> – the main hard and soft engineering flood management strategies. <b>UNDERSTAND</b> – and be able to explain and evaluate the costs and benefits of hard and soft engineering strategies. <b>LEARN HOW TO</b> – use and interpret ground and aerial photographs.	<ul style="list-style-type: none"> <li>Identifying management of rivers on OS maps</li> <li>Example: Jubilee River – where is it? What is need and why?</li> <li>DME exercise in pairs to explore options</li> </ul>	Skills – Bonze/Silver/Gold Booklets  Differentiated sheets for DME		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Solutions to Flooding – Jubilee River	<b>KNOW</b> – the main hard and soft engineering flood management strategies. <b>UNDERSTAND</b> – how the flooding in the Jubilee River was managed	<ul style="list-style-type: none"> <li>Discuss as a group the options from the DME – pros and cons</li> <li>Fact File: What did they actually do, where, why and evaluate the pros and cons.</li> <li><b>Learning Challenge: River 6 marker – For a river management scheme you have studied, assess to what extent it was successful.</b></li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4	<b>Learning Challenge: River 6 marker – For a river management scheme you have studied, assess to what extent it was successful.</b>	Skills – Bonze/Silver/Gold Booklets

**Easter**

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
28	Wave types and characteristics.	<b>KNOW</b> – The different wave types <b>UNDERSTAND</b> – The characteristics of different wave types	<ul style="list-style-type: none"> <li>Video clip</li> <li>Match up terminology</li> <li>Compare wave types in table</li> <li>Draw and annotate diagrams</li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box	Revise KO	Strands: 1,2,4	Skills – Bonze/Silver/Gold Booklets	

		<b>LEARN HOW TO</b> – Draw diagrams of the different wave types	<ul style="list-style-type: none"> <li>Calculate fetch distance</li> </ul>					
	Weathering processes and Mass Movement	<b>KNOW</b> – the processes of weathering and mass movement <b>UNDERSTAND</b> – How weathering weakens a cliff face	<ul style="list-style-type: none"> <li>DRTs</li> <li>Processes walk through with diagrams</li> <li>Create a question</li> </ul>	A Level Terminology		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Coastal Processes	<b>KNOW</b> – the processes of erosion, transport and deposition at the coast	<ul style="list-style-type: none"> <li>Entrance ticket</li> <li>Terminology match up</li> <li>Diagrams</li> <li>Long Shore Drift explanation, diagram and class movement</li> <li>Exit Ticket</li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Erosion Landforms: Headlands and Bays	<b>KNOW</b> – the difference between hard rocks and soft rocks <b>UNDERSTAND</b> – how these differences affect landforms – headlands and bays <b>LEARN HOW TO</b> – explain wave refraction	<ul style="list-style-type: none"> <li>Rock types and how geology affects the coast</li> <li>Headlands and bays photos and diagrams annotation</li> <li>Ordering process card sort</li> <li>Clip and word fill on wave refraction</li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bonze/Silver/Gold Booklets
29	Erosion Landforms: cliffs and wave cut platforms, caves, arches and stacks.	<b>KNOW</b> – What are cliffs and wave cut platforms, caves, arches and stacks. <b>UNDERSTAND</b> – How they are formed. <b>LEARN HOW TO</b> – Identify coastal features on OS maps	<ul style="list-style-type: none"> <li>How did this happen? Photos discussion</li> <li>3 step process to wave cut platform and diagram</li> <li>OS map contour lines for cliffs and wave cut platforms</li> <li>Pop-up headland with annotation and step by step process/ word fill</li> </ul>	Word Fill Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bonze/Silver/Gold Booklets
	Characteristics and formation of landforms	<b>KNOW</b> – the characteristics of beaches, sand dunes,	<ul style="list-style-type: none"> <li>Beach card sort</li> <li>Ordering pictures of sand dune succession</li> <li>Terminology match up</li> </ul>	Homework: A-Level fieldwork for sand dune	Homework: A-Level / GCSE fieldwork	1,2,4		Skills – Bonze/Silver/Gold Booklets

	resulting from deposition: beaches, sand dunes,	<b>UNDERSTAND</b> – how they are formed and how they change along the beach profile <b>LEARN HOW TO</b> – identify these features from satellite photos and OS maps	<ul style="list-style-type: none"> <li>Sand Dune word fill</li> </ul>	vegetation cover	for sand dune vegetation cover			
30	Characteristics and formation of landforms resulting from deposition: spits and bars	<b>KNOW</b> – what a spit and bar is <b>UNDERSTAND</b> – how they are formed <b>LEARN HOW TO</b> – identify coastal features from satellite photos and OS maps	<ul style="list-style-type: none"> <li>How does this happen?</li> <li>Order of process</li> <li>Storyboard process</li> <li>Identifying features on OS map</li> </ul>	Skills – Bronze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bronze/Silver/Gold Booklets
	An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.	<b>KNOW</b> – landmark coastal features of the Holderness Coast	<ul style="list-style-type: none"> <li>Identifying features on OS map at the Holderness Coast and matching with photos of named landforms</li> <li><b>Learning Challenge: Labelled landforms for erosion and deposition at the coast, playdoh</b></li> </ul>	Skills – Bronze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4	<b>Learning Challenge: Labelled landforms for erosion and deposition at the coast, playdoh</b>	Skills – Bronze/Silver/Gold Booklets
	How to prevent coastal erosion	<b>KNOW</b> – how you can protect the coast <b>UNDERSTAND</b> – the costs (problems) and benefits (advantages) of these strategies <b>LEARN HOW TO</b> – improve example exam style answers using connectives and geographical terminology.	<ul style="list-style-type: none"> <li>Compiling summary table of hard engineering techniques at the coast</li> <li>Ranking exercise</li> </ul>	Partially completed worksheet Skills – Bronze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bronze/Silver/Gold Booklets



31	How to prevent coastal erosion	<p><b>KNOW</b> – how you can protect the coast</p> <p><b>UNDERSTAND</b> – the costs (problems) and benefits (advantages) of these strategies</p> <p><b>LEARN HOW TO</b> – improve example exam style answers using connectives and geographical terminology.</p>	<ul style="list-style-type: none"> <li>• Compiling summary table of soft engineering techniques at the coast</li> <li>• Ranking exercise</li> <li>• What makes a good 6 marker – upgrade the example answer</li> </ul>	Partially completed worksheet Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box	Revise KO	1,2,4		Skills – Bonze/Silver/Gold Booklets
	How to prevent coastal erosion	<p><b>KNOW</b> – how you can protect the coast</p> <p><b>UNDERSTAND</b> – the costs (problems) and benefits (advantages) of these strategies</p> <p><b>LEARN HOW TO</b> – improve example exam style answers using connectives and geographical terminology.</p>	<ul style="list-style-type: none"> <li>• Managed retreat</li> <li>• Justifying the best management option</li> <li>• Introduce the Learning Challenge: DME – who, what, where?</li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led Terminology Box		1,2,4		Skills – Bonze/Silver/Gold Booklets
		<b>Learning Challenge: Holderness Coast DME</b>	Lesson to <b>UNDERSTAND</b> the resources and plan an answer	Skills – Bonze/Silver/Gold Booklets  Differentiated DME sheets			1,2,4	<b>Learning Challenge: Holderness Coast DME</b>
32		<b>Learning Challenge: Holderness Coast DME</b>	Plan and answer and 30 minutes 9 marker writing time	Skills – Bonze/Silver/Gold Booklets  Differentiated DME sheets	Revise KO	1,2,4	<b>Learning Challenge: Holderness Coast DME</b>	Skills – Bonze/Silver/Gold Booklets
	One example of a coastal management	<b>KNOW</b> – what management was undertaken at the Holderness Coast	<ul style="list-style-type: none"> <li>• Mapping the management on a map of the area</li> <li>• Sorting the pros and cons of the management</li> </ul>	Skills – Bonze/Silver/Gold Booklets Teacher Led		1,2,4		Skills – Bonze/Silver/Gold Booklets

	scheme in the UK	<b>UNDERSTAND</b> – how to evaluate the outcomes of the management	<ul style="list-style-type: none"> <li>Writing and example 6 marker</li> </ul>	Terminology Box				
						1,2,4		<b>Consolidation test:40 minute skills test: 30 marks</b>

**May Half-term**

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
		Feedback and DRTs: Learning Challenge			Revise KO	1,2,4		
		Feedback and DRTs: Learning Consolidation				1,2,4		
33	Urban trends in different parts of the world including HICs and LICs.	<b>KNOW</b> – Describe trends in urban change over time and throughout the world including HICs and LICs <b>UNDERSTAND</b> – Suggest reasons for and explain the changes in rates of urbanisation between locations and over time. <b>LEARN HOW TO</b> – use choropleth maps and construct line graphs	<ul style="list-style-type: none"> <li>Describe global urban/rural pattern using</li> <li>Create/Complete line graph for different continents</li> <li>True/False or Word fill AFL</li> </ul>	TEAM Partially Complete worksheet Teacher Led Terminology Box		Strands: 1,3,4	Rivers Retrieval Booklet	
34	Factors affecting the rate of urbanisation -	<b>KNOW</b> – what urbanisation is, and the definitions to other key terms in this unit <b>UNDERSTAND</b> – the push and pull factors that affect the rate of urbanisation, <b>LEARN HOW TO</b> – calculate the rate of natural increase	<ul style="list-style-type: none"> <li>Describe rate of urbanisation global map</li> <li>Define terminology</li> <li>Calculate natural increase</li> <li>Sort statements into Push and Pull factors</li> </ul>	Teacher Led Terminology Box		Strands: 1,3,4	Rivers Retrieval Booklet	
	The emergence	<b>KNOW</b> – what a megacity is <b>UNDERSTAND</b> – how they are distributed across the world	<ul style="list-style-type: none"> <li>Definition of megacity</li> <li>Where are all the mega cities?</li> </ul>	HAPS map or Bar graph Teacher Led	Life in Megacities HW	Strands: 1,3,4	Rivers Retrieval Booklet	

	of mega-cities.	<b>LEARN HOW TO</b> – use different maps	<ul style="list-style-type: none"> <li>Match up statements to rate of growth/size of cities world map / bar graph</li> <li>Example cities</li> </ul>	Terminology Box				
	A case study of a major city in an LIC or NEE	<b>KNOW:</b> Background information about Lagos or Rio	<ul style="list-style-type: none"> <li>Complete worksheet using map skills</li> <li>Complete fact file using internet</li> <li>Regional, national and international importance.</li> </ul>	Teacher Led Terminology Box		Strands: 1,3,4		Rivers Retrieval Booklet
35	A case study of a major city in an LIC or NEE	<b>KNOW:</b> the definitions of natural increase, national and international migration <b>UNDERSTAND:</b> why Lagos/Rio's population has increased so quickly <b>LEARN HOW TO:</b> use thematic maps and bar graphs	<ul style="list-style-type: none"> <li>Use of graphs and maps to <b>UNDERSTAND</b> the population growth in Lagos/Rio</li> <li><b>UNDERSTAND</b> the causes of natural increase and migration Identifying push and pull factors in a text</li> <li>Terminology cross-word</li> </ul>	Teacher Led Terminology Box	<i>6 marker – teacher assessed 'For a major city in an LIC or NEE that you have studied, assess the causes of growth'</i>	Strands: 1,3,4	<i>6 marker – teacher assessed 'For a major city in an LIC or NEE that you have studied, assess the causes of growth'</i>	Rivers Retrieval Booklet
	How urban growth has created opportunities:	<b>KNOW</b> – what the opportunities are for people moving to Lagos/Rio <b>UNDERSTAND</b> – how Lagos'/ Rio location and industry contributes to Nigeria's /Brazil development <b>LEARN HOW TO</b> – read line graphs and bar charts	<ul style="list-style-type: none"> <li>Using photos and maps and text identifying benefits of living in Lagos/Rio</li> <li>Using pie charts to show how Lagos' /Rio location and industry contributes to Nigeria's/Brazil's development</li> <li>Write a 280 character tweet explaining why you are moving to Lagos/Rio from a rural area</li> </ul>	Teacher Led Terminology Box	Research - Eko Atlantic	Strands: 1,3,4		Rivers Retrieval Booklet
	How urban growth has created opportunities:		<ul style="list-style-type: none"> <li>Watch documentary</li> </ul>				Strands: 1,3,4	
36	How urban growth has	<b>KNOW</b> – why squatter settlements are where they are and why they are a problem	<ul style="list-style-type: none"> <li>Squatter settlement growth in the world graph: pattern</li> </ul>	Sentence Starters	Revise KO	Strands: 1,3,4	<b>Learning Challenge:</b>	Rivers Retrieval Booklet

	created challenges	<p><b>UNDERSTAND</b> – how this problem is managed</p> <p><b>LEARN HOW TO</b> – draw pie charts</p>	<ul style="list-style-type: none"> <li>Using photos to identify challenges of living in a squatter settlement</li> <li>Using statistics of slum life to explain the secondary impacts</li> <li><b>Learning Challenge: To what extent do you agree that squatter settlements are good places to live? Use evidence in your answer' (6 marks) Writing an answer as a class</b></li> </ul>	Connectives bank Teacher Led Terminology Box			<p><i>To what extent do you agree that squatter settlements are good places to live? Use evidence in your answer' (6 marks) Writing an answer as a class</i></p>	
	How urban growth has created challenges	<p><b>KNOW</b> – what are the challenges in Lagos/Rio</p> <p><b>UNDERSTAND</b> – how they cause further Social, Economic and Environmental issues and how these challenges are being dealt with.</p> <p><b>LEARN HOW TO</b> – infer information from a range of sources</p>	<ul style="list-style-type: none"> <li>Complete table for squatter settlements to summarise previous lesson</li> <li>Carousel activity on the other social and economic challenges of living in Lagos/Rio, completing table as you go through</li> <li>Discuss – what could you do to solve these problems?</li> </ul>	Teacher Led Terminology Box		Strands: 1,3,4		Rivers Retrieval Booklet
	An example of how urban planning is improving the quality of life for the urban poor.	<p><b>KNOW:</b> an urban planning strategy for Lagos/Rio</p> <p><b>UNDERSTAND:</b> how to evaluate if it is successful in improving the lives of the urban poor.</p>	<ul style="list-style-type: none"> <li>Video clip of local strategy</li> <li>Comparing number of people helped to number of people who need help</li> <li>Case study information of a City/National Strategy</li> <li>Comparing number of people helped to number of people who need help and the social and economic benefits and costs</li> </ul>	Teacher Led Terminology Box	Revise KO	Strands: 1,3,4		Rivers Retrieval Booklet
37		<p><b>Learning Challenge: To what extent is an urban planning strategy in an LIC/NEE you have studied successful in improving</b></p>	<ul style="list-style-type: none"> <li>BUG</li> <li>Plan</li> <li>20 minutes writing time</li> <li>Peer assess one paragraph</li> </ul>				<p><b>Learning Challenge: To what extent is an urban</b></p>	Rivers Retrieval Booklet

		the life of the urban poor' (9 marks) + 3 SPAG					planning strategy in an LIC/NEE you have studied successful in improving the life of the urban poor' (9 marks) + 3 SPAG	
								Learning Consolidation: 40 minute AQA style test – 30 marks on Physical Landscapes -
	Physical Landscapes DME - Own	??? OR FIELD WORK – RIVERS/COASTS?  No DME on Phy landscapes (due to choice) – so fieldwork focus?	<ul style="list-style-type: none"> <li>• Silent reading/group reading</li> <li>• Identifying key words that are unfamiliar</li> <li>• Creating Resource Booklet dictionary</li> </ul>		Revise key terms			
38	Physical Landscapes DME - Own		<ul style="list-style-type: none"> <li>• Complete Resource Booklet dictionary</li> <li>• Figure 1 worksheet</li> <li>• Figure 1 questions</li> </ul>					
	Physical Landscapes DME - Own		<ul style="list-style-type: none"> <li>• Figure 2 worksheet</li> <li>• Figure 2 Questions</li> </ul>					
	Physical Landscapes DME - Own		<ul style="list-style-type: none"> <li>• Figure 3 worksheet</li> <li>• Figure 3 Questions</li> </ul>					
39	Physical Landscapes DME - Own		<ul style="list-style-type: none"> <li>• Key terms test</li> <li>• Write 2x6 marker – 'we do, you do'</li> </ul>					
	Physical Landscapes DME - Own		<ul style="list-style-type: none"> <li>• Debate</li> <li>• Write 9 mark answer 'we do, you do' (one side of argument vs other side of argument)</li> </ul>					
			<ul style="list-style-type: none"> <li>• Feedback and DRTs</li> </ul>					
<b>End of Year</b>								

## Yr10 SoW









**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (historical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 9 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Skills:	Other (SMSC, BV, BEE) (Cultural Capital, Enrichment):
<b>Resilience -</b>	Literacy and Numeracy 	<b>Social</b> - personal development concerned with living in a community, rather than living alone.
<b>Respect -</b>	Communication 	<b>Moral</b> - personal development relating to human behaviour especially the distinction between good and bad or right and wrong
<b>Kindness -</b>	Problem Solving 	<b>Spiritual</b> - personal development relating to the spirit or soul and intangible
<b>Tolerance -</b>	Leadership 	<b>Cultural</b> - personal development concerned with total of inherited ideas, beliefs, values and knowledge which constitute the shared basis for social action
<b>Creativity -</b>	Collaboration 	<b>Democracy</b> – take an active part in society and the democratic process by making decisions together. Share ideas, take turns, respect other peoples’ ideas and work together
<b>Positivity -</b>	Metacognition 	<b>Rule of Law</b> – understand that rules matter. Know right from wrong, look after each other,
<b>Aspiration -</b>	Physical, Practical and Technical 	<b>Individual liberty</b> – freedom for all. Take a controlled risk, have a go whilst feeling safe, try our best, develop self-esteem, and share feelings.
<b>Integrity -</b>	Digital Literacy 	<b>Mutual respect and tolerance</b> – treat others how you would want to be treated. Everyone is valued, all cultures are celebrated, share and respect the opinions of others.
<b>Empathy -</b>		<b>BEE (Build employability experiences)</b> - This is links to careers, work placements, progress and achievement conversations.

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	Work experience	Parents evening
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Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
1			Recap Urban Unit so far					
			Recap Urban Unit so far					
2	Distribution of population and the major cities in the UK	KNOW – definitions of population density UNDERSTAND – describe and explain the population distribution in the UK	<ul style="list-style-type: none"> <li>Mapping major UK cities using Atlases</li> <li>Definitions of population density</li> <li>Calculating population density – maths skills</li> <li>Describing population density of the UK</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Coasts Retrieval Booklet	
	A case study of a major city in the UK - London	KNOW – where London is UNDERSTAND – importance of the city in the UK and the wider world LEARN HOW TO – use data to compare	<ul style="list-style-type: none"> <li>Opinion line – reorganising their statements into most and least significant reason for the importance of London</li> <li>Categorising reasons into S/E/E/P and L/N/I</li> <li>Using figures (map and table) to answer practice questions on why London is important</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Coasts Retrieval Booklet	
	Migration and London	KNOW – what migration is UNDERSTAND – impacts of national and international migration on the growth and character of London LEARN HOW TO – read population pyramids and graphs	<ul style="list-style-type: none"> <li>Describing Population pyramids of London</li> <li>Annotating population structure of Inner and Outer London compared UK average</li> <li>Migration terminology match up</li> <li>Migration of out London – using figures</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of figures to use			Coasts Retrieval Booklet	
3	How is Migration changing the character of London?	KNOW – what migration is UNDERSTAND – impacts of national and international migration on the growth and character of London	<ul style="list-style-type: none"> <li>Discussion of reasons for population pyramids and patterns of migration into and out of London</li> </ul>				Coasts Retrieval Booklet	

			<ul style="list-style-type: none"> <li>Migration worksheet – pros and cons + Case Study detail (Building a PEE)</li> </ul> <p><b>Learning Challenge: Using a UK city that you have studied, assess the impact of migration on the growth and character of the city' 6 marks</b></p>					
	How urban change has created cultural and social opportunities	KNOW: Social and Economic Opportunities in London	<ul style="list-style-type: none"> <li>DRTs</li> <li>Environmental opportunity – urban greening</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Do the opportunities depend on who you are?' Worksheet			Coasts Retrieval Booklet
	How urban change has created economic and social challenges	UNDERSTAND – how challenges in London have created housing, education, health and employment inequality LEARN HOW TO – use choropleth and thematic maps	<ul style="list-style-type: none"> <li>Using thematic maps to interpret the challenges in housing, education, health and employment inequality</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Coasts Retrieval Booklet
4	How urban change has created environmental challenges	KNOW: how challenges in London have created challenges: dereliction, building on brownfield sites Understand: How different groups of people can have different opinions of Brownfield and Greenfield sites	<ul style="list-style-type: none"> <li>Where is dereliction happening in London? Why?</li> <li>What are Brownfield and Greenfield sites?</li> <li>Sorting statements into pros and cons of Brownfield and Greenfield sites</li> <li>Stakeholder opinions</li> <li>Brownfield and Greenfield sites</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Coasts Retrieval Booklet
	How urban change has created environmental challenges	KNOW: how challenges in London have created challenges: waste disposal	<ul style="list-style-type: none"> <li>Practice Question and Self-Assessment Extension</li> <li>The challenge of waste disposal in London</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Revise KO			Coasts Retrieval Booklet



			<ul style="list-style-type: none"> <li>Solutions to challenges – how can we help urban areas?</li> <li>Self-Assess and Discuss Opportunities HW table</li> </ul>					
	How has Urban Sprawl impacted on people and places?	KNOW – what urban sprawl is and the causes behind it UNDERSTAND – how places and different groups of people are impacted by urban sprawl	<ul style="list-style-type: none"> <li>Terminology match up</li> <li>Complete the bar graph using the table</li> <li>Causes of Urban sprawl</li> <li>Categorising the impacts of Urban Sprawl</li> <li>Stakeholder discussions in groups</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	<b>Learning Challenge:</b> <i>'Create a collage of a city of 2 halves':</i> <b>Picture 'Mood' board – ½ Opportunities and ½ Challenges</b>		<b>Learning Challenge:</b> <i>'Create a collage of a city of 2 halves':</i> <b>Picture 'Mood' board – ½ Opportunities and ½ Challenges</b>	Coasts Retrieval Booklet
	An example of an urban regeneration project	KNOW – why the Olympic Legacy Project was needed UNDERSTAND – what the Olympic Legacy Project did to regenerate the area	<ul style="list-style-type: none"> <li>Mapping features of the Legacy Project</li> <li>Explaining how those features improved QoL for people</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Coasts Retrieval Booklet
5	Has regeneration helped reduced the challenges In London?	KNOW – why the Olympic Legacy Project was needed UNDERSTAND – what the Olympic Legacy Project did to regenerate the area LEARN HOW TO – evaluate how effective the Olympic Legacy Project was in reducing challenges in London	<ul style="list-style-type: none"> <li>Using the previous case study as source material, students draw out the challenges that were tackled by the regeneration project. Group them, classify and colour code within the case study.</li> <li>Creating a conclusion – how successful was it in reducing S/E/E challenges?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Revise KO			Coasts Retrieval Booklet
	How can urban areas be sustainable?	KNOW – what sustainability is and the principles of urban sustainability	<ul style="list-style-type: none"> <li>Infer from image – what makes this place sustainable?</li> <li>Definition of sustainable</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Coasts Retrieval Booklet

		UNDERSTAND – how Nottingham and Freiburg are sustainable	<ul style="list-style-type: none"> <li>• Card Sort</li> <li>• Building PEE paragraphs using Nottingham and Freiburg as examples of sustainability</li> </ul>					
6	How can urban areas be sustainable?	KNOW – what sustainability is and the principles of urban sustainability UNDERSTAND – how Nottingham and Freiburg are sustainable	<ul style="list-style-type: none"> <li>• Transport sustainability – what do you know about Nottingham</li> <li>• Using figures to understand how Freiburg is sustainable</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Coasts Retrieval Booklet
	How can urban areas reduce traffic congestion?	KNOW – why traffic congestion is a problem UNDERSTAND – how Nottingham and Freiburg are reduce traffic	<ul style="list-style-type: none"> <li>• Annotating maps of Nottingham so show traffic management strategies</li> <li>• How successful is it?</li> <li>• Fact file on Freiburg traffic management strategies</li> <li>• How successful is it? Evaluating – which is more successful Freiburg or Nottingham?</li> </ul>				Coasts Retrieval Booklet	
		<b><i>Learning Challenge: Evaluate how an urban regeneration project has been successful in reducing social and economic deprivation in a HIC city you have studied (9 marks +3 SPAG)</i></b>	<ul style="list-style-type: none"> <li>• BUG</li> <li>• Plan</li> <li>• Success Criteria</li> <li>• Silent Writing time</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			<b><i>Learning Challenge: Evaluate how an urban regeneration project has been successful in reducing social and economic deprivation in a HIC city you have studied (9 marks +3 SPAG)</i></b>	
7								Learning Consolidation: 40 minute AQA style test

									<b>- 30 marks on Physical Landscapes -</b>
			Feedback and DRTs						
			Feedback and DRTs						
<b>8</b>									
<b>October Half-term</b>									

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
	What is an ecosystem?	KNOW – what an ecosystem is UNDERSTAND – that ecosystems can occur over a variety of scales.	<ul style="list-style-type: none"> <li>Terminology match up</li> <li>Explaining abiotic and biotic interactions within an ecosystem</li> <li>Comparing interactions at different ecosystem scales</li> <li>How different natural and human factors change the ecosystem interactions</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO		Urban Issues Retrieval Booklet	
<b>9</b>	Features in an ecosystem	KNOW – what a food chain, food web and the nutrient cycle are. UNDERSTAND – how these features work within an ecosystem.	<ul style="list-style-type: none"> <li>What is a food chain, making our own food chains</li> <li>How trophic levels differ at different levels of the food chain</li> <li>Terminology match up</li> <li>What is a food web – breaking up food webs into small food Decomposers video</li> <li>Role of the nutrient cycle, draw diagram</li> <li>Nutrient stores and flows</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Practice Questions (low tariff)		Urban Issues Retrieval Booklet	

			<ul style="list-style-type: none"> <li>• Self Assessment</li> </ul>					
	Small Scale ecosystem – the school field	<p>KNOW: How to carry out basic fieldwork observations</p> <p>Understand: How the school field is an example of a small scale ecosystem</p>	<ul style="list-style-type: none"> <li>• Recap Nutrient Flows</li> <li>• Self assessment of HW</li> <li>• Field sketch of biotic and abiotic features of the school field</li> <li>• Observing food chains and identifying plant and bird species on the school field</li> <li>• Interpreting climate graph of Nottingham</li> <li>• BUG and answer: ‘For a small-scale ecosystem you have studied, explain how the biotic and abiotic features depend on each other for nutrient cycling. (6)’</li> <li>• Example answer and self-assessment</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet
	The Distribution of Global Scale Ecosystems (Biomes)	<p>KNOW – What the main large scale natural global ecosystems (biomes) are.</p> <p>UNDERSTAND – Where they are located and why they have specific characteristics.</p>	<ul style="list-style-type: none"> <li>• Game: Where am I? Using biome map</li> <li>• Atmospheric circulation video</li> <li>• Atmospheric circulation diagram</li> <li>• Atmospheric circulation word fill</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
10	What are the characteristics of the different Biomes?	<p>KNOW – What the main large scale natural global ecosystems (biomes) are.</p> <p>UNDERSTAND – Where they are located and why they have specific characteristics.</p> <p>LEARN HOW TO – interpret maps, climate graphs, pictures and text</p>	<ul style="list-style-type: none"> <li>• Match the climate graph to the biome</li> <li>• Interpret sources as a class to understand our biome</li> <li>• Interpret sources as a pair to understand the different biomes</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
	What are the characteristics of the	KNOW – What the main large scale natural global ecosystems (biomes) are.	<ul style="list-style-type: none"> <li>• Interpret sources as a pair to understand the different biomes</li> </ul>	Teacher led Terminology box/dual coding				Urban Issues Retrieval Booklet

	different Biomes?	UNDERSTAND – Where they are located and why they have specific characteristics. LEARN HOW TO – interpret maps, climate graphs, pictures and text	<ul style="list-style-type: none"> <li>• Checking answers as a class</li> </ul> Making comparative statements between biomes	Sentence starters				
11	What is the Rainforest like?	KNOW – the characteristics of the rainforest: physical structure, climate, soils UNDERSTAND – how the tropical rainforest is interdependent LEARN HOW TO – read climate graphs	<ul style="list-style-type: none"> <li>• Describe the distribution of the world’s rainforests. (3) (TEA)</li> <li>• Recap atmospheric circulation</li> <li>• Draw annotated diagram of the layers of the rainforest</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Climate graph of Manus questions			Urban Issues Retrieval Booklet
	Soils, Vegetation and Biodiversity in the Rainforest	KNOW – the characteristics of the rainforest: soils, vegetation UNDERSTAND – how the rainforest is interdependent LEARN HOW TO – explain why there is so much biodiversity in the rainforest	<ul style="list-style-type: none"> <li>• Matching up statements and pictures to layers of rainforest</li> <li>• Soil photo and explanation</li> <li>• Biodiversity in the rainforest</li> <li>• Nutrient cycle of the rainforest</li> <li>• Nutrient cycle Question: <b>‘Explain why the diagram shown in Figure 9 is an example of natures recycling system (6)</b></li> </ul>	Teacher led Terminology box/dual coding Sentence starters			<b>‘Explain why the diagram shown in Figure 9 is an example of natures recycling system (6)</b>	Urban Issues Retrieval Booklet
	Adaptations to the Rainforest: Plants	KNOW – how plants are adapted to the rainforest environment	<ul style="list-style-type: none"> <li>• Video</li> <li>• Carousel activity</li> <li>• Annotating photos               <ul style="list-style-type: none"> <li>• Self-Assess Climate Graph HW</li> </ul> </li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet
12	Adaptations to the Rainforest: Animals	KNOW – how animals are adapted to the rainforest environment	<ul style="list-style-type: none"> <li>• Interpret Pictures</li> <li>• Identify and explain how animals are</li> </ul>	Teacher led Terminology box/dual coding				Urban Issues Retrieval Booklet

			<p>adapted to the rainforest</p> <ul style="list-style-type: none"> <li>• Making adaptations top trumps</li> </ul>	Sentence starters				
	The Changing Rates of Deforestation	KNOW – what deforestation is. UNDERSTAND – how rates of deforestation are changing.	<ul style="list-style-type: none"> <li>• Graph of changing rates of deforestation in different areas of the world</li> <li>• Map of deforestation in the Amazon basin</li> <li>• Creating graph of deforestation in the Amazon</li> </ul> <p>Calculating mean, median and mode</p>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
	Causes of Deforestation	KNOW – why the rainforest is being cut down UNDERSTAND – how to evaluate the biggest cause of deforestation	<ul style="list-style-type: none"> <li>• Causes of deforestation</li> <li>• DRTS</li> <li>•</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet
13	Impacts of Deforestation in Brazil	KNOW – Identify what the impacts of deforestation in Brazil are UNDERSTAND – how to categorise them into social, economic and environmental LEARN HOW TO – rank the impacts in order of significance.	<ul style="list-style-type: none"> <li>• Card sort impacts – S/E/E and L/N/I</li> <li>• S&amp;C: Linking impacts of deforestation</li> <li>• Case study detail</li> <li>• Ranking impacts of deforestation from most to least significant</li> </ul>	Teacher led Terminology box/dual coding Sentence starters S&C: Linking impacts of deforestation				Urban Issues Retrieval Booklet
	Why is the rainforest important?	KNOW – why the rainforest is important on a variety of scales	<b>Learning Challenge: Make a campaign poster/ flyer to 'Save the Rainforest'</b>	Teacher led Terminology box/dual coding Sentence starters			<b>Learning Challenge: Make a campaign poster/ flyer to 'Save the Rainforest'</b>	Urban Issues Retrieval Booklet
	Sustainable management of the rainforest	KNOW – the definition of sustainable UNDERSTAND – how the rainforest can be managed sustainably at a range of scales	<ul style="list-style-type: none"> <li>• Explanation of the different strategies to manage the rainforest – fill out table</li> <li>• What has Brazil done?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet

		LEARN HOW TO – evaluate the pros and cons of the rainforest management.						
14	Sustainable management of the rainforest	KNOW – the definition of sustainable UNDERSTAND – how the rainforest can be managed sustainably at a range of scales LEARN HOW TO – evaluate the pros and cons of the rainforest management.	<ul style="list-style-type: none"> <li>BUG and answer: ‘To what extent are international strategies the most effective way to manage rainforests sustainably.’ (9 marks + 3 SPAG)</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
	Sustainable management of the rainforest		<ul style="list-style-type: none"> <li>Peer assessment of example exam answer</li> <li>DRTs for Learning Challenge</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
	Hot desert environments - characteristics	KNOW – where hot deserts are located and climate and soil characteristics UNDERSTAND – why they are located where they are and how this creates unique characteristics KNOW – how the desert environment is interrelated	<ul style="list-style-type: none"> <li>Desert distribution</li> <li>Recap of atmospheric circulation</li> <li>Example exam answer</li> <li>Desert climate graph</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet
15	Interdependence of Climate, Soils, Plants, Animals and People in the Hot Desert	KNOW – How Climate, Soils, Plants, Animals and People interact in the Hot Desert	<ul style="list-style-type: none"> <li>Creating a diagram for the interactions within the hot desert ecosystem</li> <li>Spoils in the hot desert – how do they compare to TRF?</li> <li>Food web in the hot desert questions</li> <li>Comparing the Nutrient Cycles of The TRF and the Desert</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
	How are animals and plants	KNW: how animals and plants are adapted to the hot desert environment	<ul style="list-style-type: none"> <li>Matching adaptation to pictures of animals</li> </ul>	Teacher led Terminology box/dual coding				Urban Issues Retrieval Booklet

	adapted to the hot desert environment ?		<ul style="list-style-type: none"> <li>Annotating picture of cactus to show adaptations to the hot desert</li> <li>S&amp;C: Terminology and explanation/example match up</li> </ul>	Sentence starters S&C: Terminology and explanation/example match up				
	Development in the Western Desert	<p>KNOW – where the Western Desert is</p> <p>UNDERSTAND – the development Opportunities in the Western Desert – why are people going there?</p> <p>BE ABLE TO – Evaluate which of these opportunities have benefited different groups of people</p>	<ul style="list-style-type: none"> <li>Background information on the Western Desert</li> <li>Describing map of population density</li> <li>Comparing population density to climate graph and physical landscape features</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet

**Christmas**

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
16	Development in the Western Desert	<p>KNOW – where the Western Desert is</p> <p>UNDERSTAND – the development Opportunities in the Western Desert – why are people going there?</p> <p>BE ABLE TO – Evaluate which of these opportunities have benefited different groups of people</p>	Interpret resources of the opportunities of development in the Western Desert – fill in table	Teacher led Terminology box/dual coding Sentence starters			Urban Issues Retrieval Booklet	
	Development in the Western Desert	<p>KNOW – where the Western Desert is</p> <p>UNDERSTAND – the development challenges in the Western Desert</p> <p>BE ABLE TO – Evaluate which of these challenges are the most significant difficulty in developing the western desert</p>	<ul style="list-style-type: none"> <li>Interpret resources of the challenges of development in the Western Desert – fill in table</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Urban Issues Retrieval Booklet	



	Desertification	<p>KNOW – That areas on the fringe of hot deserts are at risk of desertification</p> <p>UNDERSTAND – the natural and human causes of desertification</p> <p>LEARN HOW TO – evaluate the strategies that can be used to combat desertification.</p>	<ul style="list-style-type: none"> <li>Map of desertification</li> <li>Interpret annual rainfall anomaly graph and population data to understand the causes of desertification – mind map</li> </ul> <p>Link to case study detail – teacher led</p>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Urban Issues Retrieval Booklet
17	Strategies used to reduce the risk of desertification	<p>KNOW – what the strategies are</p> <p>UNDERSTAND – how these strategies reduce the risk of desertification.</p>	<ul style="list-style-type: none"> <li>Teacher led explanation – fill in a table</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Urban Issues Retrieval Booklet
		<p><b>Learning Challenge: For a hot desert environment you have studied, to what extent do the challenges limit the amount of development in that environment? [9 + 3SPaG]</b></p>					<p><b>Learning Challenge: For a hot desert environment you have studied, to what extent do the challenges limit the amount of development in that environment? [9 + 3SPaG]</b></p>	Urban Issues Retrieval Booklet
			Feedback and DRTs					Urban Issues Retrieval Booklet
18								<p><b>40 minute test, mixed style questions (AQA style) 33 marks</b></p> <p>Urban Issues</p>

	Living World DME 2019 EXAM		Living world DME <ul style="list-style-type: none"> <li>• Silent reading/group reading</li> <li>• Identifying key words that are unfamiliar</li> <li>• Creating Resource Booklet dictionary</li> </ul>		Revise key terms			
	Living World DME 2019 EXAM		Living world DME <ul style="list-style-type: none"> <li>• Complete Resource Booklet dictionary</li> <li>• Figure 1 worksheet</li> <li>• Figure 1 questions</li> </ul>					
19	Living World DME 2019 EXAM		Living world DME <ul style="list-style-type: none"> <li>• Figure 2 worksheet</li> <li>• Figure 2 Questions</li> </ul>					
	Living World DME 2019 EXAM		Living world DME <ul style="list-style-type: none"> <li>• Figure 3 worksheet</li> <li>• Figure 3 Questions</li> </ul>		Prepare Debate Stakeholder view			
	Living World DME 2019 EXAM		Living World DME <ul style="list-style-type: none"> <li>• Key terms test</li> <li>• Write 2x6 marker – ‘we do, you do’</li> </ul>					
20								
21	Living World DME 2019 EXAM		Living World DME <ul style="list-style-type: none"> <li>• Debate</li> <li>• Write 9 mark answer ‘we do, you do’ (one side of argument vs other side of argument’</li> </ul>					
			<ul style="list-style-type: none"> <li>• Feedback and DRTs</li> </ul>					
	Development	KNOW – what development is and the factors that affect it UNDERSTAND – one classification of counties	<ul style="list-style-type: none"> <li>• Factors affecting development sorting activity</li> <li>• GNI - BRANDT line</li> <li>• LIC, NEE and HICs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet

**February Half-term**

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
22	How do you measure development? Development indicators	KNOW – different indicators of development UNDERSTAND: read and interpret Choropleth maps	<ul style="list-style-type: none"> <li>Terminology Match up</li> <li>Sorting into S/E/</li> <li>Choropleth map – GNI and HDI</li> <li>Imitations of development indicators</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Which country is more developed A or B? Justify why using the data from the figure. (6)		Living World Retrieval Booklet	
	How are the stages of the Demographic Transition Model (DTM) and the level of development linked?	KNOW – what the Demographic Transition Model and Population Pyramids are, and be able to describe their trends. UNDERSTAND – and be able to explain the factors that can alter the shape of the DTM or population pyramids. LEARN HOW TO – analyse population in graphical format.	<ul style="list-style-type: none"> <li>Describing the stages of the DTM using adjectives</li> <li>Living graph DTM</li> <li>Matching countries to the DTM</li> <li>Matching development indicators to the DTM – table</li> <li></li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Living World Retrieval Booklet	
	How can I link Population Pyramids with Development Indicators and the DTM?	KNOW – what the Demographic Transition Model and Population Pyramids are, and be able to describe their trends. UNDERSTAND – and be able to explain the factors that can alter the shape of the DTM or population pyramids. LEARN HOW TO – analyse population in graphical format.	<ul style="list-style-type: none"> <li>What is population pyramid?</li> <li>Breaking down the changing shapes of population pyramids</li> <li>Comparing 2 population pyramids and explaining them using development indicators</li> <li>Matching population pyramids to the DTM</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO		Living World Retrieval Booklet	
23	What are the causes of Uneven Development?	KNOW – why different countries, and areas within countries, can develop at different rates. UNDERSTAND – the consequences of this.	<ul style="list-style-type: none"> <li>Identify causes of uneven development</li> <li>Classify causes into Historical/ physical/ economic</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Living World Retrieval Booklet	

		LEARN HOW TO – categorise and explain factors.	<ul style="list-style-type: none"> <li>Identify causes using maps – comparing LICs and HICs</li> <li>Diamond rank of most to least significant factor affecting development</li> </ul>					
	What are the consequences of Uneven Development?	UNDERSTAND: the consequences of uneven development LEARN HOW TO: read different thematic maps	<ul style="list-style-type: none"> <li>Complete worksheets on consequences of uneven development</li> <li>Self-assess HW</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
		<b>Learning Challenge: Reducing the Gap - Dragons Den</b>	<ul style="list-style-type: none"> <li>Students used flipped learning to present why their strategy is the best way to reduce the development gap</li> <li>Students debate and receive questions after all groups have presented.</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO		<b>Learning Challenge: Reducing the Gap - Dragons Den</b>	Living World Retrieval Booklet
24	Reducing the Development Gap	KNOW – how the development gap can be reduced UNDERSTAND – the pros and cons of the strategies	Complete table	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
	How does tourism reduce the development gap?	KNOW – how the development gap can be reduced with tourism in an LIC/NEE country you have studied UNDERSTAND – the pros and cons of the strategies	<ul style="list-style-type: none"> <li>Why is tourism popular in Kenya/Jamaica?</li> <li>Sorting pros and cons of tourism in example into S/E/E</li> <li>Writing a conclusion – is tourism reducing the development gap in the example?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet
	Has economic development closed the development	KNOW – what is your LIC/NEE country like?	<ul style="list-style-type: none"> <li>Complete Fact file on example country</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Living World Retrieval Booklet

	gap in an LIC/NEE country that you have studied?			Choice of case study				
25	Manufacturing and Economic Development	KNOW – how increasing secondary industry in the country improves quality of life UNDERSTAND: Economic multiplier effect	<ul style="list-style-type: none"> <li>Graphs to show the increase in manufacturing industry vs graphs to show development indicators</li> <li>Explanation of the Economic multiplier effect</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet
	The Role of TNCs	KNOW – what a TNC is UNDERSTAND: How TNCs and bring generic benefits and problems	<ul style="list-style-type: none"> <li>What is a TNC?</li> <li>Why are they attracted to LICs/NEEs?</li> <li>Mind map as a pair all the pros and cons you can think of</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet
	The Role of TNCs	KNOW – what a TNC is UNDERSTAND: How TNCs and bring specific benefits and problems to the case study country	<ul style="list-style-type: none"> <li>Sorting case study detail into B/P and S/E/E</li> <li>Developing explanations of benefits and problems with connectives</li> <li>'The benefits of TNCs outweigh the problems, to what extent do you agree?'</li> </ul> <p>Opinion Line</p>	Teacher led Terminology box/dual coding Sentence starters Choice of case study	Study KO	Strands:		Living World Retrieval Booklet
26	The Role of TNCs	KNOW – what a TNC is UNDERSTAND: How TNCs and bring specific benefits and problems to the case study country	<ul style="list-style-type: none"> <li>BUG and Plan: 'The benefits of TNCs outweigh the problems; to what extent do you agree?'</li> <li>Silent Writing time</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet

	How have the political relationships with case study country changed?	KNOW – how have the political relationships with case study country changed	<ul style="list-style-type: none"> <li>• Self-assess and DRT one paragraph from previous lesson</li> <li>• Using maps and other figures, compare how relationships with other countries have changed</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet
	How has Aid helped the case study country?	KNOW – different types of AID UNDERSTAND- how to evaluate if AID has been successful in case study country	<ul style="list-style-type: none"> <li>• Recap types of AID</li> <li>• Specific case study detail</li> </ul> <p><b><i>Learning Challenge: To what extent have Aid efforts in an LIC or NEE that you have studied been successful? (6)</i></b></p>	Teacher led Terminology box/dual coding Sentence starters Choice of case study	Study KO		<b><i>Learning Challenge: To what extent have Aid efforts in an LIC or NEE that you have studied been successful? (6)</i></b>	Living World Retrieval Booklet
27	How has economic development damaged case study countries' environment?	KNOW: How economic development causes environmental damage	<ul style="list-style-type: none"> <li>• Interpret pictures to describe the impacts of economic development on the environment</li> <li>• How have TNCs damaged the environment</li> <li>• DRTs for Learning Challenge</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet
	How has economic development improved Quality of Life in Case Study Country?	KNOW: How has economic development improved Quality of Life in Case Study Country? UNDERSTAND: how to interpret a range of data sources	<ul style="list-style-type: none"> <li>• In small groups interpret a range of rotating sources of data to understand if QOL has improved in the country they have studied</li> <li>• Class plan an answer to: 'For an LIC/NEE that you have studied, to what extent has the quality of life been improved with</li> </ul>	Teacher led Terminology box/dual coding Sentence starters Choice of case study				Living World Retrieval Booklet

			economic change?'(9 marks)				
			Feedback and DRTs				
<b>Easter</b>							

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
28	Changes in the UK economy: How, why and where?	KNOW – how the UK industry structure has changed over time UNDERSTAND – reasons for the change	<ul style="list-style-type: none"> <li>Graph of changing UK industry structure and definition of types of industry</li> <li>Why has the structure changed? Deindustrialisation and globalisation</li> <li>Post-industrial economy</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Living World Retrieval Booklet	
	Changes in the UK economy: How, why and where?	KNOW – why there has been a growth in the number of business parks and science parks UNDERSTAND – how to identify features on map plans and OS maps	<ul style="list-style-type: none"> <li>Practice Q and self-assessment</li> <li>Map work – business parks and science parks</li> </ul> <p><b>Learning Challenge: Annotate Maps of Nottingham to show industrial change over time</b></p>	Teacher led Terminology box/dual coding Sentence starters		<b>Learning Challenge: Annotate Maps of Nottingham to show industrial change over time</b>	Living World Retrieval Booklet	
	Impacts of Industry on the Environment	KNOW how industry impacts on the environment UNDERSTAND – how NISSAN are an example of sustainable industry	<ul style="list-style-type: none"> <li>Mind map impacts in pairs</li> <li>NISSAN example of sustainability</li> <li>Practicing PEPE paragraphs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	IMPROVEMENTS TO TRANSPORT/INFRASTRUCTURE – Road, Rail, Air and Sea		Living World Retrieval Booklet	

29	Social and economic changes in the rural landscape	<p>KNOW – how 2 contrasting areas have undergone Social and economic changes in the rural landscape</p> <p>UNDERSTAND – the reasons for this change</p>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Learning Challenge DRTs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
	The North-South Divide	<p>KNOW – what the North South Divide is and its socio-economic consequences</p> <p>UNDERSTAND – the reasons for the North South divide</p>	<ul style="list-style-type: none"> <li>• Complete bar graph and identify North and South wards using the map key</li> <li>• Using figure 1 and figure 2, describe the economic inequalities (differences) in the UK.</li> <li>• Self-Assessment</li> <li>• Reasons for the North South Divide</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
	Strategies to close the North-South Divide	<p>KNOW – Local, Regional and National strategies to reduce the North South Divide</p> <p>UNDERSTAND – how to evaluate an therefore rank these strategies</p>	<ul style="list-style-type: none"> <li>• Political, Economic and Transport Strategies to reduce inequality in the UK</li> <li>• Recap HW</li> <li>• Ranking Activity</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
30	UK's Place in the Wider World	<p>KNOW – the connections the UK has with the wider world</p> <p>LEARN HOW TO: locate countries on a world map, use flow maps</p>	<ul style="list-style-type: none"> <li>• Complete worksheet using map, graphs and text resources</li> <li>• Answer practice questions</li> <li>• Map the connections the UK has with the wider world using an Atlas as a summary of the unit</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Living World Retrieval Booklet
		<p><b>LEARNING CHALLENGE: In a LIC or NEE you have studied, to what extent has economic development improved the quality of life for people? (9 marks)</b></p>	<ul style="list-style-type: none"> <li>• BUG and plan answer</li> <li>• Writing Time</li> <li>• Self-assess 1 paragraph</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			<p><b>LEARNING CHALLENGE: In a LIC or NEE you have studied, to what extent has economic</b></p>	Living World Retrieval Booklet



								development improved the quality of life for people? (9 marks)	
									40 minute test, mixed style questions (AQA style) 25 marks Living World
31	DME – SAMS 1 Urban								Retrieval Booklet - Interleaving all units
	DME – SAMS 1 Urban								Retrieval Booklet - Interleaving all units
	DME – SAMS 1 Urban								Retrieval Booklet - Interleaving all units
32	DME – SAMS 1 Urban								Retrieval Booklet - Interleaving all units
	DME – SAMS 1 Urban								Retrieval Booklet - Interleaving all units
		DRTs and Feedback							
<b>May Half-term</b>									

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
33	Fieldwork?					Strands:	Retrieval Booklet - Interleaving all units	
	Fieldwork?						Retrieval Booklet -	

								Interleaving all units
	Fieldwork?							Retrieval Booklet - Interleaving all units
34	Fieldwork?							Retrieval Booklet - Interleaving all units
	Fieldwork?							Retrieval Booklet - Interleaving all units
	Fieldwork?							Retrieval Booklet - Interleaving all units
35	Fieldwork?							Retrieval Booklet - Interleaving all units
	Fieldwork?							Retrieval Booklet - Interleaving all units
	Fieldwork?							Retrieval Booklet - Interleaving all units
36								
37								
38								
39			Feedback and DRTS					
			Feedback and DRTS					
			Feedback and DRTS					
<b>End of Year</b>								

## Yr11 SoW

**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (Geographical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. Diary entry, Letter), Extended mark questions (individual 4, 6, 9 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Qualities:	Wider skills:
Resilience -	Social -	Literacy = L
Respect -	Emotional -	Numeracy = N
Kindness -	Spiritual -	Social and emotional = S&E
Tolerance -	Cultural -	Communication = C
Creativity -	Democracy -	Physical = P
Positivity -	Rule of Law -	Creative = C
Aspiration -	Individual liberty -	Practical/Technical = PT
Integrity -	Mutual respect and tolerance -	Independent learning = IL
Empathy -	BEE (Build employability experiences) - This is links to careers, work placements, progress and achievement conversations.	

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	External exams	Parents evening
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Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
1	Natural Hazards: Types and Risk Factors	KNOW – what a natural hazard is and examples of natural hazards. UNDERSTAND – the 8 factors that affect risk. LEARN HOW TO – evaluate importance.	<ul style="list-style-type: none"> <li>Identify different natural hazards and sort into categories</li> <li>Mind map factors affecting risk</li> </ul> TEAM scatter graph	Teacher led Terminology box/dual coding Sentence starters	Why do people live in Hazardous Areas? Worksheet		Retrieval Booklet – Economic World	
	How do the theories of plate tectonics explain the location of earthquakes and volcanoes?	KNOW – the evidence for plate tectonic theory/continental drift UNDERSTAND – how the plates have moved	<ul style="list-style-type: none"> <li>Evidence of Plate Tectonic Theory</li> <li>Structure of the Earth diagram</li> <li>Mini Plenary Questions and :<i>Outline two pieces of evidence for plate tectonic theory (4)/ A-level challenge: Explain why continental crust is older than oceanic crust (4)</i></li> <li>Theories of movement – diagrams and word fill</li> </ul>	Teacher led Terminology box/dual coding Sentence starters S&C – A level content: paleomagnetism, additional process detail			Retrieval Booklet – Economic World	
2	How do the different types of plate margin cause earthquakes and volcanoes	KNOW – the 3 main types of plate margin UNDERSTAND – and be able to explain the processes that take place at these margins that lead to volcanoes and earthquakes	<ul style="list-style-type: none"> <li>TEAM/Compare plate margin map and location of earthquakes and volcanoes</li> <li>Comparing diagrams of plate margins to complete table, with self-assessment</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Retrieval Booklet – Economic World	
	How do the different types of plate margin cause	KNOW – the 3 main types of plate margin UNDERSTAND – how shield and stratovolcanoes are created	<ul style="list-style-type: none"> <li>Mapping Volcanoes using Latitude and Longitude</li> <li>Word fills</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO		Retrieval Booklet – Economic World	

	earthquakes and volcanoes?		<ul style="list-style-type: none"> <li>Storyboard for volcano</li> </ul>					
	How do the different types of plate margin cause earthquakes and volcanoes?		<p><b>Learning Challenge: <i>Playdoh Model of plate boundaries/formation of volcanoes and earthquakes</i></b>  <i>Knowledge Check Practice Questions</i></p>				<p><b>Learning Challenge: <i>Playdoh Model of plate boundaries/formation of volcanoes and earthquakes</i></b></p>	Retrieval Booklet – Economic World
	Introduction to Earthquakes	<p>KNOW – what an earthquake is.  UNDERSTAND – why they happen and be able to explain the physical processes associated with them.  LEARN HOW TO – categorise effects and responses to earthquakes</p>	<ul style="list-style-type: none"> <li>Recap process of earthquakes</li> <li>Mercalli vs Richter Scale</li> <li>Terminology Match up</li> <li>Recap factors affecting scale of earthquake</li> <li>Understanding Primary and Secondary Effects and listing/linking examples</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
3	An example of an earthquake affecting a Low Income country	<p>KNOW – where the country is locate and using data to understand its socio-economic background  UNDERSTAND – the social, economic and environmental effects of the earthquake</p>	<ul style="list-style-type: none"> <li>Describe location and interpret data to understand socio-economic background of country</li> <li>What happened?</li> <li>Sorting impacts into S/E/E and P/S /developed sentences linking impacts</li> <li>Comparing Earthquakes in Numbers worksheet</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	An example of an earthquake affecting a	<p>KNOW – where the country is locate and using data to understand its socio-economic background</p>	<ul style="list-style-type: none"> <li>Describe location and interpret data to understand socio-economic background of country</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World

	High Income Country	UNDERSTAND – the social, economic and environmental effects of the earthquake	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Sorting impacts into S/E/E and P/S/ /developed sentences linking impacts</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				
4	Comparing the impacts of an earthquake in 2 contrasting areas		<ul style="list-style-type: none"> <li>• Comparing Earthquakes in Numbers worksheet</li> </ul> <p><b>Learning Challenge: 9 marker: 'Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use Figure 5a or 5b and an example you have studied.'</b></p>				<b>Learning Challenge: 9 marker: 'Choose either an earthquake or a volcanic eruption. Assess the extent to which primary effects are more significant than secondary effects. Use Figure 5a or 5b and an example you have studied.'</b>	
	Responding to Earthquakes	KNOW: how the responses differ between different countries	<ul style="list-style-type: none"> <li>• How do you respond to an earthquake?</li> <li>• What did the HIC country do? Linking responses to impacts</li> <li>• What did the LIC country do? Linking responses to impacts</li> <li>• Agree/Disagree continuum with statements</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Responding to Earthquakes	KNOW: how the responses differ between different countries UNDERSTAND: how to evaluate the effectiveness of responses to an earthquake	<ul style="list-style-type: none"> <li>• Comparing Earthquakes in Numbers worksheet</li> <li>• Practice 9 marker 'I do, we do, you do' - 'To what extent is development a</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World

			significant factor in improving the successfulness of responses to earthquakes' (9+3 SPAG)					
5	MOCK DME PREP – SAMS 3 Development Gap?							Retrieval Booklet - Interleaving all units
	MOCK DME PREP – SAMS 3 Development Gap?				Study KO			Retrieval Booklet - Interleaving all units
	MOCK DME PREP – SAMS 3 Development Gap?							Retrieval Booklet - Interleaving all units
6	MOCK DME PREP – SAMS 3 Development Gap?							Retrieval Booklet - Interleaving all units
	MOCK DME PREP – SAMS 3 Development Gap?							
	MOCK PREP - FIELDWORK							
7	MOCK PREP – FIELDWORK Recap							Retrieval Booklet - Interleaving all units
	MOCK PREP – FIELDWORK –				Study KO			Retrieval Booklet - Interleaving all units

8	Recap							
	MOCK PREP – FIELDWORK - Recap							Retrieval Booklet - Interleaving all units
	MOCK PREP – FIELDWORK - Recap							Retrieval Booklet - Interleaving all units
	MOCK Paper 3				Study KO			Retrieval Booklet - Interleaving all units
	MOCK Paper 3							Retrieval Booklet - Interleaving all units
<b>October Half-term</b>								

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
9					Study KO			
10					Study KO			
11			Feedback and DRTs Paper 3					
			Feedback and DRTs Paper 1		Study KO			
			Feedback and DRTs Paper 2					
12	Monitoring, prediction, planning and protection - volcanoes	KNOW – The definitions of Monitoring, prediction, planning and protection UNDERSTAND – how to monitor, predict and plan for volcanic events	<ul style="list-style-type: none"> <li>Definitions</li> <li>How to monitor, predict and plan for volcanic events</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO		Retrieval Booklet – Economic World	



	Monitoring, prediction, planning and protection - volcanoes		<ul style="list-style-type: none"> <li>How to monitor, predict and plan for earthquake events</li> <li>What did they do in our case studies?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Tropical Storms	<p>KNOW – where tropical storms form</p> <p>UNDERSTAND – what conditions are needed for tropical storms to form</p> <p>LEARN HOW TO – use TEAM to describe distribution and frequency</p>	<ul style="list-style-type: none"> <li>Distribution map</li> <li>Sea Temperature map – what is the link? Conditions needed for tropical storms to form</li> <li>Labelling diagrams and satellite images of Tropical Storm Structure</li> <li></li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Why do Tropical Storms form there?	<p>KNOW – how tropical storms form</p> <p>UNDERSTAND – atmospheric circulation model</p> <p>LEARN HOW TO – create diagrams of tropical storm formation</p>	<ul style="list-style-type: none"> <li>Put the statements together</li> <li>Video clips of formation</li> <li>Storyboard TS</li> <li>Atmospheric Circulation diagram recap and questions</li> <li>Word Fill</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Tropical Storms and Climate Change Worksheet			Retrieval Booklet – Economic World
13	Impacts of a Tropical Storm – Typhoon Haiyan	<p>KNOW - what happened</p> <p>UNDERSTAND – how to categorise impacts into primary and secondary, social, economic and environmental</p> <p>LEARN HOW TO – interpret a choropleth map and practice using the scale bar and proportional circles</p>	<ul style="list-style-type: none"> <li>Proportional Circles of people affected by TS across the world</li> <li>Locating the Philippines</li> <li>Generic Impacts of a TS</li> <li>What happened? What is a storm surge and why are they destructive?</li> <li>Sorting impacts into S/E/E and P and S from a text</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Responses to a Tropical		<b>Learning Challenge: Flipped Learning: Presenting a Case</b>	Teacher led	Study KO		<b>Learning Challenge:</b>	Retrieval Booklet –

	Storm – Typhoon Haiyan		<p><b>Study</b> – 20 minutes to research L/N/I I/LT responses to Typhoon Haiyan 30 minutes to create a A4 poster presenting this information</p> <p>Students may also print off pictures to annotate impacts if completed early</p>	Terminology box/dual coding Sentence starters			<b>Flipped Learning: Presenting a Case Study</b>	Economic World
14	Responses to a Tropical Storm – Typhoon Haiyan	<p>KNOW - the immediate and long term responses were</p> <p>UNDERSTAND – evaluate how effective the responses were – did they reduce the impacts?</p> <p>LEARN HOW TO – link effects and responses</p>	<ul style="list-style-type: none"> <li>• Complete table – match up responses to impacts</li> <li>• Discussion questions</li> <li>• Agree/Disagree continuum with statements</li> <li>•</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Responses to a Tropical Storm – Typhoon Haiyan	<p>KNOW - the immediate and long term responses were</p> <p>UNDERSTAND – evaluate how effective the responses were – did they reduce the impacts?</p>	<ul style="list-style-type: none"> <li>• Practice 9 marker ‘To what extent were the responses to a tropical storm that you have studied more effective in reducing the impacts on the local population’ (9+3 SPAG)</li> <li>• BUG and 2 minute Margin Plan</li> <li>• Silent Writing time</li> <li>• DRTs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	UK extreme weather	<p>KNOW – what kinds of extreme weather the UK experiences</p> <p>UNDERSTAND – why the UK experiences extreme weather</p>	<ul style="list-style-type: none"> <li>• Identifying extreme weather and the impacts it may bring on different groups of people</li> <li>• Notable events of extreme weather in the UK</li> <li>• Why the UK experiences extreme weather</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	<p><b>Learning Challenge:</b></p> <p><i>‘UK weather is becoming more extreme’. Collating headlines of extreme weather in the UK</i></p>		<p><b>Learning Challenge:</b></p> <p><i>‘UK weather is becoming more extreme’. Collating headlines of extreme weather in the UK</i></p>	Retrieval Booklet – Economic World

	UK extreme weather	KNOW – evidence for the UK weather becoming more extreme	<ul style="list-style-type: none"> <li>Is the UK weather getting more extreme? Using figures to identify patterns of temperature and rainfall anomalies</li> </ul> <p>‘The weather of the UK is becoming more extreme’. Use evidence to support this statement. - Which is the best answer?</p>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
15	Somerset levels floods	KNOW – why the Somerset levels flooded. UNDERSTAND – what the impacts of the Somerset floods were	<ul style="list-style-type: none"> <li>Generic Causes of Flooding Recap</li> <li>Causes of flooding in Somerset Levels – Human and Physical</li> </ul> <p>½ of documentary on Somerset levels – fill out worksheet on Impacts and Response</p>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	Somerset levels floods	KNOW – why the Somerset levels flooded. UNDERSTAND – what the responses to the Somerset floods were	<ul style="list-style-type: none"> <li>½ of documentary on Somerset levels – fill out worksheet on Impacts and Response Learning Challenge DRTs</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Study KO			Retrieval Booklet – Economic World
16	Climate Change	KNOW – what the difference between climate change, global warming and the greenhouse effect are UNDERSTAND – the evidence behind climate change LEARN HOW TO – analyse sources	<ul style="list-style-type: none"> <li>Word fill and self-assessment (prior knowledge check)</li> <li>Greenhouse effect diagram with annotations</li> </ul> <p>Evidence of Climate Change – Marketplace or Worksheet</p>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World
	What are the causes of climate change?	KNOW – how humans and nature cause climate change UNDERSTAND – how to evaluate the biggest cause of climate change	<ul style="list-style-type: none"> <li>Causes of climate change – ‘I do (Orbital Changes), we do (Solar Output), you do (Volcanic activity, Industrialisation,</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Economic World

			Deforestation and Agricultural Change ' table <ul style="list-style-type: none"> <li>'Explain how nature is not responsible for recent climate change' (4 marks)</li> <li>Self-Assessment</li> </ul>					
<b>Christmas</b>								

Wk.	Learning Journey						Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L			What?		
			Main learning activities	Differentiation	Homework			
17	Impacts of Climate Change	KNOW –how people and the environment will be impacted by climate change	<ul style="list-style-type: none"> <li>Multiple Choice Game</li> <li>Comparing maps of CO2 emitters and those vulnerable to CC</li> <li>Recap CC and TS HW</li> <li>Categorising impacts of CC from around the world and creating developed sentences</li> </ul> What will happen in the UK? Using maps to understand sea level rise, temperature and precipitation changes	Teacher led Terminology box/dual coding Sentence starters	Study KO		Retrieval Booklet – Economic World	
	Mitigating and Adapting to Climate Change	KNOW – what mitigation and adaptation are UNDERSTAND – how we can mitigate and adapt to climate change	<ul style="list-style-type: none"> <li>Definitions</li> <li>Table as a class Mitigation Strategies – What? How? Who? Why? Pros and Cons</li> <li>Ranking different mitigation strategies</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Retrieval Booklet – Economic World	
	Mitigating and Adapting to Climate Change	KNOW – what mitigation and adaptation are UNDERSTAND – how we can mitigate and adapt to climate change	<ul style="list-style-type: none"> <li>Table as a class Mitigation Strategies – What? How? Who? Why? Pros and Cons?</li> <li>Character Cards – role play for deciding what</li> </ul>	Teacher led Terminology box/dual coding Sentence starters			Retrieval Booklet – Economic World	

			to do about Climate Change					
18			<i>Learning Challenge 6 marker, response to Climate Change figure based question</i>		Study KO		<i>Learning Challenge 6 marker, response to Climate Change figure based question</i>	Retrieval Booklet – Economic World
								<i>40 minute test, mixed style questions (AQA style) 25 marks</i> Living World
			Feedback and DRTs					
19			Feedback and DRTs					
	Mock DME Resources		Introduce Mock DME resources – 2020 exam? Urban					Retrieval Booklet – Economic World
	Mock DME Resources		Introduce Mock DME resources – 2020 exam? Urban					Retrieval Booklet – Economic World
20	Resource Management	KNOW – what a resource is UNDERSTAND – the global distribution and access to 3 categories of resource. LEARN HOW TO – interpret Choropleth maps	<ul style="list-style-type: none"> <li>Entrance ticket</li> <li>Choropleth maps of food, water and energy distribution</li> <li>Discuss use of resources</li> </ul> Exit ticket	Teacher led Terminology box/dual coding Sentence starters	Study KO			Retrieval Booklet – Natural Hazards World
	Water as a resource in the UK	KNOW - Why has the demand for water increased? Where are the areas of water deficit and surplus in the UK?	<ul style="list-style-type: none"> <li>Why has the demand for water increased? Where are the areas of water deficit and surplus in the UK? Using maps</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Natural Hazards World
	Strategies to improve water quality and quantity the UK	KNOW: What can be done to improve water quality and quality?	<ul style="list-style-type: none"> <li>Water transfer schemes</li> <li>Mind map sources of water pollution</li> </ul>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Natural Hazards World

			What can be done to improve water quality and pollution management?					
21	The UK: Food as a resource	KNOW: How has demand changed for food in the UK? UNDERSTAND: the environmental impacts of food production	<ul style="list-style-type: none"> <li>How has demand changed for food in the UK?</li> <li>Food miles and carbon footprint</li> <li>How can <b>agribusiness</b> help?</li> </ul>	Teacher led Terminology box/dual coding Sentence starters	Worksheet			Retrieval Booklet – Natural Hazards World
	Provision of Energy in the UK	KNOW: How and why the UKs energy mix has changed UNDERSTAND: the environmental problems with energy production	<ul style="list-style-type: none"> <li>UKs changing energy mix graph</li> <li>Why has the UK's energy sources changed?</li> <li>What is fracking and why is it a problem?</li> <li>Sorting statements into renewable and non-renewable</li> </ul> <p>Sorting statements into 2 categories – economic issues and environmental issues.</p>	Teacher led Terminology box/dual coding Sentence starters				Retrieval Booklet – Natural Hazards World
	Global Water Demand	KNOW: How and why the UKs water demand has changed	<ul style="list-style-type: none"> <li>Recap definitions – terminology match up</li> <li>Interpret maps to show Water Surplus and Deficit – including economic and physical water insecurity</li> <li>How and why has global water demand changed? Graphs</li> </ul> <p>Why has water supply changed?</p>	Teacher led Terminology box/dual coding Sentence starters	<b>Learning Challenge: 6 marker: With the help of Figures 8 and 9, explain why the process of fracking for gas causes conflict between different groups of people.</b>		<b>Learning Challenge: 6 marker: With the help of Figures 8 and 9, explain why the process of fracking for gas causes conflict between different groups of people.</b>	Retrieval Booklet – Natural Hazards World







31								
32								
<b>May Half-term</b>								

Wk.	Learning Journey					What?	Learning Challenge	Learning Consolidation
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					
			Main learning activities	Differentiation	Homework			
33								
34								
35								
36								
37								
38								
39								
<b>End of Year</b>								

## Yr12 SoW

**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (Geographical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. presentation, debate, board game etc...), Extended mark questions (individual 9, 20 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Qualities:	Wider skills:
Resilience -	Social -	Literacy = L
Respect -	Emotional -	Numeracy = N
Kindness -	Spiritual -	Social and emotional = S&E
Tolerance -	Cultural -	Communication = C
Creativity -	Democracy -	Physical = P
Positivity -	Rule of Law -	Creative = C
Aspiration -	Individual liberty -	Practical/Technical = PT
Integrity -	Mutual respect and tolerance -	Independent learning = IL
Empathy -	BEE (Build employability experiences) - This is links to careers, work placements, progress and achievement conversations.	

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	External exams	Parents evening
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Wk.	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
1						
2	CUE Patterns of Urban Growth	<p><b>Understand</b> the terms urbanisation and urban growth.</p> <p><b>Describe and explain</b> the changing global patterns of urbanisation since 1945.</p> <p><b>Explain and evaluate</b> the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>	<p>Intro to A-Level</p> <p>Students will have a clear understanding of the terms urbanisation and urban growth.</p> <p>Students will be able to describe and explain the changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>			
	CUE Patterns of Urban Growth	<p><b>Understand</b> the terms urbanisation and urban growth.</p> <p><b>Describe and explain</b> the changing global patterns of urbanisation since 1945.</p> <p><b>Explain and evaluate</b> the economic, social, technological, political and demographic processes associated with</p>	<p>Students will have a clear understanding of the terms urbanisation and urban growth.</p> <p>Students will be able to describe and explain the changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>	<p>Write up the trends of urbanisation and urban growth, from 1945 to now and projected growth– ½ page</p> <p>Use TREAM</p>		

		urbanisation and urban growth.				
	CUE Patterns of Urban Growth	<p><b>Understand</b> the terms urbanisation and urban growth.</p> <p><b>Describe and explain</b> the changing global patterns of urbanisation since 1945.</p> <p><b>Explain and evaluate</b> the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>	<p>Students will have a clear understanding of the terms urbanisation and urban growth.</p> <p>Students will be able to describe and explain the changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>			
	CUE Patterns of Urban Growth	<p><b>Understand</b> the terms urbanisation and urban growth.</p> <p><b>Describe and explain</b> the changing global patterns of urbanisation since 1945.</p> <p><b>Explain and evaluate</b> the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>	<p>Students will have a clear understanding of the terms urbanisation and urban growth.</p> <p>Students will be able to describe and explain the changing global patterns of urbanisation since 1945.</p> <p>Students will be able to discuss the economic, social, technological, political and demographic processes associated with urbanisation and urban growth.</p>			
3	CUE Types of Cities	<p>KNOW – what a megacity and world city is and their characteristics.</p>	<p>Students will be able to explain the emergence of megacities and world cities, describe their characteristics and discuss their role in global and regional economies.</p>			

		<p>UNDERSTAND – their role in global and regional economics.</p> <p>LEARN HOW TO – interpret maps and evaluate the pros and cons of megacities</p>				
	CUE Types of Cities	<p>KNOW – what a megacity and world city is and their characteristics.</p> <p>UNDERSTAND – their role in global and regional economics.</p> <p>LEARN HOW TO – interpret maps and evaluate the pros and cons of megacities</p>	Students will be able to explain the emergence of megacities and world cities, describe their characteristics and discuss their role in global and regional economies.			
	CUE Urban Processes	<p>KNOW – what the terms suburbanisation, counter-urbanisation and urban resurgence mean.</p> <p>UNDERSTAND – and be able to evaluate their causes and consequences.</p>	Students will be able to discuss the causes and consequences of suburbanisation, counter-urbanisation and urban resurgence			
	CUE Urban Processes	<p>KNOW: why urban change has occurred</p> <p>UNDERSTAND: the processes and consequences of deindustrialisation, decentralisation and rise of service economy.</p>	Students will be able to describe and explain the processes of deindustrialisation, decentralisation and rise of service economy.			
	CUE Urban Processes	<p>KNOW: why urban change has occurred</p> <p>UNDERSTAND: the processes and consequences of deindustrialisation,</p>	Students will be able to describe and explain the processes of deindustrialisation, decentralisation and rise of service economy.	Research the gender division of labour and the impacts of deindustrialisation on masculinity/Discuss changing gender roles in the UK as a result of	<b>Evaluate the processes of deindustrialisation and decentralisation and their effect on people and places. (9 marks)</b>	

		decentralisation and rise of service economy.		deindustrialisation and the rise of service economy.		
4	CUE Urban Regeneration	KNOW – what urban regeneration policy is UNDERSTAND – how it has changed over the past 50 years LEARN HOW TO – evaluate success and failures Other Objective – write in PEPCE paragraphs	Students will understand the term urban policy and be able to outline a range of regeneration strategies in Britain since 1979.  Students should also appreciate that regeneration also occurred because of wider social, economic and demographic processes.			
	CUE Urban Regeneration	KNOW – what urban regeneration policy is UNDERSTAND – how it has changed over the past 50 years LEARN HOW TO – evaluate success and failures Other Objective – write in PEPCE paragraphs	Students will understand the term urban policy and be able to outline a range of regeneration strategies in Britain since 1979.  Students should also appreciate that regeneration also occurred because of wider social, economic and demographic processes.			
	CUE Urban Regeneration	KNOW – what urban regeneration policy is UNDERSTAND – how it has changed over the past 50 years LEARN HOW TO – evaluate success and failures Other Objective – write in PEPCE paragraphs	<b>To what extent can Urban Development Corporations be considered the best urban regeneration policy? (20 marks)</b>			
	CUE Urban Form	KNOW – what urban form is UNDERSTAND – how it differs in contrasting places LEARN HOW TO – evaluate geographical models	Students will be able to discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.			

			<p>Students will be able to describe patterns of spatial land use in contrasting urban settings.</p> <p>Burgess, Hoyt and Multiple Nuclei models vs Asian, African and Latin American Models</p>			
	CUE Urban Form	<p>KNOW – what urban form is</p> <p>UNDERSTAND – how it differs in contrasting places</p> <p>LEARN HOW TO – evaluate geographical models</p>	<p>Students will be able to discuss the contrasting characteristics of cities across the world but recognise that both physical and human factors are important.</p> <p>Students will be able to describe patterns of spatial land use in contrasting urban settings.</p> <p>Physical and Human factors in urban forms</p>	LA and Mumbai land use patterns		
5	CUE Urban Form	<p>KNOW – the different types of urban land use</p> <p>UNDERSTAND – their real life examples</p>	<p>Students will be able to describe and discuss the most recent changes in the urban landscapes, such as town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities. Students will also be able to describe the concept of a post-modern western city.</p>			
	CUE Urban Form	<p>KNOW – the different types of urban land use</p> <p>UNDERSTAND – their real life examples</p>	<p>Students will be able to describe and discuss the most recent changes in the urban landscapes, such as town centre mixed developments, cultural and heritage quarters, fortress landscapes, gentrified inner areas and edge cities. Students will also be able to describe the concept of a post-modern western city.</p>	<p><b>London has been described as being ‘depthlessness’ and ‘fragmented’. Using the sources provided, assess to what extent London can be considered a Post-Modern Western city (9 marks) Using Figures</b></p>		

	CUE Urban Form				<b>Assess the extent to which urbanisation affects the urban form of cities' (9)</b>	
	CUE Urban Inequality and Diversity	KNOW – patterns of inequality in London UNDERSTAND – how inequality can restrict peoples' geographical mobility and affect opinions on place and space LEARN HOW TO – use choropleth maps	Students will be able to define the terms economic inequality, social segregation and cultural diversity.  Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.			
	CUE Urban Inequality and Diversity	To be able to understand why economic inequality exists and the factors that drive it. To be able to analyse the issues associated with it	Students will be able to define the terms economic inequality, social segregation and cultural diversity.  Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.			
6	CUE Urban Inequality and Diversity	To be able to understand why economic inequality exists and the factors that drive it. To be able to analyse the issues associated with it	<b>Example question: Assess the impact of economic inequality on people in contrasting urban areas (20 marks)</b>			
	CUE Urban Inequality and Diversity	To be able to understand why cultural, racial and social diversity exists To be able to analyse the benefits and issues associated with it	Students will be able to define the terms economic inequality, social segregation and cultural diversity.  Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them.	Watch documentary on London Riots		



	CUE  Urban Inequality and Diversity	To be able to understand why cultural, racial and social diversity exists To be able to analyse the benefits and issues associated with it	Students will be able to define the terms economic inequality, social segregation and cultural diversity.  Students will be able to describe and explain patterns of economic inequality, social segregation and cultural diversity in contrasting urban areas and discuss the factors that influence them. <b>Qualitative Skills</b>			
	CUE  Urban Inequality and Diversity	KNOW: how these issues are being addressed EVALUATE: how successful the strategies are in reducing inequality	Students will be able to discuss issues relating to economic inequality, social segregation and cultural diversity and outline the strategies adopted to manage these.			
	CUE  Urban Inequality and Diversity	KNOW: how these issues are being addressed EVALUATE: how successful the strategies are in reducing inequality	Students will be able to discuss issues relating to economic inequality, social segregation and cultural diversity and outline the strategies adopted to manage these. Paired 20 marker Planning			
7	CUE  Urban microclimate	KNOW – how urban areas have their own distinct urban climates UNDERSTAND – how urban forms and processes create these urban climates	Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.  Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.			
	CUE  Urban microclimate	KNOW – how temperature, precipitation, wind and pollution change in urban areas UNDERSTAND – how urban forms and processes create these urban climates	Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.  Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.			

	CUE Urban microclimate	KNOW – how temperature, precipitation, wind and pollution change in urban areas UNDERSTAND – how urban forms and processes create these urban climates	Students will be able to describe and explain how urban areas affect temperature, precipitation, fogs, thunderstorms and wind.  Students will be familiar with terms such as the urban heat island, channeling and the venturi effect.	‘To what extent is the height of buildings in urban areas the main factor contributing to urban climates?’ (9)		
	CUE Urban drainage	KNOW – how to analyse a hydrograph for an urban area. UNDERSTAND – How to <i>Identify and explain impacts urban areas have upon drainage systems.</i>	Students will be able to describe and explain the effect of urban surfaces on the water cycle.  Students will be able to analyse a hydrograph for an urban area.		<b>Practice Q: How does the urban area influence the hydrograph? (6 marks)</b>	
	CUE Urban drainage	KNOW: What SUDs are and how they work in an urban area to respond to the urban water cycle	Students will be able to define the term sustainable urban drainage systems (SUDS) and describe different SUDS strategies.			
8	CUE Urban drainage	KNOW: example SUDS UNDERSTAND: evaluate their successfulness	Students will be able to define the term sustainable urban drainage systems (SUDS) and describe different SUDS strategies.	‘Evaluate how successful the different methods used in a SUD you have studied has been successful in achieving its aims’ (20 marker)		
	CUE Urban drainage	KNOW: reasons for restoration of river case study and how it was restored	Students will be able to describe and evaluate a specific urban river restoration project, outlining the reasons for its restoration and the attitudes and contributions of the stakeholders involved.			
	CUE Urban drainage	KNOW: evaluation of successfulness of restoration river case study EVALUATE: attitudes and contributions of the stakeholders involved.	Students will be able to describe and evaluate a specific urban river restoration project, outlining the reasons for its restoration and the attitudes and contributions of the stakeholders involved.			

	CUE				
	CUE				

Wk	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
9	MID UNIT ASSESSMENT				<b>MID UNIT ASSESSMENT</b>	
	CUE Contemporary Urban Issues	KNOW: Urban physical waste generation: sources of waste - industrial and commercial activity, personal consumption.  UNDERSTAND: Relation of waste components and waste streams to economic characteristics, lifestyles and attitudes.	Students will be able to describe the different sources of urban waste and recognize that both quantities of waste produced and waste disposal methods vary according to economic development.			
	CUE Contemporary Urban Issues	KNOW: The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.	Students will be able to describe the different sources of urban waste and recognize that both quantities of waste produced and waste disposal methods vary according to economic development.			
	CUE Contemporary Urban Issues	KNOW: The environmental impacts of alternative approaches to waste disposal: unregulated, recycling, recovery, reduction (incineration), burial, submergence, trade.	Students will be able to describe and evaluate a range of waste disposal methods.			
	CUE Contemporary Urban Issues	EVALUATE: Comparison of incineration and landfill approaches to waste disposal in relation to a specified urban area.	Students will be able to compare and contrast incineration and landfill approaches to waste in a specified urban area.	'The problems of ineffective waste disposal are not manageable in developing countries. What		

				extent to you agree with this statement? (20)		
10	CUE Contemporary Urban Issues	KNOW: other environmental problems – causes, consequences and solutions	Research: Air quality: particulate and photo-chemical pollution			
	CUE Contemporary Urban Issues	KNOW: other environmental problems – causes, consequences and solutions	Research and create manual presentation: Air quality: particulate and photo-chemical pollution			
	CUE Contemporary Urban Issues	KNOW: other environmental problems – causes, consequences and solutions	Presentations: Air quality: particulate and photo-chemical pollution Questions from the floor			
	CUE Contemporary Urban Issues	KNOW: other environmental problems – causes, consequences and solutions	Presentations: : Air quality: particulate and photo-chemical pollution Questions from the floor		<b>Environmental problems vary from city to city. To What extent to you agree with this statement? (20)</b>	
	CUE		DRTS from MUA			
11	CUE Urban Sustainability	KNOW: Ecological footprint of major urban areas. Dimensions of sustainability: natural, physical, social and economic.	Students will be able to define the terms ecological footprint, sustainability and liveability.			
	CUE Urban Sustainability	KNOW: Nature and features of sustainable cities. Concept of liveability	Students will be able to define the terms ecological footprint, sustainability and liveability. Students will be able to describe the features of a sustainable city.			
	CUE Urban Sustainability	KNOW: Contemporary opportunities and challenges in developing more sustainable cities.	Students will be able to recognize the opportunities and challenges for developing more sustainable cities.			

	CUE Urban Sustainability	KNOW and EVALUATE: Strategies for developing more sustainable cities.	Students will be able to describe and evaluate different methods used to create more sustainable cities			
	CUE Urban Sustainability					<b>'With reference to a place you have studied, assess the importance of transport planning in promoting sustainable urban development' (9)</b>
12	CUE		Case Study Development			
	CUE		Case Study Development			
	CUE		Case Study Development			
	CUE		Case Study Development			
	CUE		Case Study Development			
13	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
14	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
	CUE		Revision			
15	CUE		End of Unit Assessment			<b>End of Unit Assessment</b>
	CUE		End of Unit Assessment			<b>End of Unit Assessment</b>
	CUE		DRTs			
	CUE		DRTs			
	CUE		DRTs			
16						

WK	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
17	Hazards	<p>KNOW: Nature, forms and potential impacts of natural hazards (geophysical, atmospheric and hydrological).</p> <p>EVALUATE: Hazard perception and its economic and cultural determinants.</p>	<p>An overview of the concept of the terms '<b>hazard</b>', '<b>natural hazard</b>' and '<b>disaster</b>' as used by geographers.</p> <p>Students to be able to identify examples of different types of natural hazards, including:</p> <ul style="list-style-type: none"> <li>• geophysical</li> <li>• atmospheric</li> <li>• hydrological.</li> </ul> <p>Students will understand that natural hazards have common characteristics:</p> <ul style="list-style-type: none"> <li>• each has clear origins and distinctive effects</li> <li>• little or no warning</li> <li>• exposure to the risk may be involuntary</li> <li>• most damage and loss of life occurs shortly after the hazard, but impacts may last into the future</li> <li>• their scale and impact requires an emergency response.</li> </ul> <p>Students to understand the terms '<b>risk</b>' and '<b>vulnerability</b>' with reference to natural hazards.</p>			CUE revision sessions with Y13
	Hazards	UNDERSTAND: Characteristic human responses – fatalism,	Students to understand the terms ' <b>risk</b> ' and ' <b>vulnerability</b> '			

		<p>prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.</p>	<p>with reference to natural hazards.</p> <p>Students to be able to identify and understand factors influencing the perception of natural hazards, including:</p> <ul style="list-style-type: none"> <li>• socio-economic status</li> <li>• level of education</li> <li>• employment status</li> <li>• religion, cultural background</li> <li>• family situation</li> <li>• past experience</li> <li>• personal values and personality.</li> </ul> <p>Students to understand three key responses to natural hazards:</p> <ul style="list-style-type: none"> <li>• fatalism</li> <li>• adaptation</li> <li>• fear.</li> </ul>			
	Hazards	<p>UNDERSTAND: Characteristic human responses – fatalism, prediction, adjustment/adaptation, mitigation, management, risk sharing – and their relationship to hazard incidence, intensity, magnitude, distribution and level of development.</p>	<p>Students to understand the difference between primary and secondary (short term and long term) impacts of natural hazards.</p> <p>Students to understand key ideas relating to the management of natural hazards, including:</p> <ul style="list-style-type: none"> <li>• community preparedness/risk sharing</li> <li>• integrated risk management</li> <li>• mitigation</li> <li>• monitoring</li> <li>• prediction</li> <li>• prevention</li> </ul>	CUE 6/9 marker		CUE 6/9 marker

			<ul style="list-style-type: none"> <li>• protection</li> <li>• reconstruction</li> <li>• rehabilitation</li> <li>• relief</li> <li>• resilience.</li> </ul>			
	Global Systems and Governance	KNOW: Dimensions of globalisation: flows of capital, labour, products, services and information	Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy.			
	Global Systems and Governance	KNOW: what globalisation is UNDERSTAND: how globalised interactions occur EVALUATE: events that have contributed to globalisation	<p>Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy.</p> <p>Students appreciate that globalisation has accelerated within their own lifetime, driven by companies based in countries all over the world.</p>	KOF index – measuring globalisation Globalisation in the news		
18	Hazards	UNDERSTAND: The Park model of human response to hazards. The Hazard Management Cycle.	<p>Students to understand and be able to explain the Park Response Model and the Hazard Management Cycle.</p> <p>Students to understand the terms '<b>distribution</b>', '<b>frequency</b>' and '<b>magnitude</b>' as they are used by geographers in relation to natural hazards.</p>			Revision Question Tracker
	Hazards	KNOW: Earth structure and internal energy sources. UNDERTSTAND: Plate tectonic theory of crustal evolution: tectonic plates; plate movement;	Students to understand the structure of the Earth and internal energy sources, including:	CUE 6/9 marker		CUE 6/9 marker



		gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading.	<ul style="list-style-type: none"> <li>- Internal structure and the characteristics of: <ul style="list-style-type: none"> <li>• crust</li> <li>• lithosphere</li> <li>• asthenosphere</li> <li>• mantle</li> <li>• outer core</li> <li>• inner core</li> </ul> </li> <li>- The distribution of the major tectonic plates and plate boundaries.</li> <li>- Internal sources of heat, including: <ul style="list-style-type: none"> <li>• residual heat from Earth's formation</li> <li>• radioactive decay of elements in the core.</li> </ul> </li> </ul> <p>Students to understand the characteristics and origin of continental and oceanic crust.</p>			
	Hazards	<p>KNOW: Earth structure and internal energy sources.</p> <p>UNDERTSTAND: Plate tectonic theory of crustal evolution: tectonic plates; plate movement; gravitational sliding; ridge push, slab pull; convection currents and seafloor spreading.</p>	<p>Students to be able to describe and explain the nature of plate movement, including:</p> <ul style="list-style-type: none"> <li>- Speed and direction of movement of the major plates</li> <li>- The evolution of various theories to explain plate movement. To include: <ul style="list-style-type: none"> <li>• gravitational sliding</li> <li>• ridge push</li> <li>• slab pull</li> <li>• convection currents</li> <li>• sea floor spreading (possibly paleomagnetism).</li> </ul> </li> </ul>			
	Global Systems and Governance	KNOW: the pros and cons of globalisation	Students can discuss the advantages and disadvantages of globalisation.			

	Global Systems and Governance	EVALUATE: globalisation	Students can discuss the advantages and disadvantages of globalisation.  Is Globalisation a good thing? (20 marks)			
19	Hazards	<p>KNOW: Destructive, constructive and conservative plate margins. UNDERSTAND: Characteristic processes: seismicity and vulcanicity. Associated landforms: young fold mountains, rift valleys, ocean ridges, deep sea trenches and island arcs, volcanoes.</p> <p>KNOW: Magma plumes and their relationship to plate movement.</p>	<p>Students to understand that the movement of tectonic plates gives rise to different plate margins:</p> <ul style="list-style-type: none"> <li>• destructive</li> <li>• constructive</li> <li>• conservative.</li> </ul> <p>Students to be able to describe and explain the characteristic processes associated with each type of plate margin, including:</p> <ul style="list-style-type: none"> <li>• seismicity</li> <li>• vulcanicity.</li> </ul> <p>Students should understand the theory and proposed role of magma plumes</p>	Assess the importance of plate tectonic theory in helping to understand the nature and causes of volcanic activity. [20 marks]		
	Hazards	<p>KNOW: The nature of vulcanicity and its relation to plate tectonics: forms of volcanic hazard: nuées ardentes, lava flows, mudflows, pyroclastic and ash fallout, gases/acid rain, tephra.</p> <p>KNOW: Impacts: primary/secondary, environmental, social, economic, political</p>	<p>Students to understand that most volcanic activity is associated with plate tectonic processes and occurs along plate boundaries.</p> <p>Students to be able to describe the distribution of volcanic activity as being mainly associated with:</p> <ul style="list-style-type: none"> <li>• ocean ridges and sea floor spreading</li> <li>• destructive plate boundaries and subduction zones</li> <li>• rift valleys</li> </ul>			CUE revision sessions with Y13

			<ul style="list-style-type: none"> <li>• intraplate vulcanicity - hot spots.</li> </ul> <p>Students should be able to describe, explain and assess the impact of a range of volcanic hazards, including:</p> <ul style="list-style-type: none"> <li>- primary hazards (impacts) <ul style="list-style-type: none"> <li>• ash</li> <li>• lava flows</li> <li>• nuées ardentes</li> <li>• pyroclastic events</li> <li>• tephra</li> <li>• volcanic gases</li> </ul> </li> <li>- secondary hazards (impacts) <ul style="list-style-type: none"> <li>• acid rain</li> <li>• climate change</li> <li>• flooding</li> <li>• tsunamis.</li> </ul> </li> </ul> <p>Students to understand volcanic hazards can be categorised (possible opportunity to discuss the usefulness of classification in geography). Categories to include:</p> <ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to volcanic hazards can be categorised as 'short and long-term'.</p>			
	Hazards	KNOW: Spatial distribution, magnitude, frequency, regularity and predictability of hazard events. Types of lava	Students should understand that the nature of volcanic events and volcanic features are the result of a			

		<p>UNDERSTAND: the physical factors involved in determining the eruption style and strength</p>	<p>combination of factors, including:</p> <ul style="list-style-type: none"> <li>- type of plate boundary – constructive, destructive or intraplate</li> <li>- nature of magma, ie <ul style="list-style-type: none"> <li>• viscosity – silica, gas and water content</li> <li>• explosivity – Volcanic Explosivity Index</li> <li>• acidic → basic, rhyolitic → andesitic → basic.</li> </ul> </li> </ul> <p>Ensure students understand what is meant by ‘spatial distribution’, ‘magnitude and frequency’ in relation to volcanic events. Reinforce previous map work locating volcanic activity and the Volcanic Explosivity Index. Introduce idea of how familiar a population is and active, dormant and extinct.</p>			
	Global Systems and Governance	KNOW AND EVALUATE: the flows of globalisation	Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy	CUE 6/9 marker		CUE 6/9 marker
	Global Systems and Governance	KNOW AND EVALUATE: the flows of globalisation	Students have a clear understanding of globalisation and its interconnected elements and scales of the global economy			
20	Hazards	KNOW: Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	<p>Students to appreciate that risk management is designed to reduce the impacts of volcanic hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> </ul>		<p><b>Choice of Challenge:</b>  <b>Explain 2 ways scientists monitor volcanic activity.</b>  <b>(3)</b>  <b>Using the figures (maps of tectonic plates and</b></p>	Revision Question Tracker

			<ul style="list-style-type: none"> <li>• prevention</li> <li>• adaptation.</li> </ul>		<b>location of volcanoes).  Describe and Explain the location of the Worlds' volcanoes. (6)  Evaluate the effectiveness of prevention in terms of volcanic events. (9)</b>	
	Hazards	KNOW AND EVALAUTE: Impacts and human responses as evidenced by a recent volcanic event.	Students to develop a detailed understanding of one recent volcanic event (ICELAND 2010) Students must be able to: <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the event</li> <li>• describe and explain the association of the event to plate boundaries and plate movement</li> <li>• assess the perception of the event, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>• explain the causes of the event</li> </ul>			
	Hazards	KNOW AND EVALAUTE: Impacts and human responses as evidenced by a recent volcanic event.	explain and assess the impacts of the event  explain, assess and justify the response to the event – including the factors affecting this response.	Case Study Summary		

	Global Systems and Governance	UNDERSTAND: the importance of marketing to globalisation.	the importance of marketing to globalisation.	Global Marketing Product research summary		
	Global Systems and Governance	UNDERSTAND: To be able to understand how patterns of production, distribution and consumption have changed To be able to apply examples to the international division of labour	Students will recognise that globalisation has led to divisions in patterns of production, distribution and consumption.			
21	Hazards	KNOW AND EVALUATE: Impacts and human responses as evidenced by a recent volcanic event.	comparison to Mount Nyiragongo	The primary impacts of a volcanic eruption are often more severe than secondary impacts'. Discuss the extent to which you agree with this statement. (20 marks)		CUE revision sessions with Y13
	Hazards	KNOW: The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides.	<p>Students to understand that much seismic activity is associated with plate tectonic processes and occurs along plate boundaries.</p> <p>Students to be able to describe the distribution of seismic activity as being mainly associated with:</p> <ul style="list-style-type: none"> <li>destructive plate boundaries – and subduction zones</li> <li>conservative plate margins/transform faults.</li> </ul> <p>Students should understand that the nature of seismic events and resulting hazards is the result of a combination of factors, including:</p> <ul style="list-style-type: none"> <li>type of plate boundary –</li> </ul>			

			<p>constructive, destructive or conservative</p> <ul style="list-style-type: none"> <li>• nature and rate of movement</li> <li>• depth of focus.</li> </ul>			
	Hazards	<p>KNOW: The nature of seismicity and its relation to plate tectonics: forms of seismic hazard: earthquakes, shockwaves, tsunamis, liquefaction, landslides.</p> <p>Spatial distribution, randomness, magnitude, frequency, regularity, predictability of hazard events.</p> <p>KNOW: Impacts: primary/secondary; environmental, social, economic, political</p>	<p>Ensure students understand what is meant by 'spatial distribution', 'magnitude and frequency' in relation to seismic events. Reinforce previous map work locating seismic activity and the scales used to measure the magnitude of seismic events, including:</p> <ul style="list-style-type: none"> <li>• Richter Scale</li> <li>• Mercalli Scale</li> <li>• Moment Magnitude Scale.</li> </ul> <p>Students should be able to describe, explain and assess the impacts of seismic hazards, to include:</p> <ul style="list-style-type: none"> <li>- Primary hazards (impacts) <ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Shockwaves</li> <li>• Ground shaking</li> <li>• Ground rupture</li> </ul> </li> <li>- Secondary hazards (impacts) <ul style="list-style-type: none"> <li>• Soil liquefaction</li> <li>• Landslides/avalanches</li> <li>• Tsunamis</li> <li>• Fires</li> <li>• Effects on people and the built environment.</li> </ul> </li> </ul> <p>Students to understand that responses to seismic hazards</p>			

			can be categorized as 'short and long-term'.			
	Global Systems and Governance	UNDERSTNAD: factors accelerating globalisation	Factors in globalisation: developing technologies, systems and relationships including financial, transport, security, communications, management and information systems	Globalisation of Services Reading Figure-based questions (6,6)		
	Global Systems and Governance	UNDERSTNAD: factors accelerating globalisation	Factors in globalisation: developing technologies, systems and relationships including financial, transport, security, communications, management and information systems, trade agreements			
22	Hazards	KNOW: Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	Students to appreciate that risk management is designed to reduce the impacts of seismic hazards via: <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul>	To create 2 leaflets: one for LICs and one for HICs how to prepare for and protect themselves against/during and earthquake		Revision Question Tracker
	Hazards	KNOW: Impacts and human responses as evidenced by a recent seismic event	Students to develop a detailed understanding of one recent seismic event (Indian Ocean Tsunami). Students must be able to: <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the event</li> <li>• describe and explain the association of the event to plate boundaries and plate movement</li> </ul>			



			<ul style="list-style-type: none"> <li>assess the perception of the event, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> </ul>			
	Hazards	KNOW: Impacts and human responses as evidenced by a recent seismic event	<ul style="list-style-type: none"> <li>explain and assess the impacts of the event</li> </ul> <p>explain, assess and justify the response to the event including the factors affecting this response.</p>	Tohoku prep		
	Global Systems and Governance	KNOW: roles of global system organisations UNDERSTAND: World System Theory and Dependency Theory	Students can explain the role of the World Bank, IMF and World Trade Organisation.  World System Theory and Dependency Theory			
	Global Systems and Governance	KNOW: Issues associated with unequal flows of people, money, ideas and technology within global systems. Issues associated with unequal power relations	Students can discuss the causes and consequences of inequality linked to globalisation.  Students can discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).	'No two countries that both had McDonald's had fought a war against each other since each got its McDonald's.' Is this true? Consider the extent to which economic integration decreases the likelihood of armed conflict between countries. Morrish, M (2014) 'The effect of globalisation on population		

				movement', <i>Geofile</i> , 716		
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	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
23	Hazards	KNOW: Impacts and human responses as evidenced by a recent seismic event	comparison to Tohoku			CUE revision sessions with Y13
	Hazards	KNOW: Impacts and human responses as evidenced by a recent seismic event	With reference to a recent seismic event, <u>assess the extent</u> to which you agree that <u>physical factors are more important than human factors</u> in determining the level of impacts experienced by the <u>local population.</u> ' (20)			
	Hazards		Revision and DRTs			
	Global Systems and Governance	Understand how unequal flows of people create benefits and inequalities				
	Global Systems and Governance		'Assess how far unequal flows of people cause conflicts for people and places' (20 marks)		'Assess how far unequal flows of people cause conflicts for people and places' (20 marks)	
24	Hazards		Mid Unit Assessment		<b>Mid Unit Assessment</b>	Revision Question Tracker
	CUE		CUE assessment		<b>CUE assessment</b>	
	Hazards		Revision and DRTs			
	Global Systems and Governance	KNOW: Global features and trends in the volume and pattern of international trade and investment associated with globalisation. UNDERSTNAD: Trading relationships and patterns between large, highly developed countries, emerging major	Students are able to define the term 'trade' and describe and explain general patterns in world trade. Students appreciate the unequal nature of world trade and the dominance of a few countries.			

		economies and smaller, less developed economies				
	Global Systems and Governance	KNOW: Differential access to markets associated with levels of economic development and trade agreements and its impacts on economic and societal wellbeing.	<p>Students are aware of barriers to trade and understand the term 'protectionism'.</p> <p>Students can discuss trading relationships and patterns and the conflicts which can result from these.</p>			
25	Hazards	KNOW: The nature of tropical storms and their underlying causes. Forms of storm hazard: high winds, storm surges, coastal flooding, river flooding and landslides	<p>Students to understand that the nature of tropical storms is determined by their origins within the tropics. To be able to explain the causes of tropical storms, to include:</p> <ul style="list-style-type: none"> <li>ocean location where sea temperatures are above 27°C</li> <li>ocean depth of at least 70m to provide moisture and latent heat</li> <li>a location beyond 5° north and south of the equator where the effect of the Coriolis force is greatest</li> <li>low level convergence of air</li> <li>rapid outflow of air in the upper atmosphere.</li> </ul> <p>Students to be able to describe the distribution of tropical storms, noting their different names in different oceans.</p>			CUE revision sessions with Y13

	Hazards	KNOW: Spatial distribution, magnitude, frequency, regularity, predictability of hazard events.	Ensure students understand what is meant by 'spatial distribution', 'magnitude and frequency' in relation to tropical storms. Reinforce previous map work locating storms and the scale used to measure the magnitude/intensity of tropical storms - The Saffir-Simpson Scale			
	Hazards	KNOW: Impacts: primary/secondary, environmental, social, economic, political. Short and long-term responses: risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.	<p>Students should be able to describe, explain and assess the specific nature of these impacts of tropical storms.</p> <p>Students to understand tropical storm hazards can be categorized (possible opportunity to discuss the usefulness of classification in geography). Categories to include:</p> <ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to storm hazards can be categorised as 'short and long-term'.</p> <p>Students to appreciate that risk management is designed to reduce the impacts of tropical storm hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul>	Responses diagram		

	Global Systems and Governance	EVALUATE: World trade in at least one food commodity or one manufacturing product.	Students are able to describe world trade for a food commodity and/or manufactured product.	6 marker		
	Global Systems and Governance		<b>Mid-Unit Assessment</b>		<b>Mid-Unit Assessment</b>	
26	Hazards	KNOW: Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.	<p>Students to develop a detailed understanding of <b>TWO</b> recent tropical storms from <b>contrasting areas of the world</b> (Typhoon Haiyan and Hurricane Sandy). Students must be able to:</p> <ul style="list-style-type: none"> <li>describe the spatial and temporal setting of the tropical storms</li> <li>assess the perception of the tropical storms, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>explain the causes of the tropical storms</li> <li>explain and assess the impacts of the tropical storms</li> </ul> <p>explain, assess and justify the response to the tropical storms – including the factors affecting this response.</p>			Revision Question Tracker
	Hazards	KNOW: Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.	Students to develop a detailed understanding of <b>TWO</b> recent tropical storms from <b>contrasting areas of the world</b>			

			<p>(Typhoon Haiyan and Hurricane Sandy). Students must be able to:</p> <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the tropical storms</li> <li>• assess the perception of the tropical storms, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>• explain the causes of the tropical storms</li> <li>• explain and assess the impacts of the tropical storms</li> </ul> <p>explain, assess and justify the response to the tropical storms – including the factors affecting this response.</p>			
	Hazards	KNOW: Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.	<p>Students to develop a detailed understanding of <b>TWO</b> recent tropical storms from <b>contrasting areas of the world</b> (Typhoon Haiyan and Hurricane Sandy). Students must be able to:</p> <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the tropical storms</li> <li>• assess the perception of the tropical storms, and the factors affecting those perceptions at</li> </ul>	CUE 20 marker		CUE 20 marker

			<p>a range of scales – eg, magnitude, frequency, population characteristics etc.</p> <ul style="list-style-type: none"> <li>• explain the causes of the tropical storms</li> <li>• explain and assess the impacts of the tropical storms</li> </ul> <p>explain, assess and justify the response to the tropical storms – including the factors affecting this response.</p>			
	Global Systems and Governance	KNOW: The nature and role of Transnational corporations (TNCs)	<p>Students can describe the characteristics of a TNC and discuss their costs and benefits.</p> <p>Students will be able to detail the practices of one particular TNC in detail.</p> <p>Students acknowledge changing nature of 21<sup>st</sup> century TNCs - they no longer just originate from more developed regions.</p>			
	Global Systems and Governance	EVALIATE: The geographical consequences of global systems to consider how international trade and variable access to markets impact on students' and other peoples' lives across the globe.	Students are able to discuss the advantages and disadvantages of globalisation (in more detail and with a more critical eye).	Re-write: Is Globalisation a good thing? (20 marks)		
27	Hazards	KNOW: Impacts and human responses as evidenced by two recent tropical storms in contrasting areas of the world.	Students to develop a detailed understanding of <b>TWO</b> recent tropical storms from <b>contrasting areas of the world</b> (Typhoon Haiyan and			CUE revision sessions with Y13

			<p>Hurricane Sandy). Students must be able to:</p> <ul style="list-style-type: none"> <li>• describe the spatial and temporal setting of the tropical storms</li> <li>• assess the perception of the tropical storms, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>• explain the causes of the tropical storms</li> <li>• explain and assess the impacts of the tropical storms</li> </ul> <p>explain, assess and justify the response to the tropical storms – including the factors affecting this response.</p>			
	Hazards		<p>“The Disaster Response Curve (The Park Model) has contributed to improved understanding and therefore management of the impact of tropical storms.” To what extent do you agree with this view? <b>20 marks</b></p>		<p><b>The Disaster Response Curve (The Park Model) has contributed to improved understanding and therefore management of the impact of tropical storms.” To what extent do you agree with this view? 20 marks</b></p>	
	Hazards		Upgrade and DRTs			



	Global Systems and Governance		Upgrade and DRTs			
	CUE		Upgrade and DRTs			

	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework		
28	Hazards	KNOW: Nature of wildfires. Conditions favouring intense wild fires: vegetation type, fuel characteristics, climate and recent weather and fire behaviour. Causes of fires: natural and human agency.	<p>Students to understand that the nature of wildfires is determined by the geographical characteristics of the area affected.</p> <p>To be able to explain the causes/conditions leading to <b>intense</b> wildfires, to include:</p> <ul style="list-style-type: none"> <li>• vegetation type</li> <li>• fuel characteristics</li> <li>• climate</li> <li>• recent weather</li> <li>• fire behavior.</li> </ul> <p>Students to be able to describe the distribution of wildfires.</p> <p>Students to understand the causes of wildfires, including:</p> <ul style="list-style-type: none"> <li>• natural agency</li> <li>• human agency .</li> </ul>			PiXI booklets Revision Question Tracker
	Hazards	KNOW:Impacts: primary/secondary, environmental, social, economic, political.	<p>Students should be able to describe, explain and assess the specific nature of impacts of wildfires.</p> <p>Students to understand wildfire hazards can be categorised (possible opportunity to discuss the usefulness of classification in</p>			

			<p>geography). Categories to include:</p> <ul style="list-style-type: none"> <li>• primary/secondary</li> <li>• environmental, social, economic, political.</li> </ul> <p>Students to understand that responses to wildfire hazards can be categorised as 'short and long-term'.</p>			
	Hazards	<p>KNOW: Short and long-term responses; risk management designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation.</p>	<p>Students to appreciate that risk management is designed to reduce the impacts of wildfire hazards via:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• mitigation</li> <li>• prevention</li> <li>• adaptation.</li> </ul>	Black Saturday Bushfires Video		
	Global Systems and Governance	<p>KNOW: how global governance has increased, with increasing interdependence between countries</p>	<p>Students define the term 'global governance' and are aware of the key 'players' in decision making.</p> <p>The emergence and developing role of norms, laws and institutions in regulating and reproducing global systems</p>			
	Global Systems and Governance	<p>KNOW: Issues associated with attempts at global governance.</p>	<p>Students outline the role of the United Nations.</p> <p>Students understand the need for global governance and can give recent examples.</p> <p>Students discuss negative issues associated with global governance.</p>	<p>To what extent has the UN facilitated growth and stability and yet also inequality and injustice? (20)</p>		

29	Hazards	KNOW: causes, Impact and human responses as evidenced by a recent wild fire event.	<p>Students to develop a detailed understanding of <b>ONE</b> recent wildfire event (Black Saturday bushfires). Students must be able to:</p> <ul style="list-style-type: none"> <li>describe the spatial and temporal setting of the wildfire</li> <li>assess the perception of the wildfire, and the factors affecting those perceptions at a range of scales – eg, magnitude, frequency, population characteristics etc.</li> <li>explain the causes of the wildfire</li> </ul>	6 marker wildfires		PiXI booklets Revision Question Tracker
	Hazards	KNOW: causes, Impact and human responses as evidenced by a recent wild fire event.	<p>Students to develop a detailed understanding of <b>ONE</b> recent wildfire event (Black Saturday Bushfires). Students must be able to:</p> <ul style="list-style-type: none"> <li>explain and assess the impacts of the wildfire</li> </ul> <p>explain, assess and justify the response to the wildfire – including the factors affecting this response.</p>			
	Hazards	KNOW: causes, Impact and human responses as evidenced by a recent wild fire event.	The impact of forest fires depends upon the development of the affected area. To what extent do you agree with this view? (20 marks)			
	Global Systems and Governance	KNOW: The concept of the global commons.	Students understand the term 'global commons' and can name the four global commons.			

		UNDERSTAND: peoples' rights to sustainable development and the need to protect the global commons.	Students understand the notion of 'The tragedy of the commons.'  Students can give examples and describe the importance of laws and treaties aimed at preserving the global commons.			
	Global Systems and Governance	KNOW: The geography of Antarctica	Students can describe the human and physical geography of Antarctica	6 marker Antarctica		
30	Hazards	KNOW: Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.	Students should understand the idea that some locations are multi-hazardous environments and are exposed to more than one category of natural hazard.  Students should be able to identify areas of the world that are vulnerable to multiple natural hazards.  Philippines: students must be able to: - Describe and assess the nature of the hazards	Revisiting notes on Philippines		PIXI booklets Revision Question Tracker
	Hazards	KNOW: Case study of a multi-hazardous environment beyond the UK to illustrate and analyse the nature of the hazards and the social, economic and environmental risks presented, and how human qualities and responses such as resilience, adaptation, mitigation and management contribute to its continuing human occupation.	Philippines: students must be able to: Assess and explain the social, economic and environmental risks presented by the hazards  - Explain how local populations remain able to live in the environment due to their: • Human qualities • Responses – resilience, adaptation,			

			mitigation and management.			
	Hazards		For a multi-hazardous environment, you have studied beyond the UK, evaluate the contribution of resilience, adaptation, mitigation and management to its continuing human occupation. (9)		<b>For a multi-hazardous environment, you have studied beyond the UK, evaluate the contribution of resilience, adaptation, mitigation and management to its continuing human occupation. (9)</b>	
	Global Systems and Governance	UNDERSTAND: threats to Antarctica	Threats to Antarctica arising from climate change, fishing and whaling, the search for mineral resources and tourism and scientific research	CUE 6/9 marker		CUE 6/9 marker
	Global Systems and Governance	EVALUATE: Critical appraisal of the governance of Antarctica	Students detail and critically appraise the governance of Antarctica including the UN, UNEP, International Whaling Commission, Antarctic Treaty, Protocol on Environmental Protection to the Antarctic Treaty and the IWC Whaling Moratorium.			
31	Hazards	KNOW: Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.	Students should understand that the nature of a hazard, its impacts and the response to it is very much place specific and that a range of factors in that place will determine these.  The Far Rockaway, South Queens, New York students must be able to: - Describe and analyse how the following affects the impacts of the hazard and			PiXI booklets Revision Question Tracker

			<p>the community's response to the risk:</p> <p>The economic, social and political character of the community</p>			
	Hazards	<p>KNOW: Case study at a local scale of a specified place in a hazardous setting to illustrate the physical nature of the hazard and analyse how the economic, social and political character of its community reflects the presence and impacts of the hazard and the community's response to the risk.</p>	<p>Students should understand that the nature of a hazard, its impacts and the response to it is very much place specific and that a range of factors in that place will determine these.</p> <p>The Far Rockaway, South Queens, New York students must be able to:</p> <ul style="list-style-type: none"> <li>- Describe and analyse how the following affects the impacts of the hazard and the community's response to the risk:</li> </ul> <p>The economic, social and political character of the community</p>			
	Hazards		<p>The way a community responds to hazard risk is largely determined by the character of the community.' To what extent do you agree with this view? [20 marks]</p>		<p><b>The way a community responds to hazard risk is largely determined by the character of the community.' To what extent do you agree with this view? [20 marks]</b></p>	
	Global Systems and Governance	<p>KNOW AND EVALUATE: The role of NGOs in monitoring threats and enhancing protection of Antarctica</p>	<p>Students can name different non-governmental organisations protecting the Antarctic.</p>			
	Global Systems and Governance		<p>How successful has the Antarctic Treaty System been</p>		<p><b>How successful has the Antarctic Treaty System been in</b></p>	



								Revision Question Tracker
36								
37								
38								
39								
<b>End of Year</b>								



## Yr13 SoW

**Key idea/Question:** Focus for the lesson, which can be broken down (BUG or TBQ).

**Learning Journey:**

- **Why? K&U:** This is the key idea broken down into specific elements
- **How? T&L:** How the key ideas/question is delivered to the students? How is content delivered for different abilities (HAPS/MAPS/LAPS)? Extended learning?
- **What?:** STEPs strand (Geographical skills), Qualities (including BUILD characteristics, SMSC & B.Vs, BEE) and wider skills

**Learning Challenge:** Creative task (E.G. presentation, debate, board game etc...), Extended mark questions (individual 9, 20 marks) with DRT tasks;

**Learning Consolidation:** Terminology; recall activities & retrieval practices

BUILD qualities:	Qualities:	Wider skills:
Resilience -	Social -	Literacy = L
Respect -	Emotional -	Numeracy = N
Kindness -	Spiritual -	Social and emotional = S&E
Tolerance -	Cultural -	Communication = C
Creativity -	Democracy -	Physical = P
Positivity -	Rule of Law -	Creative = C
Aspiration -	Individual liberty -	Practical/Technical = PT
Integrity -	Mutual respect and tolerance -	Independent learning = IL
Empathy -	BEE (Build employability experiences) - This is links to careers, work placements, progress and achievement conversations.	

**Key (for Wk. column):**

Data Entry	Trust data	Mocks	External exams	Parents evening
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Wk.	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
1						
2			Post Summer Assessment and Workbook Checker			Revision Question Tracker Pixl Booklets Y13 Revision
			Post Summer Assessment and Workbook Checker			Revision Question Tracker Pixl Booklets Y13 Revision
			Post Summer Assessment and Workbook Checker			Revision Question Tracker Pixl Booklets Y13 Revision
3	How does the systems approach apply to Geography?	KNOW – what a ‘system’ and ‘model’ is in geography. UNDERSTAND – how a system can be in dynamic equilibrium. LEARN HOW TO – evaluate the importance of components in a system.	1. Systems in physical geography: Intro 2. Students will understand systems as being in a state of dynamic equilibrium that includes: <ul style="list-style-type: none"> <li>Positive feedback</li> <li>Negative feedback</li> </ul> Students will be able to identify the four major subsystems of the earth: <ul style="list-style-type: none"> <li>Atmosphere</li> <li>Lithosphere</li> <li>Hydrosphere</li> <li>Biosphere</li> </ul> To understand that these are interlinked as a ‘cascading system’	<b>How this links ‘system outlook’ links to Previous Learning (CUE,GSG,HAZ)</b>		<b>How this links ‘system outlook’ links to Previous Learning (CUE,GSG,HAZ)</b>
	How does the systems approach apply to the Water Cycle?	KNOW – the global stores of water UNDERSTAND – the characteristics of the inputs, outputs, stores and flows of the water cycle	Students will understand that on earth water exists in three forms: <ul style="list-style-type: none"> <li>Solid ice</li> <li>Liquid water</li> <li>Gaseous water vapour</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision

			<p>Students will understand the distribution of water on earth in terms of:</p> <ul style="list-style-type: none"> <li>• Oceanian and fresh water</li> <li>• The limited amount of water economically and physically accessible for human use.</li> </ul> <p>Students will understand that the Earth's water is distributed between:</p> <ul style="list-style-type: none"> <li>• Oceanic water</li> <li>• Cryospheric water</li> <li>• Terrestrial water</li> <li>• Atmospheric water</li> </ul> <p>Students will explore the nature of the dynamic equilibrium between these stores.</p> <p>Students will be able to describe and explain the characteristics of each of these stores.</p>			
	How does the systems approach apply to the Water Cycle?	<p>KNOW – what a 'system' and 'model' is in geography.</p> <p>UNDERSTAND – the role of latent heat in the water system</p>	<p>Students to be able to describe and explain the global water cycle.</p> <p>Students will understand the idea of latent heat and energy in the context of evaporation and condensation and how they relate to major atmospheric processes like cloud formation and precipitation.</p>			<p>Revision Question Tracker</p> <p>Pixl Booklets</p> <p>Y13 Revision</p>
	How does the systems approach apply to the Water Cycle?	<p>KNOW – how water operates as a system in Geography</p> <p>UNDERSTAND – the processes driving change</p>	<p>Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric</p>	<b>Textbook Practice Questions</b>		<p>Revision Question Tracker</p> <p>Pixl Booklets</p> <p>Y13 Revision</p>

		in the stores of water over time and space	processes at hill slope, drainage basin and global scales with reference to varying timescales involved.			
	How does the systems approach apply to the Water Cycle?	KNOW – how water operates as a system in Geography UNDERSTAND – the processes driving change in the stores of water over time and space	Processes driving change in the magnitude of these stores over time and space, including flows and transfers: evaporation, condensation, cloud formation, causes of precipitation and cryospheric processes at hill slope, drainage basin and global scales with reference to varying timescales involved.	“	<b>Using figure 1, assess the relationship between geology and groundwater abstraction.” Figure based (6)</b>	Revision Question Tracker Pixl Booklets Y13 Revision
4	How does the systems approach apply to the Water Cycle?	KNOW – features of the drainage basin UNDERSTAND – how the drainage system operates as a system	Students will be able to describe and explain the characteristics and inputs, stores, transfers and outputs of a drainage basin system, including: <ul style="list-style-type: none"> <li>• Precipitation</li> <li>• Interception store</li> <li>• Throughfall</li> <li>• Stemflow</li> <li>• Infiltration</li> <li>• Soil storage</li> <li>• Vegetation storage</li> <li>• Transpiration</li> <li>• Infiltration</li> <li>• Surface storage</li> <li>• Evapotranspiration</li> <li>• Overland flow/sheet flow</li> <li>• Throughflow</li> <li>• Percolation</li> <li>• Groundwater store and flow</li> <li>• Channel flow</li> <li>• Run off</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	How does the systems approach	KNOW – what the water budget is UNDERSTAND – the implications of a changing	Students will be able to describe and explain the water balance to include: <ul style="list-style-type: none"> <li>• Inputs, outputs and stores</li> <li>• River regime</li> </ul>	Soil Moisture Budget Graph		Revision Question Tracker Pixl Booklets Y13 Revision

	apply to the Water Cycle?	water budget on water availability and abstraction LEARN HOW TO – read a soil moisture budget graph.	<ul style="list-style-type: none"> <li>• Soil moisture budget</li> </ul>			
	How does the systems approach apply to the Water Cycle?	KNOW: How to read, interpret and construct a flood hydrograph	<p>Runoff variation and the flood hydrograph.</p> <p>Students will be able to describe and explain the characteristics of and human and physical factors affecting a storm and flood hydrograph. To include:</p> <ul style="list-style-type: none"> <li>• Rising limb</li> <li>• Peak discharge</li> <li>• Lag time</li> </ul> <p>Receding limb</p>			Revision Question Tracker Pixl Booklets Y13 Revision
	How does the systems approach apply to the Water Cycle?	KNOW – a rivers' regime UNDERSTAND – what factors affect river discharge.	<ul style="list-style-type: none"> <li>• Following the journey over a river to exemplify the concepts and processes previously learnt</li> </ul>	To what extent is deforestation the main factor causing change in the water cycle? (20)		Revision Question Tracker Pixl Booklets Y13 Revision
	How does the systems approach apply to the Water Cycle?	KNOW: Changes in the water cycle over time UNDERSTAND: How to evaluate change in the water cycle over time and space	Changes in the water cycle over time to include natural variation (including storm events, seasonal changes) and human impact (including farming practices, land use change and water abstraction).			Revision Question Tracker Pixl Booklets Y13 Revision
5	How does the systems approach apply to the Water Cycle?	KNOW: How the Case study of a river catchment(s) at a local scale (River Wye) illustrates and analyzes the key themes above, and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding.	<p>Students could either study a local river through the use of secondary data sources – including online and digital mapping, or students could engage first hand and complete fieldwork to collect primary data, or a combination of both. The aim of such work is to:</p> <ul style="list-style-type: none"> <li>• illustrate how the hydrological system affects channel flow</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision

		LEARN HOW TO: engage with field data	<ul style="list-style-type: none"> <li>analyze the relationships between inputs and outputs in a local river.</li> <li>to understand implications for flooding on a local river.</li> </ul>			
How does the systems approach apply to the Water Cycle?	KNOW: How the Case study of a river catchment(s) at a local scale (River Wye) illustrates and analyzes the key themes above, and consider the impact of precipitation upon drainage basin stores and transfers and implications for sustainable water supply and/or flooding. LEARN HOW TO: engage with field data	<p>Students could either study a local river through the use of secondary data sources – including online and digital mapping, or students could engage first hand and complete fieldwork to collect primary data, or a combination of both. The aim of such work is to:</p> <ul style="list-style-type: none"> <li>illustrate how the hydrological system affects channel flow</li> <li>analyze the relationships between inputs and outputs in a local river.</li> <li>to understand implications for flooding on a local river.</li> </ul>	<p>“Evaluate the view that natural factors have a greater impact than human activity on a drainage basin.” (9)</p>			Revision Question Tracker Pixl Booklets Y13 Revision
How does the systems approach apply to the Carbon Cycle?	KNOW: Global distribution and size of major stores of carbon – lithosphere, hydrosphere, cryosphere biosphere, atmosphere.	<p>Students to understand the features of carbon as an element, its versatility and importance as a component of organic and inorganic compounds.</p> <p>Students to understand that as geographers the study of carbon dioxide (CO<sub>2</sub>) is of most importance currently due to its perceived role in controlling climate.</p> <p>Students to understand the origins of the carbon that we study in the carbon cycle.</p> <p>Students to be able to describe and explain the global stores of carbon, including:</p> <ul style="list-style-type: none"> <li>Lithosphere</li> <li>Hydrosphere</li> </ul>				Revision Question Tracker Pixl Booklets Y13 Revision

			<ul style="list-style-type: none"> <li>• Cryosphere</li> <li>• Biosphere</li> <li>• Atmosphere</li> </ul>			
How does the systems approach apply to the Carbon Cycle?	<p>KNOW: Stores, Fluxes and Sources. Carbon Budget.</p> <p>UNDERSTAND: the factors driving change in the magnitude of these stores over time and space, including flows and transfers at plant, sere and continental scales</p>	<p>Students to be able to describe and explain the movement of transfer between the carbon stores, studied above, at a range of scales. Including:</p> <ul style="list-style-type: none"> <li>• Plant</li> <li>• Sere</li> <li>• Continental.</li> </ul> <p>The carbon budget</p> <p>Students to be able to describe and explain the movement of transfer between the carbon stores, studied above, at a range of scales. Including:</p> <ul style="list-style-type: none"> <li>• Plant</li> <li>• Sere</li> <li>• Continental.</li> </ul> <p>Students to be able to describe and explain the processes involved in these transfers, including:</p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Decomposition</li> <li>• Combustion</li> <li>• Burial</li> <li>• Compaction</li> <li>• Carbon sequestration</li> <li>• Weathering.</li> </ul>				Revision Question Tracker Pixl Booklets Y13 Revision
How does the systems approach apply to the Carbon Cycle?	KNOW: The changes in the carbon cycle over time, to include natural and human impact	<p>Students to be able to describe, explain, analyse and comment on factors leading to change in the carbon cycle, including:</p> <ul style="list-style-type: none"> <li>• Wild fires</li> <li>• Volcanic activity</li> <li>• Hydrocarbon fuel extraction</li> <li>•</li> </ul>		<b>Using Figure 1, evaluate how global warming affect carbon stored in certain biomes? (6)</b>	Revision Question Tracker Pixl Booklets Y13 Revision	

6	How does the systems approach apply to the Carbon Cycle?	KNOW: The changes in the carbon cycle over time, to include natural and human impact	Students to be able to describe, explain, analyse and comment on factors leading to change in the carbon cycle, including: <ul style="list-style-type: none"> <li>• hydrocarbon fuel extraction and burning,</li> <li>• farming practices, deforestation,</li> <li>• land use changes</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	How does the systems approach apply to the Carbon Cycle?	KNOW: the impact of the carbon cycle upon land, ocean and atmosphere, including global climate UNDERSTAND: the importance of equilibrium in the carbon budget	Students to be able to describe and explain, and draw conclusions about the nature of the impacts of carbon cycle, and possible future changes, for: <ul style="list-style-type: none"> <li>• the land</li> <li>• the oceans</li> <li>• the atmosphere and global climate.</li> </ul> <p>Students to be introduced to the idea of “enhance greenhouse effect”.</p>			Revision Question Tracker Pixl Booklets Y13 Revision
	How does the systems approach apply to the Carbon Cycle?	KNOW: the impact of the carbon cycle upon land, ocean and atmosphere, including global climate UNDERSTAND: the importance of equilibrium in the carbon budget	Students to be able to describe and explain, and draw conclusions about the nature of the impacts of carbon cycle, and possible future changes, for: <ul style="list-style-type: none"> <li>• the land</li> <li>• the oceans</li> <li>• the atmosphere and global climate.</li> </ul> <p>Students to be introduced to the idea of “enhance greenhouse effect”.</p>	Assess the relative importance of Human factors in changing carbon stores (9 marks)		Revision Question Tracker Pixl Booklets Y13 Revision
	What is the relationship between Water, Carbon, Climate and Life on Earth?	KNOW: The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate.  UNDERSTAND: The relationship between the water cycle and carbon	Students to understand the positive feedback between CO <sub>2</sub> led warming leading to higher evaporation rates and a wetter atmosphere.  Students to understand the significance of water (water vapour and clouds) and carbon (CO <sub>2</sub> ) as greenhouse gases.			Revision Question Tracker Pixl Booklets Y13 Revision



		cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.				
	What is the relationship between Water, Carbon, Climate and Life on Earth?	<p>KNOW: The key role of the carbon and water stores and cycles in supporting life on Earth and particular reference to climate.</p> <p>UNDERSTAND: The relationship between the water cycle and carbon cycle in the atmosphere. The role of feedbacks within and between cycles and their link to climate change and implications for life on Earth.</p>	<p>Students to understand the dominance of CO<sub>2</sub> in controlling the <i>scale</i> of the greenhouse effect.</p> <p>Students to understand and explain why there is a lag between increased emissions of CO<sub>2</sub> and any resulting temperature increase.</p>		<b>Explain the concept of feedback in relation to the water/ carbon cycle (4)</b>	Revision Question Tracker Pixl Booklets Y13 Revision
7	What is the relationship between Water, Carbon, Climate and Life on Earth?	UNDERSTAND: Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.	<p>Students to have a clear understanding of the concept of “mitigation”.</p> <p>All students will be able to identify a range of possible human interventions to reduce or prevent emissions. (Local, regional, national, global)</p>			Revision Question Tracker Pixl Booklets Y13 Revision
	What is the relationship between Water, Carbon, Climate and	UNDERSTAND: Human interventions in the carbon cycle designed to influence carbon transfers and mitigate the impacts of climate change.	Students to be able to describe and explain in detail a range of specific strategies that are employed to mitigate greenhouse gas emissions. Possibly including:	‘Mitigation of anthropogenic carbon emission is not possible for developing countries’ Discuss. (20)		Revision Question Tracker Pixl Booklets Y13 Revision

	Life on Earth?		<ul style="list-style-type: none"> <li>• Carbon Capture and Sequestration (CCS)</li> <li>• Changing rural land use</li> <li>• Improved transport practices.</li> </ul>			
	What is the relationship between Water, Carbon, Climate and Life on Earth?	KNOW: Case study of a tropical rainforest setting (The Amazon) to illustrate and analyze key themes in water and carbon cycles and their relationship to environmental change and human activity.	<ul style="list-style-type: none"> <li>• how changes in the water and carbon cycles have changed the tropical rainforest environment</li> <li>• the relationships between hydrology, the carbon cycle and the environment</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	What is the relationship between Water, Carbon, Climate and Life on Earth?	KNOW: Case study of a tropical rainforest setting (The Amazon) to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.	How human activity affects the tropical rainforest.			Revision Question Tracker Pixl Booklets Y13 Revision
	What is the relationship between Water, Carbon, Climate and Life on Earth?	KNOW: Case study of a tropical rainforest setting (The Amazon) to illustrate and analyse key themes in water and carbon cycles and their relationship to environmental change and human activity.	Describe and evaluate a range of strategies employed in the Amazon tropical rainforest to reduce the effects of climate change.			Revision Question Tracker Pixl Booklets Y13 Revision
8		Revision		'Assess to the extent that human factors are causing unbalanced and irreversible changes in the interaction between the carbon and water cycles in a rainforest that you have studied. (20 marks)		Revision Question Tracker Pixl Booklets Y13 Revision
		Revision				Revision Question Tracker

						Pixl Booklets Y13 Revision
		Revision				Revision Question Tracker Pixl Booklets Y13 Revision
		Revision				Revision Question Tracker Pixl Booklets Y13 Revision
		Revision				Revision Question Tracker Pixl Booklets Y13 Revision

Wk	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
9	Mocks				<b>Mocks</b>	
	Hot Desert Systems Landscapes	UNDERSTAND: How the systems approach applies to Hot Deserts	Desert as natural systems: Students will be able to identify desert environments as open systems. Students will be able to identify the different elements of a desert system, including: - inputs - components/stores - transfers/flows - outputs. Students will be able to understand desert landscapes as being in dynamic equilibrium that includes: - positive feedback - negative feedback.			Revision Question Tracker Pixl Booklets Y13 Revision

	Hot Desert Systems Landscapes	<p>KNOW: The concepts of landform and landscape How related landforms combine to form characteristic landscapes</p>	<p>Deserts as characteristic landscapes Students will all understand the concepts of:</p> <ul style="list-style-type: none"> <li>- landform</li> <li>- landscape.</li> </ul> <p>Students will appreciate that characteristic desert landscapes are the combination of related landforms.</p>			Revision Question Tracker Pixl Booklets Y13 Revision
		<p>KNOW: Define what place is. Explain why place can change over time. UNDERSTAND: different perceptions of place.</p>	<p>An overview of the concept of place. Students will learn that place is more than just a location but also incorporates the notions of locale and sense of place.</p>	'My Place' – how I feel about Nottingham		Revision Question Tracker Pixl Booklets Y13 Revision
		<p>KNOW: Define what place is. Explain why place can change over time. UNDERSTAND: different perceptions of place.</p>	<p>categories of place: near and far, experienced and media places</p>			Revision Question Tracker Pixl Booklets Y13 Revision
10	Hot Desert Systems Landscapes	<p>KNOW: Distribution of hot deserts UNDERSTAND: causes of aridity</p>	<p>Students will understand and be able to describe, explain and analyse the causes of aridity, including:</p> <ul style="list-style-type: none"> <li>- the general pattern of atmospheric circulation</li> <li>- distance from oceans or continentality</li> <li>- relief</li> <li>- cold ocean currents.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	<p>KNOW: causes of aridity UNDERSTAND: the aridity index and the waterer balance</p>	<p>Students will be able to describe and explain the distribution of mid and low latitude deserts and their margins, including:</p> <ul style="list-style-type: none"> <li>- arid regions</li> <li>- semi-arid regions.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision

			Students will understand the water balance and aridity index.			
	Hot Desert Systems Landscapes	KNOW: Characteristics: Climate in Hot deserts, Soils and Vegetation in Hot deserts	Students will develop an understanding of the features and interaction of characteristics of hot deserts, including: - climate, including precipitation and temperature - soils, including characteristics and formation of - vegetation, including characteristics, adaptations.	Reflect on your Water and Carbon Cycle unit and research how changing carbon budgets would affect desert soil and vegetation	<b>Using fig.1 and fig 2 and your own knowledge, evaluate how climate and vegetation interact in hot desert climates. ( 6 marks)</b>	Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: Explain how a sense of place is formed. UNDERSTAND: Explain what place attachment is.	Students understand the difference between sense of place and perception of place			Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: Define insiders and outsiders. UNDERSTAND: how we develop different perceptions as insiders and outsiders.	Students will understand the terms 'insider' and 'outsider' in relation to place and the different categories of place			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW: Sources of energy in hot desert environments	Students will be able to identify and analyse the characteristics of the sources of energy in hot desert systems, including: -insolation -winds -runoff.			Revision Question Tracker Pixl Booklets Y13 Revision
11	Hot Desert Systems Landscapes	KNOW: Sediment sources, cells and budgets UNDERSTAND: how distinctly arid process affect these sources, cells and budgets	Students will be able to identify and analyse the sources of sediment for systems in hot deserts, including: - weathering of underlying parent material - rivers bringing sediment into deserts - aeolian sediments transported into deserts and deposited by winds.		<b>Outline the possible effects of climate change on sediment budgets in Hot Desert Environments (4 marks)</b>	Revision Question Tracker Pixl Booklets Y13 Revision

			<p>Students will be able to understand sediment budgets and cells in hot deserts. Including:</p> <ul style="list-style-type: none"> <li>-deserts as a source and recipient of sediment</li> <li>- net sediment loss and net sediment gain in hot deserts.</li> </ul> <p>To explore these using a systems approach.</p>			
		<p>KNOW: Define social and spatial exclusion. UNDERSTAND: why groups are excluded from society.</p>	<p>Students will be able to detail a range of human and physical factors which contribute to the character of place.</p>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>
		<p>KNOW: Define endogenous and exogenous factors. UNDERSTAND: how these factors can affect a place's character.</p>	<p>Students will be able to detail a range of human and physical factors which contribute to the character of place. Students will be able to define the terms endogenous and exogenous.</p>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>
		<p>KNOW: Define endogenous and exogenous factors. UNDERSTAND: how these factors can affect a place's character.</p>	<p>Students will be able to detail a range of human and physical factors which contribute to the character of place. Students will be able to define the terms endogenous and exogenous.</p>	<p>Exogenous and endogenous factors in Nottingham</p>		<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>
12	Hot Desert Systems Landscapes	<p>KNOW: Sediment sources, cells and budgets UNDERSTAND: how distinctly arid process affect these sources, cells and budgets</p>	<p>Students will be able to identify and analyse the sources of sediment for systems in hot deserts, including:</p> <ul style="list-style-type: none"> <li>- weathering of underlying parent material</li> <li>- rivers bringing sediment into deserts</li> <li>- aeolian sediments transported into deserts and deposited by winds.</li> </ul> <p>Students will be able to understand sediment budgets</p>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>

			and cells in hot deserts. Including: -deserts as a source and recipient of sediment - net sediment loss and net sediment gain in hot deserts. To explore these using a systems approach.			
Hot Desert Systems Landscapes	KNOW – what distinctly arid geomorphological processes there are UNDERSTAND – how to explain how these process impact on the landscape LEARN HOW TO – use the Peltier model of weathering graph	Students will understand that hot deserts are affected by distinctive geomorphological processes that produce distinctive landscape features. - Weathering, including: o thermal fracture o exfoliation o chemical weathering ☒ crystal growth ☒ hydration ☒ hydrolysis ☒ oxidation o block and granular disintegration.				Revision Question Tracker Pixl Booklets Y13 Revision
Hot Desert Systems Landscapes	KNOW – what distinctly arid geomorphological processes there are UNDERSTAND – how to explain how these process impact on the landscape LEARN HOW TO – use the Peltier model of weathering graph	Students will understand that hot deserts are affected by distinctive geomorphological processes that produce distinctive landscape features. - Weathering, including: o thermal fracture o exfoliation o chemical weathering ☒ crystal growth ☒ hydration ☒ hydrolysis ☒ oxidation o block and granular disintegration.	Storyboards for each process			Revision Question Tracker Pixl Booklets Y13 Revision
	KNOW: Define place identity. UNDERSTAND: how places develop identities. Assess which factors affect place identity.	Students can discuss the range of factors that influence perception of place and sense of place.				Revision Question Tracker Pixl Booklets Y13 Revision

			Students understand the term representation of place.			
		KNOW: Introduce local place study	equal focus on peoples lived experience AND EITHER changing demographic and cultural OR economic change.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW – what landforms in hot deserts are created by wind action UNDERSTAND – the processes behind these landforms	Students will understand the role of wind as an agent of: - erosion: deflation and abrasion - transportation: suspension, saltation, surface creep - deposition.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW – what landforms in hot deserts are created by wind action UNDERSTAND – the processes behind these landforms	Students will understand the role of wind as an agent of: erosion: deflation and abrasion transportation: suspension, saltation, surface creep deposition.			Revision Question Tracker Pixl Booklets Y13 Revision
13		KNOW: what representation of place is. UNDERSTAND: how place can be represented differently.	How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically.		<b>Name one place that you have studied. Name one artistic source and explain how it helped you to develop your knowledge and understanding of that place (4)</b>	Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: what representation of place is. UNDERSTAND: how place can be represented differently.	How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically.			Revision Question Tracker Pixl Booklets Y13 Revision



		UNDERSTAND: Begin to assess contrasting representations of place	How places are represented in a variety of different forms such as advertising copy, tourist agency materials, local art exhibitions in diverse media (eg Film, photography, art, story, song etc) that often give contrasting images to that presented formally or statistically.	Figure based representation 6 marker		Revision Question Tracker Pixl Booklets Y13 Revision
14	Hot Desert Systems Landscapes	KNOW – what landforms in hot deserts are created by water action UNDERSTAND – the processes behind these landforms	Students will understand the sources of water in hot deserts: - exogenous - endoreic - ephemeral.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW – what landforms in hot deserts are created by water action UNDERSTAND – the processes behind these landforms	Students will understand the sources of water in hot deserts: - exogenous - endoreic - ephemeral			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW – example place where typical landforms of erosion and deposition occur	Students will consolidate their learning on the role of water and wind in shaping Hot Deserts with an introduction to their Case Study.	Assess the relative roles of wind and water in shaping hot desert landscapes (20 marks)		Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: the forces of change in place-making. UNDERSTAND: how external factors can cause representation of a place to change.	Students can discuss the range of factors that influence perception of place and sense of place.			Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: the forces of change in place-making. UNDERSTAND: how external factors can cause representation of a place to change.	Using local place as an example.			Revision Question Tracker Pixl Booklets Y13 Revision

	Hot Desert Systems Landscapes		<p>Students will revisit the idea of distinctive hot desert landscapes resulting from a combination of related landforms.</p> <p>Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms and landscapes associated with the action of wind in hot deserts, including:</p> <ul style="list-style-type: none"> <li>- deflation hollows</li> <li>- desert pavements</li> <li>- ventifacts</li> <li>- yardangs</li> </ul> <p>zeugens</p> <ul style="list-style-type: none"> <li>- barchans and seif dunes.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
15	Hot Desert Systems Landscapes		<p>Students will revisit the idea of distinctive hot desert landscapes resulting from a combination of related landforms.</p> <p>Students will be able to describe the characteristics and analyse the factors and processes in the development of landforms and landscapes associated with the action of wind in hot deserts, including:</p> <ul style="list-style-type: none"> <li>- deflation hollows</li> <li>- desert pavements</li> <li>- ventifacts</li> <li>- yardangs</li> </ul> <p>zeugens</p> <ul style="list-style-type: none"> <li>- barchans and seif dunes.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: The impact of relationships and connections on people and place with a focus on:	Students will appreciate that places are dynamic and they are always changing.			Revision Question Tracker Pixl Booklets Y13 Revision

		Changing demographic and cultural characteristics	Students will be able to discuss the impacts of globalisation on place.			
		KNOW: The impact of relationships and connections on people and place with a focus on:  Economic Change and social inequalities.	Students will appreciate that places are dynamic and they are always changing.  Students will be able to discuss the impacts of globalisation on place.			Revision Question Tracker Pixl Booklets Y13 Revision
		UNDERSTAND: How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.	Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment. Students will recognize that different places have responded to these changes in different ways.	Analyse how shifting flows have affected either the demographic and cultural characteristics OR the economic characteristics and social inequality of a place you have studied. (20)		Revision Question Tracker Pixl Booklets Y13 Revision
16	Hot Desert Systems Landscapes	KNOW: How landforms change over time UNDERSTAND: Kings Cycle of Erosion	The relationship between process, time, landforms and landscapes in mid and low latitude desert settings: characteristic desert landscapes.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW: How landforms change over time UNDERSTAND: Kings Cycle of Erosion	The relationship between process, time, landforms and landscapes in mid and low latitude desert settings: characteristic desert landscapes.	Figure based 6 marker		Revision Question Tracker Pixl Booklets Y13 Revision
		UNDERSTAND: How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.	Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment. Students will recognize that different places have responded to these changes in different ways.		<b>Analyse the data shown in Figure 3a and Figure 3b.</b>	Revision Question Tracker Pixl Booklets Y13 Revision

		UNDERSTAND: How the demographic, socio-economic and cultural characteristics of places are shaped by shifting flows of people, resources, money and investment.	Students will be able to discuss how places are shaped by factors such as migration, employment opportunities and investment.  Students will recognize that different places have responded to these changes in different ways.	Start to research distant place study		Revision Question Tracker Pixl Booklets Y13 Revision
			<b>EOU Test Water and Carbon</b>		<b>EOU Test Water and Carbon</b>	Revision Question Tracker Pixl Booklets Y13 Revision

WK	Key idea / Question	Why? K&U (Learning aims)	Main learning activities	Homework	Learning Challenge	Learning Consolidation
17	Hot Desert Systems Landscapes	KNOW – how deserts have changed through time through by interpreting maps UNDERSTAND – the physical features of different landscapes LEARN HOW TO – predict the future extent and distribution of deserts using climate data.	Students will be able to describe and analyse the changing extent and distribution of hot deserts over the last 10 000 years since the end of the last glacial period of the Pleistocene.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW: the causes of desertification	Students will be able to describe and analyse the causes of desertification in relation to recent current arid areas, including: - climate change – less and more unpredictable rainfall; higher temperatures; reduced water supply from rivers		<b>Explain the processes of abrasion and deflation (4 marks)</b> <b>Outline the main features of wadis and explain the role of water in their formation (4 marks)</b>	Revision Question Tracker Pixl Booklets Y13 Revision

	Hot Desert Systems Landscapes	<p>KNOW: the causes of desertification</p> <p>UNDERSTAND: distribution of areas at risk of desertification.</p>	<p>Students will be able to describe and analyse the causes of desertification in relation to recent current arid areas,</p> <ul style="list-style-type: none"> <li>- human impact – population growth; population pressure on land.</li> </ul> <p>Students will be able to describe and justify the distribution of areas at risk of desertification.</p>	Figure based 6 marker		Revision Question Tracker Pixl Booklets Y13 Revision
		<p>KNOW: The characteristics and impacts of external forces operating at different scales</p>	<p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p>			Revision Question Tracker Pixl Booklets Y13 Revision
		<p>KNOW: The characteristics and impacts of external forces operating at different scales</p>	<p>Students will be able to describe and explain the impacts of either government policies or the decisions of multi-nationals or the impacts of international or global institutions on place.</p>			Revision Question Tracker Pixl Booklets Y13 Revision
18	Hot Desert Systems Landscapes	<p>KNOW: the impacts of desertification.</p> <p>UNDERSTAND: To be able to categorize impacts.</p> <p>To explain the current impacts on the ecosystem.</p>	<p>Students will be able to assess the nature of predicted climate change and evaluate potential impacts of desertification, including:</p> <ul style="list-style-type: none"> <li>- impacts on ecosystems</li> <li>- impacts on populations</li> <li>- impacts on landscapes.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	<p>An introduction to the impacts of desertification.</p> <p>To be able to categorize impacts.</p> <p>To explain the current impacts on the ecosystem.</p>	<p>Students will be able to assess the nature of predicted climate change and evaluate potential impacts of desertification, including:</p> <ul style="list-style-type: none"> <li>- impacts on ecosystems</li> <li>- impacts on populations</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision

			- impacts on landscapes.			
		KNOW: How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics	Students will be able to detail how past and present development influences social and economic characteristics of a place.			Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics	Students will be able to detail how past and present development influences social and economic characteristics of a place.	Figure 2 shows a regeneration scheme by the company Urban Splash at Park Hill Flats in Sheffield. This information is taken from the Urban Splash website. With reference to Figure 2, assess the extent to which money and investment might change people's lived experience in this place. 6		Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: How past and present connections within and beyond localities shape places and how past and present development influences the social and economic characteristics	Application of the above to distant place.		<b>'The past might be a foreign country but it continues to shape the one you live in'</b> To what extent do you agree with this statement? (20)	Pixl Booklets Y13 Revision
19	Hot Desert Systems Landscapes	UNDERSTAND – how to assess alternative possible futures for populations affected by desertification	Students will be able to assess alternative possible futures for populations affected by desertification, including: - opportunity to explore links and feedback between desertification, global climate change and biodiversity loss - possible alternative development paths - focus on sustainable development.			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW: case study exemplifying features of a hot desert landscape	Students could either study aeolian processes in a local coastal sand dune			Revision Question Tracker Pixl Booklets

			<p>landscape through the use of secondary data sources – including online digital mapping, secondary data, local authority websites and textbook resources, or students could engage first hand or complete fieldwork to collect primary data, or a combination of both. The aims of such work are to:</p> <ul style="list-style-type: none"> <li>- illustrate how some places are affected by encroaching sand dunes</li> <li>- to investigate how geographers could employ fieldwork techniques to measure the aeolian processes at work</li> <li>- to show how such fieldwork could be practised in a local sand dune setting.</li> </ul>			Y13 Revision
	Hot Desert Systems Landscapes	KNOW: case study exemplifying features of a hot desert landscape	<p>Students could either study aeolian processes in a local coastal sand dune landscape through the use of secondary data sources – including online digital mapping, secondary data, local authority websites and textbook resources, or students could engage first hand or complete fieldwork to collect primary data, or a combination of both.</p> <p>The aims of such work are to:</p> <ul style="list-style-type: none"> <li>- illustrate how some places are affected by encroaching sand dunes</li> </ul>	' Evaluate the relationship between landscape and landform in relation to the interconnectedness of the desert system. (20m)		Revision Question Tracker Pixl Booklets Y13 Revision

			<ul style="list-style-type: none"> <li>- to investigate how geographers could employ fieldwork techniques to measure the aeolian processes at work</li> <li>- to show how such fieldwork could be practised in a local sand dune setting.</li> </ul>			
		<p>KNOW: How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people</p>	<p>Students understand the terms place-marketing, rebranding and reimagining and can provide examples of where and why these strategies have been adopted.</p> <p>Awareness of crowd-sourcing and big data.</p>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>
		<p>KNOW: How external agencies, including government, corporate bodies and community or local groups make attempts to influence or create specific place-meanings and shape the actions of people</p>	<p>Students understand the terms place-marketing, rebranding and reimagining and can provide examples of where and why these strategies have been adopted.</p> <p>Awareness of crowd-sourcing and big data.</p>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>
20	Hot Desert Systems Landscapes	<p>KNOW: case study exemplifying desertification causes, consequences and solutions</p>	<p>Students will be able to describe, analyse and evaluate a range of themes relating to causes, impacts and implications of desertification in an area currently affected by desertification:</p> <ul style="list-style-type: none"> <li>- how population pressure can lead to desertification</li> <li>- an analysis of the relationships between people and landscape in</li> </ul>			<p>Revision Question Tracker Pixl Booklets Y13 Revision</p>



			<p>areas affected by desertification</p> <ul style="list-style-type: none"> <li>- showing how sustainable solutions can help people adapt to and mitigate the effects of desertification.</li> </ul>			
	Hot Desert Systems Landscapes	KNOW: case study exemplifying desertification causes, consequences and solutions	<p>Students will be able to describe, analyse and evaluate a range of themes relating to causes, impacts and implications of desertification in an area currently affected by desertification:</p> <ul style="list-style-type: none"> <li>- how population pressure can lead to desertification</li> <li>- an analysis of the relationships between people and landscape in areas affected by desertification</li> <li>- showing how sustainable solutions can help people adapt to and mitigate the effects of desertification.</li> </ul>		<b>Discuss the view that desertification can be managed successfully in hot deserts (20 marks)</b>	Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: Local Place study	the developing character of a place local to the home or study centre			Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: Local Place study	the developing character of a place local to the home or study centre	With reference to a place you have studied, assess the extent to which the socio-economic and/or demographic and cultural character of that place has been shaped by shifting flows of people, resources, money and investment (20)		Revision Question Tracker Pixl Booklets Y13 Revision

		KNOW: Distant Place study	the developing character of contrasting and distant place.			Revision Question Tracker Pixl Booklets Y13 Revision
21	Hot Desert Systems Landscapes	KNOW: case study exemplifying desertification causes, consequences and solutions	<p>Students will be able to describe, analyse and evaluate a range of themes relating to causes, impacts and implications of desertification in an area currently affected by desertification:</p> <ul style="list-style-type: none"> <li>- how population pressure can lead to desertification</li> <li>- an analysis of the relationships between people and landscape in areas affected by desertification</li> <li>- showing how sustainable solutions can help people adapt to and mitigate the effects of desertification.</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision
	Hot Desert Systems Landscapes	KNOW: case study exemplifying desertification causes, consequences and solutions	<p>Students will be able to describe, analyse and evaluate a range of themes relating to causes, impacts and implications of desertification in an area currently affected by desertification:</p> <ul style="list-style-type: none"> <li>- how population pressure can lead to desertification</li> <li>- an analysis of the relationships between people and landscape in areas affected by desertification</li> <li>- showing how sustainable solutions can help</li> </ul>			Revision Question Tracker Pixl Booklets Y13 Revision

			people adapt to and mitigate the effects of desertification.			
	Hot Desert Systems Landscapes	KNOW: case study exemplifying desertification causes, consequences and solutions	Students will be able to describe, analyse and evaluate a range of themes relating to causes, impacts and implications of desertification in an area currently affected by desertification: <ul style="list-style-type: none"> <li>- how population pressure can lead to desertification</li> <li>- an analysis of the relationships between people and landscape in areas affected by desertification</li> <li>- showing how sustainable solutions can help people adapt to and mitigate the effects of desertification.</li> </ul>	Desertification 20 marker		Revision Question Tracker Pixl Booklets Y13 Revision
		KNOW: Distant Place study	the developing character of contrasting and distant place.			Revision Question Tracker Pixl Booklets Y13 Revision
			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision
22			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision
			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision
			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision

			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision
			NEA prep			Revision Question Tracker Pixl Booklets Y13 Revision

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
23						Strands:		
24								
25		NEA fieldtrip						
		NEA fieldtrip						
			NEA write up					
			NEA write up					
26			NEA write up					
			NEA write up					
			NEA write up					
			NEA write up					
27			NEA write up					
			NEA write up					
			NEA write up					
			NEA write up					
			NEA deadline					

Easter

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
28			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
29			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
30			Synoptic Revision					
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			Synoptic Revision					
			Synoptic Revision					
31			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
32			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					
			Synoptic Revision					

May Half-term

Wk.	Learning Journey					Learning Challenge	Learning Consolidation	
	Key idea / Question	Why? K&U (Learning aims)	How? T&L					What?
			Main learning activities	Differentiation	Homework			
33								
34								

35								
36								
37								
38								
39								

End of Year