

Geography	Autumn Term 1 Year 7	Everyday Geographies	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One And two (3 lessons)	<ul style="list-style-type: none"> • Geography in the news. • How do we get a sense of place for Geography? 	<ul style="list-style-type: none"> • What are maps and how do geographers use them? 	<ul style="list-style-type: none"> • What is Geography? • How can Geography be classified?
Week three and four	<ul style="list-style-type: none"> • How can we improve our local area to school? • How can we make sure this change is sustainable? • (Fieldwork investigation) 	<ul style="list-style-type: none"> • How do people perceive Keighley? • Why might different people perceive Keighley in different ways? 	<ul style="list-style-type: none"> • Why was Keighley such an important settlement during the industrial revolution? • Why did the site and situation of Keighley help it?
Week five and six	<ul style="list-style-type: none"> • What are the main characteristics of the UK? 	<ul style="list-style-type: none"> • What distinctive landscapes are there in the UK? 	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK?
Week seven	<ul style="list-style-type: none"> • What distinctive landscapes are there in our local area and the UK? 		

Geography	Autumn Term 1 Year 8	UK weather and climate	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One And two (3 lessons)	<ul style="list-style-type: none"> • What is the difference between weather and climate and why is it important? 	<ul style="list-style-type: none"> • What do we mean by microclimate? • What is the microclimate of the school grounds? 	<ul style="list-style-type: none"> • What factors influence the microclimate of the school grounds?
Week three and four	<ul style="list-style-type: none"> • How does the UK climate change over the year? • What factors influence this change? 	<ul style="list-style-type: none"> • What factors influence local climate in Yorkshire compared to London or Scotland? 	<ul style="list-style-type: none"> • Why does it rain so much in the UK?
Week five and six	<ul style="list-style-type: none"> • How is the UK climate changing? 	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK? 	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK?
Week seven	<ul style="list-style-type: none"> • What impacts will changing climate have on the UK? 		

Geography	Autumn Term 1 Year 9	Factfulness	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One And two (3 lessons)	<ul style="list-style-type: none"> • Understand Hans Rosling's rule of thumb for factfulness. • Identify that we should look to the middle. 	<ul style="list-style-type: none"> • Identify the main measures of development. • Describe the Human Development Index. 	<ul style="list-style-type: none"> • Interpret data on countries to show changes in development indicators. • Use GIS to interpret data within a country at a regional level.
Week three and four	<ul style="list-style-type: none"> • To identify the social/physical/political and economic factors that impact on development. 	<ul style="list-style-type: none"> • To define the difference between standard of living and quality of life. • To understand how quality of life might differ within a country and between countries. 	<ul style="list-style-type: none"> • To define the term social inequality. • To understand how inequality is measured by use of the Gini Coefficient and the Lorenz Curve.
Week five and six	<ul style="list-style-type: none"> • To understand how quality of life differs within countries. 	<ul style="list-style-type: none"> • To understand how countries can improve quality of life. 	<ul style="list-style-type: none"> • To assess the impact technology and new developments can have on quality of life.
Week seven	<ul style="list-style-type: none"> • To understand how inequality can be measured to compare countries. 	<ul style="list-style-type: none"> • To understand how mobile technology can support development at different scales. 	