

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
Theme/ area of work for the series of lessons		Detail, not overview. Enough detail for a new member of staff to follow easily, but not necessarily a non- specialist (so specialist language not needed.)	X page in X text book Hyperlink to shared area/ specific document or ppt/ resource	CEIAG/ World of work SMSC e.g. British values, equality Numeracy/ literacy	Identify links to any specific pillar, where they would be taught/ reinforced.	Using quality first teaching. Ensuring differentiation-specify opportunities for stretch and challenge/scaffolding.	What opportunities there are for formative assessment or summative assessment? Specify recall tasks at least once per week.
Plate tectonics & hazards	14	 Earth structure Formation of the Himalayas Plate movements Volcanoes Monsterrat decision making Earthquakes Christchurch earthquake Haiti Tsunamis formation Japan Tsunami 3 Ps Indian Ocean Tsunami Quake proof buildings Restless Earth revision Enquiry questions: L1 – What is the structure of the Earth? L2 – What is plate tectonics? L3 – How did the Himalayas form? L4a – What is the structure of a volcano? 	Hazards	Literacy Oracy – comparison of LIC/HIC impacts, Monserrat decision-making - Written evaluation of earthquake- proofing strategies Numeracy - Evaluation of response costs for HIC vs. LIC - Analyse cost implications of the 3 Ps		- Glossary of key terms - Use of Tier 3 language - Student help sheets - 'Chunked' tasks - Challenge questions (e.g. Why do you think the Earth's inner core is solid, when it's hotter than the others which are 'liquid'?)	- KITS tests at the start of each lesson - Challenge questions (e.g. Why do you think the Earth's inner core is solid, when it's hotter than the others which are 'liquid'?). Tier 3 terms to be included. - Plate tectonics & hazards summative assessment

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	L4b – How does a HIC cope with a		CEIAG / World of			Aspire & Challenge
	volcanic eruption?		<u>work</u>			
	L5 – How should we respond to		-Links to			
	Soufiere Hills erupting?		engineering and			
	L6 – What are the causes and effects of		architecture,			
	earthquakes?		hazard mitigation			
	L7 – What were the impacts of the		/ response /			
	Christchurch 2011 earthquake?		management,			
	L8 – What were the impacts of the		vulcanologist,			
	Haiti 2010 earthquake?		seismologist			
	L9 – What are the causes and effects of					
	tsunamis?					
	L10 – What were the impacts of the					
	Japanese 2011 tsunami?					
	L11 – How do we mitigate against					
	tectonic hazards?					
	L11 – What were the impacts of the					
	Indian Ocean 2004 tsunami?					
	L12 – How can we make buildings					
	earthquake-proof?					
Hydrology,	 Water cycle 	Hydrology,	<u>Literacy</u>		- Glossary of key	- KITS tests at the
coasts &	 Crumbling coasts 	coasts &	Oracy – debate		terms	start of each lesson
oceans	 Rivers & plastic output 	<u>oceans</u>	on how can the			
	 Locations 		garbage patch be		- Use of Tier 3	Challenge
	 Temperature 		removed?		language	questions (e.g. Can
	 Pacific Garbage Patch 					you identify types
	 Plastic pollution 		- Written		- Student help	of plastic pollution
	 Coral reefs 		evaluations of		sheets	and the impact that
	 Threats to coral reefs 		e.g. Can you			they will have on
			identify types of		- 'Chunked' tasks	the ocean
	Enquiry questions:		plastic pollution			environment?)
	L1 – What is the hydrological cycle and		and the impact		- Challenge	
	why is it important?		that they will		questions (e.g. Can	- Hydrology, coasts
	L2 – How do rivers influence the		have on the		you identify types	& oceans
	oceans?		ocean		of plastic pollution	summative
	L4 – Why are our oceans so important?		environment?		and the impact	assessment
	<u> </u>				that they will have	

L5 – How does the ocean influence global climate? L6 – What is plastic pollution and why is it an issue? L7 – What is the Great Pacific Garbage and how did it get there? L8 – What is the importance of coral reefs? L9 – What are the threats to coral reefs? CEIAG / World of work Links to marine biologist, waterways management, water companies	Aspire & Challenge
L6 – What is plastic pollution and why is it an issue? L7 – What is the Great Pacific Garbage and how did it get there? L8 – What is the importance of coral reefs? L9 – What are the threats to coral reefs? L9 – What are the threats to coral reefs? L9 – What are the biologist, waterways management,	
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Links to marine biologist, waterways management,	
biologist, waterways management,	
waterways management,	İ
management,	l l
water companies	
e.g. Anglian	
Water,	
hydrologist,	
ecologist	
Development, - Glossary of key - KITS	S tests at the
population & Development indicators population & Oracy – Trade terms start of	of each lesson
cities • Plotting development cities Game, Ilisu Dam	
• Aid debate - Use of Tier 3 - Chal	lenge
Factors affecting development language quest	ions (e.g. why
• Trade game - Trade Game are so	me countries
• Fair trade write up – why - Student help more	developed
Development in Asia are some sheets than or	others?)
Population pyramids countries more	
	elopment,
• India slums others?	ation & cities
- Challenge summ	ıative
Top down development lilisu dom Numeracy Numeracy assess questions (e.g. why assess)	sment
dam Numeracy are some countries are some countries	
l more developed	
Enquiry questions: interpretation of than others?)	ļ

India) project China's topography Impact on development of China and India Enquiry questions: L1 – Where is Asia? L2 – Which parts of Asia are most densely populated? L3 – How does location affect development? L4 – What is the profile of China? India) project Oracy – debate – China is one of the most polluting countries – how should this be dealt with? Start of each lesson - Challenge questions (e.g. China is one of the most polluting countries – how should this be dealt with? Written evaluation - impact of China is one of the work polluting countries – how should this be dealt with? Challenge Challenge Challenge Challenge Challenge Challenge Challenge Challenge		K33 GEOGRAPHT CORRICO	COIVI OVLIV	ILVV ZOZO ZA ILA	 	
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L4 – What is the profile of China? impact of Challenge population in the		development?		evaluation -		largest slum
		L4 – What is the profile of China?		impact of	Challenge	population in the
		L5 – What is the profile of India?			questions (e.g.	

		L6 – How do China and India compare?		industrialisation	China is one of the	world – how can
		25 do cimia dila maia compare:		on China	most polluting	this be resolved?)
					countries – how	tins be resolved.
				Numeracy	should this be dealt	
				- Creation and	with? India has the	
				interpretation of	largest slum	
				data including	population in the	
				bar charts,	world – how can	
				· ·	this be resolved?)	
				climate graphs,	this be resolved?)	
				choropleth maps		
				CEIAC / \\\ = = =		
				CEIAG / World of		
				work		
				- Links to urban		
	_		_	planning		
Ramsey	5	Starbucks location project	Ramsey	Literacy	- Glossary of key	Assessment of
investigation			investigation	Creation and	terms	presentation of
				interpretation of		data and feasibility
				hypothesis,	- Use of Tier 3	of arguments
				interpretation of	language	
				results		
					- Student help	
				<u>Numeracy</u>	sheets	
				Data		
				presentation and	 'Chunked' tasks 	
				interpretation		
				CEIAG / World of		
				<u>work</u>		
				Links to town		
				planner		
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