### Unit 1: What is a geographer?

#### Lesson 1.1 What is a geographer?
- Pupils are introduced to the unit objectives. In this unit, pupils will learn about:
  - being a geographer
  - asking geographical questions
  - conducting geographical enquiries
  - key aspects of studying people and places
  - how to use geographical data, including maps.

#### Lesson 1.2 How has our knowledge of the world progressed over time?
- Lesson learning objective
  - To understand that our knowledge of the world has progressed over time.

#### Lesson 1.3 What locational knowledge do you have of the world?
- Lesson learning objectives
  - To compare the size of the world’s continents and oceans.
  - To know about the geography of North and South America, and Europe.

#### Lesson 1.4 How can we locate places around the world?
- Lesson learning objectives
  - To understand the difference between latitude and longitude.
  - To be able to locate places on a world map using co-ordinates.

#### Lesson 1.5 Why do we use OS maps to investigate places?
- Lesson learning objectives
  - To understand the idea of scale.
  - To understand that different scales of map can be used for different purposes.

#### Lesson 1.6 How do we locate features on OS maps?
- Lesson learning objectives
  - To understand why and how OS use symbols on maps.
  - To be able to locate places on an OS map using four- and six-figure grid references.

#### Lesson 1.7 How do OS maps show height, direction and slopes?
- Lesson learning objectives
  - To understand how height is shown on OS maps.
  - To identify contour patterns.
  - To recap the points of a compass and direction.

#### Lesson 1.8 How can we use aerial photos with OS maps?
- Lesson learning objectives
  - To compare a vertical aerial photo with an OS map of the same scale.
  - To identify features and land uses on an aerial photograph.
  - To research and analyse a vertical aerial photo of your local area.
  - To draw a sketch map to show different land uses.

#### Lesson 1.9 How do you investigate a locality by conducting fieldwork?
- Lesson learning objectives
  - To locate photographs on an OS map.
  - To compare ground level photos with an OS map.
  - To follow a route on an OS map.

#### Lesson 1.10 What is a geographer? Review
- Pupils will answer questions that assess what they have learnt in this unit:
  - what it means to be a geographer
  - to ask geographical questions
  - to conduct geographical enquiries
  - key aspects of studying people and places
  - how to use geographical data, including maps.

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## Unit 2: How do we use our planet as a natural resource?

<table>
<thead>
<tr>
<th>Lesson 2.1</th>
<th>Lesson 2.2</th>
<th>Lesson 2.3</th>
<th>Lesson 2.4</th>
<th>Lesson 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we use our planet as a natural resource?</td>
<td>What are rocks and how are they a natural resource? Part 1</td>
<td>What are rocks and how are they a natural resource? Part 2</td>
<td>Why are soils the root of life?</td>
<td>How does the biosphere provide natural resources?</td>
</tr>
</tbody>
</table>

**Pupils are introduced to the unit objectives.** In this unit, pupils will learn about:
- the different elements that make up our planet and how they interact
- how rocks and soils form and their importance to life
- what a biome is and how the rainforest biome works
- how people use the Earth’s natural resources such as water, oil and energy supplies
- the difference between renewable and non-renewable resources.

**Lesson learning objectives**

- Lesson 2.2: To understand the concept of geological time.
- Lesson 2.3: To understand how rocks are weathered.
- Lesson 2.4: To know what soil is.
- Lesson 2.5: To know what a biome is.

**Lesson learning objectives**

- Lesson 2.2: To understand the qualities of the three rock types.
- Lesson 2.3: To understand how we use rocks as a natural resource.
- Lesson 2.4: To understand why soils are an important natural resource.
- Lesson 2.5: To understand how the Earth’s spheres interact to create biomes.

**Lesson learning objectives**

- Lesson 2.6: To identify different views people have about using soil.
- Lesson 2.7: To understand how biomes provide natural resources.

**Lesson learning objectives**

- Lesson 2.8: To understand the idea of sustainability.
- Lesson 2.8: To consider the UK Government’s energy policy.
- Lesson 2.9: To identify a global challenge to the Earth’s future.

**Lesson learning objectives**

- Lesson 2.10: To understand the different elements that make up our planet and how they interact
- Lesson 2.10: To understand how rocks and soils form and their importance to life
- Lesson 2.10: To what a biome is and how the rainforest biome works
- Lesson 2.10: How people use the Earth’s natural resources such as water, oil and energy supplies
- Lesson 2.10: The difference between renewable and non-renewable resources.

Pupils will answer questions that assess what they have learnt in this unit:

- the different elements that make up our planet and how they interact
- how rocks and soils form and their importance to life
- what a biome is and how the rainforest biome works
- how people use the Earth’s natural resources such as water, oil and energy supplies
- the difference between renewable and non-renewable resources.

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## Progress in Geography: Key Stage 3
### Lessons and learning objectives

#### Unit 3: What is an economy, from local to global?

<table>
<thead>
<tr>
<th>Lesson 3.1 What is an economy, from local to global?</th>
<th>Lesson 3.2 What’s happening down on the farm?</th>
<th>Lesson 3.3 Why is manufacturing all about choosing the right site?</th>
<th>Lesson 3.4 Why did Nissan locate in the UK?</th>
<th>Lesson 3.5 Why is the tertiary sector increasing?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</strong></td>
<td><strong>Lesson learning objectives</strong> To understand what a farm is. To understand a farm as an economic system. <strong>Lesson learning objective</strong> To know the location factors for a factory. To make decisions about locating a factory.</td>
<td><strong>Lesson learning objectives</strong> To apply the location factors for an industry. To understand how manufacturing in the UK has changed. To investigate a location using an OS map and an aerial photograph.</td>
<td><strong>Lesson learning objectives</strong> To understand why the tertiary sector of the UK economy is growing. To understand how tourism creates tertiary jobs. To understand how tourism has changed.</td>
<td></td>
</tr>
<tr>
<td>about economic activities and what they are like at different scales, from local to global</td>
<td>To the ways in which jobs can be arranged into groups or sectors</td>
<td>the range of jobs people do and how jobs have changed over time</td>
<td>what trade is and how it has become global</td>
<td>how the UK economy has developed and how our links with the world have grown.</td>
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</tr>
</tbody>
</table>

**Lesson 3.6 How does a chocolate bar connect the sectors of the economy?**

**Lesson learning objectives**
- To understand how primary, secondary and tertiary sectors work together to make an economy.
- To consider how a natural resource is used in manufacturing.
- To identify ways in which places around the world are interconnected.

**Lesson 3.7 How does the UK trade with other countries?**

**Lesson learning objectives**
- To understand what ‘trade’ is and how it works.
- To know the main UK imports and exports.
- To understand how the UK is linked to the rest of the world.
- To understand what a port is and how it functions.

**Lesson 3.8 What is globalisation?**

**Lesson learning objectives**
- To understand the idea of globalisation.
- To identify the impact of globalisation on China.
- To understand the impact of mobile phones on globalisation.

**Lesson 3.9 How has containerisation accelerated globalisation?**

**Lesson learning objectives**
- To consider how an invention transformed global trade.
- To understand the advantages of containers for transporting goods.
- To appreciate how containerisation has accelerated globalisation.

**Lesson 3.10 What is an economy, from local to global? Review**

**Pupils will answer questions that assess what they have learnt in this unit:**
- about economic activities and what they are like at different scales, from local to global
- the ways in which jobs can be arranged into groups (or sectors)
- the range of jobs people do and how jobs have changed over time
- what trade is and how it has become global
- how the UK economy has developed and how our links with the world have grown.

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Unit 4: What is weather and climate?

<table>
<thead>
<tr>
<th>Lesson 4.1 What is weather and climate?</th>
<th>Lesson 4.2 How do we measure weather?</th>
<th>Lesson 4.3 How can weather data be recorded and presented?</th>
<th>Lesson 4.4 What are clouds and why does it rain?</th>
<th>Lesson 4.5 What are air pressure and anticyclones?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objective</strong></td>
</tr>
<tr>
<td>• the concepts of weather and climate</td>
<td>• To identify how elements of the weather are measured.</td>
<td>• To consider the methods of recording vast amounts of weather data.</td>
<td>• To understand how clouds form.</td>
<td>• To recognise the characteristics of anticyclones.</td>
</tr>
<tr>
<td>• the elements that make up the weather and climate</td>
<td>• To know and use the synoptic code.</td>
<td>• To classify the main types of clouds.</td>
<td>• To understand the contrast between summer and winter anticyclones.</td>
<td>• To understand the key features of depressions.</td>
</tr>
<tr>
<td>• how the weather is measured</td>
<td>• To know the various ways the Met Office presents weather data to the public.</td>
<td>• To identify types of rainfall.</td>
<td>• To interpret a weather chart using the synoptic code.</td>
<td>• To understand the influence of air pressure on weather.</td>
</tr>
<tr>
<td>• how to read weather maps using the synoptic code</td>
<td>• To understand the different groups of people who need to use weather data.</td>
<td></td>
<td></td>
<td>• To understand the key features of depressions.</td>
</tr>
<tr>
<td>• how to distinguish between weather and climate.</td>
<td></td>
<td></td>
<td></td>
<td>• To investigate how the passage of a depression changes the weather.</td>
</tr>
<tr>
<td><strong>Lesson 4.6 What are depressions and how do they affect our weather?</strong></td>
<td><strong>Lesson 4.7 How do I conduct a weather enquiry?</strong></td>
<td><strong>Lesson 4.8 What is the climate of the UK?</strong></td>
<td><strong>Lesson 4.9 How does climate vary across the world?</strong></td>
<td><strong>Lesson 4.10 What is weather and climate? Review</strong></td>
</tr>
<tr>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td>• To understand the influence of air pressure on weather.</td>
<td>• To identify the type of weather system passing over the school for seven days.</td>
<td>• To understand the difference between weather and climate.</td>
<td>• To know climate distribution around the world.</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
</tr>
<tr>
<td>• To understand the key features of depressions.</td>
<td>• To undertake fieldwork to investigate weather events for a week.</td>
<td>• To know the climate of the UK.</td>
<td>• To identify reasons for variation in climate.</td>
<td>• the concepts of weather and climate</td>
</tr>
<tr>
<td>• To investigate how the passage of a depression changes the weather.</td>
<td></td>
<td>• To be able to draw climate graphs.</td>
<td></td>
<td>• the elements that make up the weather and climate</td>
</tr>
<tr>
<td>• To interpret weather patterns using satellite images, weather charts and the synoptic code.</td>
<td></td>
<td></td>
<td></td>
<td>• how the weather is measured</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• how to read weather maps using the synoptic code</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• how to distinguish between weather and climate.</td>
</tr>
</tbody>
</table>
## Progress in Geography: Key Stage 3
### Lessons and learning objectives

**Unit 5: Is the geography of Russia a curse or a benefit?**

<table>
<thead>
<tr>
<th>Lesson 5.1 Is the geography of Russia a curse or a benefit?</th>
<th>Lesson 5.2 What is the physical landscape of Russia?</th>
<th>Lesson 5.3 What is the climate of Russia?</th>
<th>Lesson 5.4 What biomes exist in Russia?</th>
<th>Lesson 5.5 Where do people live in Russia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</td>
<td>Lesson learning objective</td>
<td>Lesson learning objective</td>
<td>Lesson learning objective</td>
<td>Lesson learning objective</td>
</tr>
<tr>
<td>where Russia is located</td>
<td>To know the distribution of physical landforms across Russia.</td>
<td>To draw a climate graph.</td>
<td>To understand the distribution of biomes in Russia.</td>
<td>To know what population density is, and how it is calculated.</td>
</tr>
<tr>
<td>what Russia is like</td>
<td></td>
<td>To interpret climate graphs and isotherm maps of Russia.</td>
<td>To understand how tundra and taiga biomes have evolved across Russia.</td>
<td>To identify parts of Russia that are densely and sparsely populated.</td>
</tr>
<tr>
<td>the physical landscape, climate and natural environment of Russia</td>
<td></td>
<td>To describe and explain the climate of Russia.</td>
<td></td>
<td>To describe the distribution of population across Russia.</td>
</tr>
<tr>
<td>how Russia’s physical geography has influenced its human geography</td>
<td></td>
<td></td>
<td></td>
<td>To identify reasons for the distribution of population in Russia.</td>
</tr>
<tr>
<td>how important Russia is to the world.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 5.6 Does geography help or hinder the Russian economy?</th>
<th>Lesson 5.7 What is GIS and how can I use it to investigate Russia?</th>
<th>Lesson 5.8 Why did Russia plant their flag on the seabed of the North Pole? Part 1</th>
<th>Lesson 5.9 Why did Russia plant their flag on the seabed of the North Pole? Part 2</th>
<th>Lesson 5.10 Is the geography of Russia a curse or a benefit? Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
</tr>
<tr>
<td>To classify economic activity.</td>
<td>To know what a Geographical Information System is.</td>
<td>To locate the Arctic.</td>
<td>To consider different points of view about the future of the Arctic.</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
</tr>
<tr>
<td>To understand Russia’s economic structure.</td>
<td>To investigate a region of Russia using GIS.</td>
<td>To consider different points of view about the future of the Arctic.</td>
<td></td>
<td>where Russia is located</td>
</tr>
<tr>
<td>To understand how the size and physical geography of Russia affects economic growth.</td>
<td></td>
<td></td>
<td></td>
<td>what Russia is like</td>
</tr>
</tbody>
</table>

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## Unit 6: Why are rivers important?

<table>
<thead>
<tr>
<th>Lesson 6.1 Why are rivers important?</th>
<th>Lesson 6.2 How does water flow into rivers?</th>
<th>Lesson 6.3 What work do rivers do?</th>
<th>Lesson 6.4 How do rivers change from source to mouth?</th>
<th>Lesson 6.5 How do rivers shape the land?</th>
</tr>
</thead>
</table>
| Pupils are introduced to the unit objectives. In this unit, pupils will learn:  
• what rivers are and how water flows into them  
• how weathering, erosion and transportation create river landforms  
• to identify river landforms on OS maps  
• why rivers are important to people. | Lesson learning objectives  
• To understand what the water cycle is.  
• To understand how water flows into rivers. | Lesson learning objective  
• To know the terms erosion, transportation, deposition.  
• To understand how rivers erode, transport and deposit material. | Lesson learning objectives  
• To understand how a river changes from source to mouth.  
• To know what the long profile of a river is.  
• To be able to draw a cross-section from an OS map. | Lesson learning objectives  
• To identify and explain the formation of river landforms – waterfall, meanders, ox-bow lakes.  
• To identify river landforms on OS maps and photographs. |
| Lesson 6.6 How do I conduct a river fieldwork enquiry? | Lesson 6.7 How are rivers important to people? | Lesson 6.8 How do river floods create problems? | Lesson 6.9 How can flooding be managed? | Lesson 6.10 Why are rivers important? Review |
| Lesson learning objectives  
• To understand and apply the Bradshaw rivers model.  
• To conduct fieldwork to measure the width, depth and speed of a river.  
• To present and analyse data to compare a real river to elements of the Bradshaw model.  
• To draw conclusions from the data.  
• To evaluate fieldwork methods and findings. | Lesson learning objective  
• To identify and describe how people use rivers. | Lesson learning objectives  
• To know some human and physical causes of river floods.  
• To know some ways in which people respond to flood risk. | Lesson learning objective  
• To identify different ways floods can be managed | Pupils will answer questions that assess what they have learnt in this unit:  
• what rivers are and how water flows into them  
• how weathering, erosion and transportation create river landforms  
• to identify river landforms on OS maps  
• why rivers are important to people. |

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## Progress in Geography: Key Stage 3
### Lessons and learning objectives

### Unit 7: What is development?

<table>
<thead>
<tr>
<th>Lesson 7.1 What is development?</th>
<th>Lesson 7.2 How is money spread around the world?</th>
<th>Lesson 7.3 What other ways can be used to measure development?</th>
<th>Lesson 7.4 How can development change over time?</th>
<th>Lesson 7.5 What is the global development map missing?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td>to define development</td>
<td>To understand how to measure development using one economic indicator.</td>
<td>To understand how to interpret different ways of presenting development data.</td>
<td>To understand that development is a process of change.</td>
<td>To understand that inequality occurs within countries at different scales.</td>
</tr>
<tr>
<td>to compare development around the world</td>
<td>To understand where and why inequality occurs</td>
<td>To understand the benefits of using different measures of development.</td>
<td>To understand that development occurs at different rates and times in different countries.</td>
<td></td>
</tr>
<tr>
<td>to understand where and why inequality occurs</td>
<td>To investigate the patterns of wealth across the world.</td>
<td></td>
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</tr>
<tr>
<td>to understand the actions taken by individuals, governments and communities to aid development.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 7.6 Why do people live in poverty?</th>
<th>Lesson 7.7 How can gender equality increase development?</th>
<th>Lesson 7.8 How do countries and organisations support development?</th>
<th>Lesson 7.9 What are Sustainable Development Goals?</th>
<th>Lesson 7.10 What is development?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td>To understand the causes of poverty.</td>
<td>To understand gender inequality.</td>
<td>To understand how bilateral and non-governmental aid supports development.</td>
<td>To understand Sustainable Development Goals.</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
</tr>
<tr>
<td></td>
<td>To understand how gender equality can lead to higher levels of development.</td>
<td>To understand how development aid may change over time.</td>
<td>To understand the purpose of these goals in reducing world poverty.</td>
<td>to define development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>to compare development around the world</td>
</tr>
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<td></td>
<td>to understand the actions taken by individuals, governments and communities to aid development.</td>
</tr>
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**Progress in Geography: Key Stage 3**

**Lessons and learning objectives**

## Unit 8: One planet, many people: how are populations changing?

<table>
<thead>
<tr>
<th>Lesson 8.1 One planet, many people: how are populations changing?</th>
<th>Lesson 8.2 Where does everyone live, and why?</th>
<th>Lesson 8.3 How can we describe the structure of a population?</th>
<th>Lesson 8.4 Can we control population size?</th>
<th>Lesson 8.5 Why do people migrate?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td>• about world population distribution and change</td>
<td>• To understand what is meant by population distribution.</td>
<td>• To understand how the population of a country changes as it develops.</td>
<td>• To understand what is meant by migration, and the different forms of migration.</td>
<td>• To understand how countries attempt to control population change.</td>
</tr>
<tr>
<td>• how countries attempt to control population change</td>
<td>• To identify where the world’s biggest populations are found.</td>
<td>• To use a model to investigate population change.</td>
<td>• To be able to explain push and pull factors.</td>
<td>• To consider the success of population control.</td>
</tr>
<tr>
<td>• about types of migration</td>
<td>• To analyse population patterns.</td>
<td>• To draw and interpret population data using population pyramids to predict change.</td>
<td>• To consider social, economic, political and environmental reasons for migration.</td>
<td></td>
</tr>
<tr>
<td>• to understand urbanisation and how cities evolve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 8.6 Where do people migrate to?</th>
<th>Lesson 8.7 What is urbanisation?</th>
<th>Lesson 8.8 How did urbanisation change Southampton? Part 1</th>
<th>Lesson 8.9 How did urbanisation change Southampton? Part 2</th>
<th>Lesson 8.10 One planet, many people: how are populations changing? Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Pupils will answer questions that assess what they have learnt in this unit:</strong></td>
</tr>
<tr>
<td>• To know the major destinations and routes for international migrants.</td>
<td>• To understand the process of rural to urban migration.</td>
<td>• To understand how urbanisation changed a UK city.</td>
<td>• about world population distribution and change</td>
<td>• about types of migration</td>
</tr>
<tr>
<td>• To identify the push and pull factors for migration between Mexico and the USA.</td>
<td>• To understand how global patterns of urbanisation are changing.</td>
<td>• To use a variety of historical data to analyse change.</td>
<td>• how countries attempt to control population change</td>
<td>• to understand urbanisation and how cities evolve.</td>
</tr>
<tr>
<td></td>
<td>• To consider the problems of urbanisation.</td>
<td>• To compare OS maps of different scales.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• To compare Southampton to a land-use model.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Unit 9: What happens where the land meets the sea?

<table>
<thead>
<tr>
<th>Lesson</th>
<th>What happens where the land meets the sea?</th>
<th>What happens where the land meets the sea?</th>
<th>What happens where the land meets the sea?</th>
<th>What happens where the land meets the sea?</th>
<th>What happens where the land meets the sea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 9.1</td>
<td>To understand how cliffs are weathered.</td>
<td>To understand how erosion, deposition and transportation create and change coastal landforms over time.</td>
<td>To understand how the Holderness coastline has changed over time and the threats it faces.</td>
<td>To define what is meant by deposition.</td>
<td>To understand how the Holderness coastline has changed over time.</td>
</tr>
<tr>
<td>Lesson 9.2</td>
<td>To understand the importance of geology in shaping coasts.</td>
<td>To understand the different types of coastal erosion.</td>
<td>To understand how these landforms are formed and explain how they change over time.</td>
<td>To identify different types of waves.</td>
<td>To understand how deposition and transportation create coastal landforms.</td>
</tr>
<tr>
<td>Lesson 9.3</td>
<td>To define what is meant by ‘coastal management’ and identify types of sea defences.</td>
<td>To understand how these erosion processes change coastlines.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
<td>To consider how transportation occurs through the process of longshore drift.</td>
<td>To evaluate different types of sea defences.</td>
</tr>
<tr>
<td>Lesson 9.4</td>
<td>To evaluate different types of sea defences.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
<td>To apply knowledge of coastal management to a real location.</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.5</td>
<td>To evaluate the best course of action for Mapleton.</td>
<td>To consider views and justify a decision about coastal management.</td>
<td>To understand how erosion, deposition and transportation create and change coastal landforms over time.</td>
<td>to understand how the coast is used by people</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.6</td>
<td>To consider how the coast is used by people.</td>
<td>To evaluate different types of sea defences.</td>
<td>To understand the need for, and impact of, different coastal management strategies.</td>
<td>to understand how the coast is used by people.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.7</td>
<td>To appreciate how people are affected by coastal processes.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
<td>to identify coastal landforms on OS maps and photos.</td>
<td>to consider how the coast is used by people.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.8</td>
<td>To consider how the Holderness coastline has changed over time and the threats it faces.</td>
<td>To evaluate different types of sea defences.</td>
<td>to understand how the coast is used by people.</td>
<td>to consider how the coast is used by people.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.9</td>
<td>To identify different types of coastal landforms.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
<td>to understand how the coast is used by people.</td>
<td>to consider how the coast is used by people.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
<tr>
<td>Lesson 9.10</td>
<td>To understand how the Holderness coastline has changed over time.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
<td>to understand how the coast is used by people.</td>
<td>to consider how the coast is used by people.</td>
<td>To identify coastal landforms on OS maps and photos.</td>
</tr>
</tbody>
</table>
## Progress in Geography: Key Stage 3
### Lessons and learning objectives

### Unit 10: Diverse and dynamic: how is Asia being transformed?

<table>
<thead>
<tr>
<th>Lesson 10.1 Diverse and dynamic: how is Asia being transformed?</th>
<th>Lesson 10.2 How does India rely on the monsoon climate?</th>
<th>Lesson 10.3 How do floods threaten lives in Asia?</th>
<th>Lesson 10.4 How does life adapt to the mountain biome?</th>
<th>Lesson 10.5 Why is the population of Asia diverse and dynamic?</th>
</tr>
</thead>
</table>
| **Pupils are introduced to the unit objectives. In this unit, pupils will learn:**  
• Asia’s diverse physical and human geography  
• how Asia is a continent of dynamic change  
• the changing relationship between Asia and the rest of the world. | **Lesson learning objectives**  
• To understand the diversity of climate in Asia.  
• To understand the formation of a monsoon climate. | **Lesson learning objective**  
• To understand the impacts of flooding in Southern Asia.  
• To understand the causes and responses of flooding in Bangladesh. | **Lesson learning objectives**  
• To understand the distribution of biomes in Asia.  
• To understand the adaptations of vegetation, animals and people in the mountain biome.  
• To understand how people can change a biome. | **Lesson learning objectives**  
• To understand the population distribution of Asia.  
• To understand the reasons for the population changes across Asia.  
• To compare the population structure of two countries in Asia. |

<table>
<thead>
<tr>
<th>Lesson 10.6 How is urbanisation changing lives in Karnataka, India? Part 1</th>
<th>Lesson 10.7 How is urbanisation changing lives in Karnataka, India? Part 2</th>
<th>Lesson 10.8 Is China helping to create an interdependent world?</th>
<th>Lesson 10.9 How is Asia developing into the most important global economic region?</th>
<th>Lesson 10.10 Diverse and dynamic: how is Asia being transformed? Review</th>
</tr>
</thead>
</table>
| **Lesson learning objectives**  
• To understand why people move from rural areas to Bangalore.  
• To understand the opportunities and challenges of life in Bangalore. | **Lesson learning objectives**  
• To understand why people move from rural areas to Bangalore.  
• To understand the opportunities and challenges of life in Bangalore. | **Lesson learning objectives**  
• To identify the reasons for China’s economic growth.  
• To consider the purpose of China’s new Belt and Road project. | **Lesson learning objectives**  
• To understand the growing world importance of Asia.  
• To appreciate the shift in world trade. | **Pupils will answer questions that assess what they have learnt in this unit:**  
• that Asia has a diverse physical and human geography  
• how Asia is a continent of dynamic change  
• the changing relationship between Asia and the rest of the world. |

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## Progress in Geography: Key Stage 3
### Lessons and learning objectives

### Unit 11: Can we ever know enough about earthquakes and volcanoes to live safely?

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 11.1   | Can we ever know enough about earthquakes and volcanoes to live safely? | Pupils are introduced to the unit objectives. Pupils will learn:  
- the theory of plate tectonics  
- how volcanoes and earthquakes are linked to plate tectonics  
- the hazards for people associated with these events  
- how scientists attempt to predict, manage and prevent these hazards. |
| 11.2   | Do continents fit together like jigsaw pieces? | Lesson learning objectives  
- To understand how maps helped us see the world differently.  
- To understand the theory of continental drift.  
- To observe and analyse evidence of a scientific theory. |
| 11.3   | Where are the world's earthquakes, volcanoes and mountain belts? | Lesson learning objective  
- To recognise and describe the pattern of earthquakes, volcanoes and mountain belts. |
| 11.4   | What is happening beneath our feet? | Lesson learning objectives  
- To identify the structure of the Earth.  
- To understand the composition of the lithosphere.  
- To understand the theory of plate tectonics. |
| 11.5   | What happens at plate boundaries? | Lesson learning objectives  
- To understand the three different types of plate boundary and the events that occur there.  
- To understand the forces that drive plate movement. |
| 11.6   | What do we know about earthquakes? | Lesson learning objectives  
- To understand what an earthquake is and what damage they may cause.  
- To understand what causes them to occur and how they are measured. |
| 11.7   | Can people manage risk living in earthquake zones? | Lesson learning objectives  
- To understand how people manage risk.  
- To understand how people can prepare for earthquakes.  
- To understand that the stage of development of a country can affect the way the risk of living in an earthquake zone is managed. |
| 11.8   | What do we know about volcanoes? | Lesson learning objectives  
- To understand what a volcano is and how a volcano forms.  
- To understand that there are different types of volcano depending on location. |
| 11.9   | Can people manage risk living near volcanoes? | Lesson learning objectives  
- To understand the advantages and disadvantages of living in a volcanic area.  
- To understand how volcanic eruptions can be monitored and predicted. |
| 11.10  | Can we ever know enough about earthquakes and volcanoes to live safely? Review | Pupils will answer questions that assess what they have learnt in this unit:  
- the theory of plate tectonics  
- how volcanoes and earthquakes are linked to plate tectonics  
- the hazards for people associated with volcanoes and earthquakes  
- how scientists attempt to predict, manage and prevent these hazards. |

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## Unit 12: What are the challenges and opportunities facing Africa?

<table>
<thead>
<tr>
<th>Lesson 12.1 What are the challenges and opportunities facing Africa?</th>
<th>Lesson 12.2 What is the physical landscape of Africa?</th>
<th>Lesson 12.3 How has Africa’s past shaped its present?</th>
<th>Lesson 12.4 How developed are African countries?</th>
<th>Lesson 12.5 What is the pattern of climate and biomes in Africa?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils are introduced to the unit objectives. In this unit, pupils will learn about:</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objective</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objective</strong></td>
</tr>
<tr>
<td>• the physical and human geography of Africa</td>
<td>• To know the physical landscape of Africa.</td>
<td>• To identify the effects of European colonialism in Africa from the fifteenth to the twentieth centuries.</td>
<td>• To understand the differences in levels of development across African countries.</td>
<td>• To understand the pattern of climate zones and biomes across Africa.</td>
</tr>
<tr>
<td>• Africa’s colonial history about some of the challenges facing the continent</td>
<td>• To understand the importance of the natural resources of Africa.</td>
<td>• To consider how those effects have shaped Africa’s present.</td>
<td>• To consider different points of view about development in African countries.</td>
<td></td>
</tr>
<tr>
<td>• some of the opportunities to develop and change.</td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td></td>
<td>• To identify the effects of European colonialism in Africa from the fifteenth to the twentieth centuries.</td>
<td>• To identify the scale of urbanisation in Africa.</td>
<td>• To understand the differences in levels of development across African countries.</td>
<td>• To understand the pattern of climate zones and biomes across Africa.</td>
</tr>
<tr>
<td></td>
<td>• To consider how those effects have shaped Africa’s present.</td>
<td>• To understand the opportunities and challenges of life in a growing city.</td>
<td>• To consider different points of view about development in African countries.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 12.6 Is there a future for the Sahel?</strong></td>
<td><strong>Lesson 12.7 What are the challenges and opportunities of population change in Africa?</strong></td>
<td><strong>Lesson 12.8 What are the challenges and opportunities of urbanisation in Africa?</strong></td>
<td><strong>Lesson 12.9 Does China want to help develop Africa?</strong></td>
<td><strong>Lesson 12.10 What are the challenges and opportunities facing Africa? Review</strong></td>
</tr>
<tr>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
<td><strong>Lesson learning objectives</strong></td>
</tr>
<tr>
<td>• To identify the causes and consequences of desertification in the Sahel.</td>
<td>• To understand the population distribution of Africa.</td>
<td>• To understand the scale of urbanisation in Africa.</td>
<td>• To understand the trading links between Africa and China.</td>
<td>• To understand the pattern of climate zones and biomes across Africa.</td>
</tr>
<tr>
<td>• To explore solutions to desertification in the Sahel.</td>
<td>• To understand the reasons for population change in Africa.</td>
<td>• To understand the opportunities and challenges of life in a growing city.</td>
<td>• To consider different viewpoints to identify reasons for this trade.</td>
<td>• Africa’s colonial history</td>
</tr>
<tr>
<td></td>
<td>• To appreciate the challenges and opportunities of this change</td>
<td></td>
<td></td>
<td>about some of the challenges facing the continent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• about some of the opportunities to develop and change.</td>
</tr>
</tbody>
</table>

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Unit 13: How does ice change the world?

<table>
<thead>
<tr>
<th>Lesson 13.1</th>
<th>Lesson 13.2</th>
<th>Lesson 13.3</th>
<th>Lesson 13.4</th>
<th>Lesson 13.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does ice change the world?</td>
<td>How and why do glaciers form and move?</td>
<td>How do glaciers change landscapes?</td>
<td>How are landforms shaped by glacial erosion? Part 1</td>
<td>How are landforms shaped by glacial erosion? Part 2</td>
</tr>
</tbody>
</table>

### Pupils are introduced to the unit objectives. Pupils will learn:
- how ice changes the world
- how erosion and transportation create glacial landforms
- identifying glacial landforms on OS maps
- how the distribution of ice around the world changes through time.

### Lesson learning objectives
- To understand that the world's distribution of glaciers varies through time
- To understand how glaciers form and move
- To understand what the differences are between advancing and retreating glaciers.

### Lesson 13.6 How do we know the Lake District was glaciated?

### Lesson learning objectives
- To identify glacial landforms on OS maps and photos.
- To consider how an area in the Lake District was eroded by ice.

### Lesson 13.7 How are landforms shaped by glacial deposition?

### Lesson learning objective
- To identify and describe glacial depositional landforms: moraines, glacial till, erratics, outwash plains, drumlins.

### Lesson 13.8 How do people use glacial landforms?

### Lesson learning objectives
- To identify and describe how people use glacial landforms.

### Lesson 13.9 How do we investigate how glaciers are changing?

### Lesson learning objectives
- To understand how glaciologists investigate glaciers.
- To understand how glaciers are changing.
- To interpret satellite images and repeat photography of glaciers.

### Lesson 13.10 How does ice change the world? Review

### Pupils will answer questions that assess what they have learnt in this unit:
- how ice changes the world
- how erosion and deposition create glacial landforms.
- how to identify glacial landforms on OS maps
- how the distribution of ice around the world changes through time.

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Unit 14: Why is the Middle East an important world region?

### Lesson 14.1 Why is the Middle East an important world region?
- Pupils are introduced to the unit objectives. In this unit, pupils will learn:
  - where the Middle East region is located
  - what countries make up the region
  - the physical landscape of the Middle East
  - the human geography of the region
  - examples of conflict and controversy in the Middle East
  - how important the region is to the world.

### Lesson learning objective
- To understand the influence of physical geography on the Middle East.

### Lesson 14.2 How does physical geography influence the region?
- Lesson learning objective
- To know the climate zones of the Middle East.
- To draw and interpret climate graphs.
- To be aware of the issues climate creates for the region.

### Lesson 14.3 What problems does the climate of the Middle East create for the region?
- Lesson learning objectives
- To identify parts of the Middle East that are densely and sparsely populated.
- To describe the distribution of population across the Middle East.
- To identify reasons for the distribution of population of the region.

### Lesson 14.4 Why is the population of the Middle East so diverse?
- Lesson learning objectives
- To identify parts of the Middle East that are densely and sparsely populated.
- To describe the distribution of population across the Middle East.
- To identify reasons for the distribution of population of the region.

### Lesson 14.5 Why is the Middle East a major economic region of the world?
- Lesson learning objective
- To understand the importance of oil to the economies of the Middle East and the world.

### Lesson 14.6 How has the United Arab Emirates developed?
- Lesson learning objectives
- To know the levels of development across the region.
- To identify reasons for the development of the UAE.

### Lesson 14.7 Why is Yemen the poorest country in the Middle East?
- Lesson learning objectives
- To understand factors that hinder development.
- To compare the levels of development for two countries.

### Lesson 14.8 Why is there ongoing conflict in the Middle East?
- Lesson learning objective
- To understand some of the reasons for conflict in the Middle East

### Lesson 14.9 Why is the Middle East an important world region?
- Part 1 Review
- Lesson learning objectives
- Pupils will answer questions that assess what they have learnt in this unit:
  - where the Middle East region is located
  - what countries make up the region
  - the physical landscape of the Middle East
  - the human geography of the region
  - examples of conflict and controversy in the Middle East
  - how important the region is to the world.

### Lesson 14.10 Why is the Middle East an important world region?
- Part 2 Review
- Lesson learning objectives
- Pupils will answer questions that assess what they have learnt in this unit:
  - where the Middle East region is located
  - what countries make up the region
  - the physical landscape of the Middle East
  - the human geography of the region
  - examples of conflict and controversy in the Middle East
  - how important the region is to the world.

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## Unit 15: What is the future for the planet? A geographer’s view

<table>
<thead>
<tr>
<th>Lesson 15.1 What is the future for the planet? A geographer’s view</th>
<th>Lesson 15.2 What is the evidence for climate change?</th>
<th>Lesson 15.3 What are the causes of climate change?</th>
<th>Lesson 15.4 What are the consequences of climate change on our planet? Part 1</th>
<th>Lesson 15.5 What are the consequences of climate change on our planet? Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils are introduced to the unit objectives. In this unit, pupils will learn:</td>
<td>Lesson learning objectives</td>
<td>Lesson learning objective</td>
<td>Lesson learning objective</td>
<td>Lesson learning objective</td>
</tr>
<tr>
<td>• that climate change is a controversial issue affecting the future of the planet</td>
<td>• To identify evidence of climate change.</td>
<td>• To know the natural and human causes of climate change.</td>
<td>• To consider the future consequences of climate change on the physical and human geography of the planet.</td>
<td>• To consider the future consequences of climate change on the physical and human geography of the planet.</td>
</tr>
<tr>
<td>• about the evidence of climate change</td>
<td>• To apply understanding of ideas in earlier units.</td>
<td>• To understand how changes to greenhouse gases can lead to climate change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the causes and consequences of climate change</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• about the options for the planet’s future.</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 15.6 What are the consequences of climate change for the UK?</th>
<th>Lesson 15.7 Antarctica – the frozen continent? A geographical enquiry</th>
<th>Lesson 15.8 What can we do about climate change?</th>
<th>Lesson 15.9 What is the future for the planet? A geographer’s view. Review</th>
<th>Lesson 15.10 What is a geographer? Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
<td>Lesson learning objectives</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
<td>Pupils will answer questions that review what they have learnt from the whole course:</td>
</tr>
<tr>
<td>• To consider the consequences of climate change off the UK.</td>
<td>• To understand the importance of Antarctica.</td>
<td>• To understand the interconnected human causes of climate change.</td>
<td>• that climate change is a controversial issue affecting the future of the planet</td>
<td>• about being a geographer</td>
</tr>
<tr>
<td>• To consider how climate change will affect different people.</td>
<td>• To investigate how the continent is changing due to climate change.</td>
<td>• To understand that action to face climate change requires international agreement and collaboration.</td>
<td>• about the evidence of climate change</td>
<td>• how to ask geographical questions</td>
</tr>
<tr>
<td></td>
<td>• To conduct your own geographical enquiry</td>
<td></td>
<td>• the causes and consequences of climate change</td>
<td>• how to conduct geographical enquiries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• about the options for the planet’s future.</td>
<td>• key aspects of studying people and places</td>
</tr>
</tbody>
</table>

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