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<thead>
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</table>
| 1.1           | What is a geographer? | - To be introduced to the course  
- To consider what a geographer is  
- To learn about the three aspects of the world  
- To be introduced to enquiry questions that can be used to investigate places  
- To name the continents and oceans of the world | Pupils look at the vision statement on the cover flap A. They use the information to think about what a geographer is, before creating a poster to show what a geographer knows, understands, values and can do.  
Pupils will be taught about the different aspects of the world – the physical world. The human world and the environmental world. They will consider what aspects of the world are shown in the image on the front cover of the textbook.  
The geographical enquiry questions are introduced, and pupils use these to describe a photo.  
Pupils are asked to recall what they have learnt at primary school by naming the continents and oceans of the world.  
For homework, pupils can find a news story, and explain how it is geographical. | 1 hour | 2–3 |
| 1.2           | How has our knowledge of the world progressed over time? | - To understand that our knowledge of the world has progressed over time. | This lesson introduces the concept of cartography, including a brief history of how maps were developed over time.  
Pupils are asked to investigate two maps produced at different times in history, considering what is missing and how they represent the world.  
Pupils then look at a satellite image to consider how this changed how people thought of the planet.  
Taking what they have learnt in the lesson into consideration, pupils explain how mapping the world today is different to how maps were created in the past. | 1 hour | 4–5 |
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| 1.3           | What locational knowledge do you have of the world?                          | • To compare the size of the world’s continents and oceans.  
• To know about the geography of North and South America, and Europe.                                                                                             | Pupils are provided with geographical data in the form of a pie chart and two tables which provide information about the world’s continents and oceans. They use the data in the tables to draw a bar chart and write a paragraph to describe what this tells them about the world’s continents.  
Pupils are asked to recall what they have learnt at primary school about North and South America, and the countries and seas found in Europe.                                                                                       | 1 hour       | 6–7           |
| 1.4           | How can we locate places around the world?                                   | • To understand the difference between latitude and longitude.  
• To be able to locate places on a world map using co-ordinates.                                                                                                  | This lesson introduces the concept of lines of latitude and longitude including the major lines of latitude and the Prime Meridian.  
Pupils are asked to use co-ordinates to find places on a world map.  
Global Positioning Systems (GPS) are explained.  
An article introduces the Degree Confluence Project, and what it is trying to achieve. Pupils then go on to explore the website and use co-ordinates and enquiry questions to investigate two locations.  
Pupils consider how the volunteers of the Degree Confluence Project are excellent geographers and, using the vision statement, consider what aspects they are showing in action. | 1 hour       | 8–9           |
| 1.5           | Why do we use OS maps to investigate places?                                | • To understand the idea of scale.  
• To understand that different scales of map can be used for different purposes.                                                                                                                                   | This lesson introduces the concept of scale in relation to Ordnance Survey maps, and three maps at different scales are provided.  
Pupils look at the different ways of showing the scale of a map and identify the scales of four map extracts. They consider how maps of different scales can be used differently.                                                                                                           | 1 hour       | 10–11         |
| 1.6           | How do we locate features on OS maps?                                       | • 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.                                                                                                                                  | This lesson introduces OS map symbols, with examples of symbols from an OS Landranger map. Pupils use map extracts to identify these symbols.  
Four- and six-figure grid references are introduced, and pupils are asked to provide these for various locations on map extracts.  
Information about the OS website Mapzone is provided, and pupils are asked to visit the website and download OS map symbols for both Explorer and Landranger maps, to print and use for future lessons and units.                             | 1 hour       | 12–13         |
| 1.7           | How do OS maps show height, direction and slopes?                           | • To understand how height is shown on OS maps.  
• To identify contour patterns.  
• To recap the points of a compass and direction.                                                                                                                                                            | This lesson looks at height, direction and contour patterns. Pupils recap the main points of the compass. They use a map extract to describe directions using the compass points.  
Pupils look at the three ways that height is shown on an OS map: spot height; triangulation pillars and contour lines. Contour lines are explored in depth.  
Pupils are asked to consider what contour lines on OS map extracts show about the shape of the land. They are expected to use four- and six-figure grid references. | 1 hour       | 14–15         |
<table>
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<th>Teaching time</th>
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</tr>
</thead>
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| 1.8           | How can we use aerial photos with OS maps? | • 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. | This lesson introduces how to compare OS maps with aerial photographs.  
Urban areas and rural areas are introduced, with reference to examples of these areas on the photograph of Southampton.  
Pupils use an aerial photograph of Southampton alongside an OS map extract to identify physical and human geography features.  
Pupils are asked to draw a sketch map to show different land uses of the area of Southampton shown, using what they have learnt from the photograph and OS map extract.  
OS Digimap for Schools and Google Earth can be used for pupils investigating different locations using aerial photographs and OS map extracts. | 1 hour  
Additional time required for investigating other locations (optional) | 16–17 |
| 1.9           | How do you investigate a locality by conducting fieldwork? | • To locate photographs on an OS map.  
• To compare ground level photos with an OS map.  
• To follow a route on an OS map. | This lesson introduces the concept of fieldwork through an example of a fieldwork trip to Seaford. An OS map extract and photographs show how the fieldwork was carried out.  
Pupils are asked to describe the route taken, using the OS map extract, six-figure grid references and compass directions.  
Pupils also use photographs alongside the map extract to identify and describe locations.  
Fieldwork could be conducted around the locality of the secondary school where the pupils attend. They would use an OS map extract to plan a route, describe it, take photographs and draw a field-sketch to record key features. | 1 hour  
1 additional hour for fieldwork around the school’s locality (optional) | 18–19 |
| 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
They will answer questions on an OS map extract to show their skills in using map symbols, grid references, contour patterns, enquiry questions and comparing photographs with OS map extracts.  
Pupils look again at the vision statement and consider which elements of this statement they have learnt about in this unit. | 1 hour | 20–21 |
## Unit name
Unit 2: How do we use our planet as a natural resource?

## Unit objectives
- 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.

### Contextual world knowledge
- Identify human and physical features of a locality - Teesside

### Understanding
- Identify the Earth’s spheres and how they are interconnected
- Understand the concept of geological time
- Understand the three categories of rocks
- Understand how rocks are weathered
- Understand the composition and formation of soils
- Understand how biomes are formed by the interaction of the Earth’s spheres - rainforest
- Identify how people use the Earth’s natural resources – rocks, soil, biomes, water, oil
- Classify and evaluate sources of renewable and non-renewable forms of energy
- Define a big idea in geography – sustainability

### Competence in geographical enquiry and skills
- Compare an OS map with an aerial photo to analyse the location of an oil refinery
- Communicate views about the need to use natural resources sustainably
- Use new geographical terminology

## Key aspects of pupil achievement

<table>
<thead>
<tr>
<th>Learning objectives</th>
<th>Overview of content</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn about what natural resources are, and how humans use them</td>
<td>This lesson introduces natural resources. Pupils learn about what natural resources are, with examples. They learn how humans use natural resources to meet their basic needs.</td>
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<tr>
<td>To learn about the Earth’s four spheres</td>
<td>The four spheres of the Earth are introduced, and pupils are asked to consider how they are interconnected.</td>
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<tr>
<td>To be introduced to the concepts of renewable and non-renewable resources</td>
<td>Pupils look at a diagram that shows the different natural resources that can be found in each of the Earth’s spheres. They create a mind map to show how the resources are interconnected.</td>
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<td>Pupils define what renewable and non-renewable natural resources are and look at how to decide whether a resource is renewable or non-renewable.</td>
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## Key assessment opportunity
- 2.10 How do we use our planet as a natural resource? Review
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
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<th>Teaching time</th>
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</tr>
</thead>
</table>
| 2.2 2.3       | What are rocks and how are they a natural resource? | • To understand the concept of geological time.  
• To understand the qualities of the three rock types.  
• To understand how rocks are weathered.  
• To understand how we use rocks as a natural resource. | In this double lesson, pupils investigate the Earth’s history, its rocks, and how we can use them as natural resources.  
Pupils look at the work of a geologist and how rocks tell us about the Earth’s history.  
The concept of geological timescales is introduced, with a visual presenting the timescale as a 24-hour clock.  
Pupils learn about three main different types of rock, with examples for each. They look at how different types of rocks are used as natural resources including how they are used to provide shelter.  
The concept of weathering is introduced, and pupils define the three types of weathering, considering how it changes rock.  
Pupils draw sketches of two photos and annotate them to show how rocks and other natural resources are used.  
Coal is introduced as a natural resource that humans use for energy production.  
Pupils learn a brief overview about the history of coal production, including the role of cola in the Industrial Revolution.  
Pupils develop their map skills by comparing a photograph with an OS map extract to investigate what a quarry looks like on a map.  
Pupils decide whether coal is a renewable or non-renewable natural resource and justify their answer. | 2 hours       | 24–27                        |
| 2.4           | Why are soils the root of life?                  | • To know what soil is.  
• To understand why soils are an important natural resource.  
• To identify different views people have about using soil. | This lesson introduces soil, what it consists of, and how it plays an important part in how the Earth functions.  
A diagram of a typical soil profile is given. Pupils complete an activity to draw their own soil profile and use the information given to label and annotate their diagram.  
A range of views about soil are given for pupils to look at and match to a range of people, including conflicting views about the use of chemical fertilisers to grow crops.  
Pupils explain why soil is a natural resource and why it is important for life.  
Pupils decide whether soil is a renewable or non-renewable natural resource and justify their answer. | 1 hour        | 28–29                        |
<table>
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</tr>
</thead>
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| 2.5           | How does the biosphere provide natural resources? | • To know what a biome is.  
• To understand how the Earth’s spheres, interact to create biomes.  
• To understand how biomes provide natural resources. | This lesson introduces the concept of a biome through the rainforest biome. Pupils use their map skills to look at and describe the locations of the major rainforests in the world.  
Pupils look at the different elements within the rainforest biome. They look at the structure of the rainforest and how vegetation has adapted to the conditions within the biome.  
Pupils study an article which shows how different natural resources within the rainforest are used by humans, and how rainforests are important for the Earth’s systems.  
Pupils decide whether the rainforest is a renewable or non-renewable source of natural resources and justify their answer. | 1 hour | 30–31 |
| 2.6           | How does the hydrosphere provide natural resources? | • To understand the importance of water to our Earth and to life on Earth.  
• To identify which water can be used and where it is found.  
• To appreciate the consequences of water insecurity. | This lesson introduces water as a natural resource which is important to humans for life.  
Pupils recap the water cycle looking at the three states of water, and where water is found in the Earth’s system.  
A diagram showing where Earth’s water is found, and pupils consider why only a small amount of this water is easily accessible freshwater.  
Pupils think about how they use water and compare it to other ways that water can be used.  
The concept of water scarcity is introduced and how in many countries, water demand exceeds supply. Pupils look at how this affects people, including having to travel to find clean water.  
Pupils decide whether water is a renewable or non-renewable natural resource and justify their answer.  
As an extension, pupils are asked to find out how much their family pays a year for water, and whether they think the services provided are worth the cost. | 1 hour | 32–33 |
| 2.7           | Why is the world so dependent on oil resources? | • To understand what oil is and how it forms.  
• To understand how oil is refined.  
• To understand the varied uses of oil in our daily lives. | This lesson introduces oil as a natural resource, used to fuel transport, generate electricity and produce goods. Explanations of crude oil and natural gas are given.  
Pupils look at how oil and gas are formed and extracted. They learn about the different ways oil can be used for different products.  
Map skills are progressed as pupils investigate an aerial photograph of an oil refinery, comparing it to an OS map extract, to help describe why oil refineries are located where they are. | 1 hour | 34–35 |
<table>
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| 2.8           | What natural resources can be used to generate electricity? | • To identify sources of generating electricity.  
• To classify these sources into renewable and non-renewable groups.  
• To evaluate the advantages and disadvantages of each source. | Pupils consider how they use electricity and how electricity gets to their home from a power station.  
Different ways of producing electricity are shown in photographs and descriptions.  
Pupils compare eight natural resources that can be used to generate electricity, including looking at their advantages and disadvantages.  
Pupils consider what they would recommend for the UK’s future electrical energy generation. | 1 hour | 36–37 |
| 2.9           | How can we use natural resources sustainably? | • To understand the idea of sustainability.  
• To consider the UK Government’s energy policy.  
• To identify a global challenge to the Earth’s future. | This lesson introduces the concept of sustainability, and how resources can be managed in a way that they will be available in the future.  
Pupils consider the actions that can be taken to use resources sustainably at a local, national and international level. They look at how the UK Government is acting to improve sustainability, and how the UK’s energy mix is changing.  
Pupils look at the challenges to the Earth’s systems and spheres due to natural resources being used.  
A political cartoon is presented, and pupils consider the point being made by the cartoonist. | 1 hour | 38–39 |
| 2.10          | How do we use our planet as a natural resource? Review | • 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
They will identify the natural resources that allow humans to survive and consider which are the most important and which are least important, using a Diamond Nine diagram. They will justify their choices.  
Pupils draw and annotate a diagram to show how the Earth’s spheres are interconnected and how they interact. They look at which spheres and natural resources are shown in the image on the front cover of the textbook. They produce a poster to explain how the Earth’s system works. | 1 hour | 40–41 |
### Progress in Geography: Key Stage 3

#### Planning overview

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: What is an economy, from local to global?</td>
<td>In this unit, pupils will learn about: • 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.</td>
<td><strong>Contextual world knowledge</strong> • Identify human and physical features of a locality – Scarborough • Understand the growth of manufacturing in China <strong>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space</strong> • Define big ideas in geography – economy, trade, ports, globalisation, containerisation, and economic sectors • Classify jobs into economic sectors • Understand economic systems at a variety of scales • Understand how economies change and evolve through time • Understand how places are interconnected and interdependent through trade • Consider the impact of economic activities on the environment</td>
<td>3.10 What is an economy from local to global? Review: Layers of inference – from a political cartoon</td>
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<td>3.1</td>
<td>What is an economy, from local to global?</td>
<td>• To understand the concepts of economy, employment sectors and employment structure of a country.</td>
<td>Pupils define each of the following: the economy; the employment structure of a country; primary sector; secondary sector; tertiary sector; quaternary sector. Using a set of engaging photographs, pupils discuss what types of jobs people do in the UK. They classify jobs into primary, secondary, tertiary and quaternary and consider the different types of jobs shown on the image on the cover of the textbook. Pupils conduct a survey in the class to find out the jobs done by family members, and sort them into the four sectors, presenting the data as a bar chart. Pupils locate where jobs in primary and tertiary sectors are found. Data about how the economic sectors in the UK have changed from 1791 to 2011 is used to draw a line graph, and then pupils describe how the percentage share of each sector has changed.</td>
<td>1 hour</td>
<td>42–43</td>
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| 3.2 | What’s happening down on the farm? | • To understand what a farm is.  
• To understand a farm as an economic system. | Pupils define what is meant by a farm and explain why it is classed as a primary industry. They investigate how different farmers make decisions about how they farm the land.  
OS map skills are practiced including grid references, scale, distance and contour lines.  
Pupils look at the farm as an economic system.  
A number of primary sector jobs are given, and pupils list the natural resources used in each type of job. | 1 hour | 44–45 |
| 3.3 | Why is manufacturing all about choosing the right site? | • To know the location factors for a factory.  
• To make decisions about locating a factory. | This lesson looks at the decision industrialists need to make about where to locate a factory. Pupils study a business strategy guidance leaflet which provides advice on how to locate factories. They look at a location scoring system to consider which factors are most important.  
Pupils are then given a decision-making activity where they consider which is the best location for a new factory, given what they have learnt in the lesson so far, and a map with five possible factory sites. | 1 hour | 46–47 |
| 3.4 | Why did Nissan locate in the UK? | • 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. | This lesson provides an overview of the history of manufacturing in the UK, including how the government attracts new foreign industries such as Nissan locating a factory near Sunderland.  
Information about why Nissan located their factory near Sunderland is given.  
OS map skills are practiced including grid references, comparing an aerial photograph with an OS map extract, and drawing a sketch map.  
Pupils consider how Nissan is connected to other countries in the world. They describe how successful Nissan in Sunderland has been. | 1 hour | 48–49 |
| 3.5 | Why is the tertiary sector increasing? | • Understand why the tertiary sector of the UK economy is growing.  
• Understand how tourism creates tertiary jobs.  
• Understand how tourism has changed. | This lesson focuses on jobs that are linked to tourism, and why jobs in the tertiary sector have grown.  
Pupils investigate evidence that shows that Scarborough is a popular area for tourism, and how this has led to the development of jobs in the tertiary sector.  
Pupils use their OS map skills to identify tourist attractions in Scarborough.  
Pupils consider what types of tertiary jobs will be created by tourists on different types of holidays. | 1 hour | 50–51 |
<table>
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| 3.6           | How does a chocolate bar connect the sectors of the economy? | • 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. | This lesson looks at the development of trade between countries through the example of cocoa.  
Pupils look at how cocoa is grown and harvested.  
Pupils use their map skills to look at and describe where the producers of cocoa are located around the world, and where the consumers of chocolate are located around the world.  
The stages of the chocolate production process are given, from cocoa pod to chocolate bar. Pupils draw a flow chart to put these stages in order, and list whether the jobs involved are primary, secondary or tertiary. | 1 hour         | 52–53          |
| 3.7           | How does the UK trade with other countries?       | • 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 | Pupils define what is meant by trade, imports, exports and balance of trade.  
Using data about UK trade, pupils consider the top five products imported and exported to and from the UK. They calculate the balance of trade.  
Pupils create a map to show the location of the top ten countries the UK trades with for imports and the top ten countries the UK trades with for exports. They consider who are the UK’s most important trading partners.  
The definition of a port is provided, including what a port must have. They look at the ten largest ports in the UK and explain their distribution.  
OS map skills are practiced comparing a photo of a port with an OS map extract. | 1 hour         | 54–55          |
| 3.8           | What is globalisation?                           | • To understand the idea of globalisation.  
• To identify the impact of globalisation on China.  
• To understand the impact of mobile phones on globalisation. | This lesson introduces transnational and multinational companies. Globalisation as a concept is introduced.  
Pupils think about how their daily lives are interconnected with other countries, looking at where their clothes were made and where the food in their house comes from.  
A list of some transnational companies is given. Pupils research the country of origin of five of these. They consider why transnational companies are located where they are.  
Pupils look at China, and how it has benefited from globalisation. Information about how iPhones are produced is given, and pupils consider why iPhones are made in China.  
Pupils consider which elements of globalisation affects their lives. They think about how mobile phones help them to interact in globalisation. | 1 hour         | 56–57          |
### Lesson Overview

#### Lesson 3.9: How has containerisation accelerated globalisation?
- To consider how an invention transformed global trade.
- To understand the advantages of containers for transporting goods.
- To appreciate how containerisation has accelerated globalisation.

This lesson introduces containerization and how the use of container ships has made global trade between countries easier.

- Pupils look at how containers are used to transport goods and consider the advantages of containers.
- A graph is provided that shows the levels of world merchandise trade. Pupils use the graph to consider the effect of containers on globalisation.
- Pupils investigate OOCL Hong Kong, the world’s largest container ship. They plot the route of the ship on a map. Pupils can use the MarineTraffic website to find the currently location of OOCL Hong Kong and plot the route for a week to look at which ports it is travelling to.

#### 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.

Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.

- Pupils explain the changes to the UK economy that have taken place between 1791 and 2011.
- Pupils analyse a political cartoon to consider how the cartoonist represents globalisation, what the key factors are, and how each of the Earth’s spheres are affected by globalisation.
- Using the front cover image, pupils create a version of a world which is damaged by globalisation.
### Progress in Geography: Key Stage 3

#### Unit 4: What is weather and climate

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4: What is weather and climate</td>
<td>In this unit, pupils will learn about:</td>
<td><strong>Contextual world knowledge</strong></td>
<td>4.10 What is weather and climate?</td>
</tr>
<tr>
<td></td>
<td>• the concepts of weather and climate</td>
<td>• Weather and climate of the UK</td>
<td>Review: Geographical terminology</td>
</tr>
<tr>
<td></td>
<td>• the elements that make up the weather and climate</td>
<td><strong>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space</strong></td>
<td>Synoptic chart – interpretation</td>
</tr>
<tr>
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<td>• how the weather is measured</td>
<td>• Define big ideas in geography – weather and climate</td>
<td>Climate data interpretation</td>
</tr>
<tr>
<td></td>
<td>• how to read weather maps using the synoptic code</td>
<td>• Understand the basic principles, process and patterns of weather and climate</td>
<td>4.7 fieldwork enquiry</td>
</tr>
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<td></td>
<td>• how to distinguish between weather and climate</td>
<td>• Understand how weather affects our daily lives</td>
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<td>• Understand how weather is measured, recorded, and forecast – role of the Met Office</td>
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<td><strong>Competence in geographical enquiry and skills</strong></td>
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<td></td>
<td>• Use the synoptic code, weather charts and satellites to analyse weather patterns</td>
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<td>• Interpret and draw climate graphs for the UK</td>
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<td>• Interpret climate maps for the UK and world</td>
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<td>• Use new geographical terminology – weather and climate</td>
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#### Lesson Overview

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<th>Lesson number</th>
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<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
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<tbody>
<tr>
<td>4.1</td>
<td>What is weather and climate?</td>
<td>• To look at the key elements of the weather</td>
<td>Pupils consider the key elements of the weather and look for definitions in the glossary.</td>
<td>1 hour</td>
<td>62–63</td>
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<td></td>
<td></td>
<td>• To consider how the elements of the weather affect people</td>
<td>Pupils consider what the weather has been like over the last week and consider how the weather has affected them. A montage of photographs showing different types of weather is presented. For each photo, pupils identify the different types of weather shown, and how it affects people, positively or negatively. Pupils consider which ways people use weather for energy. Looking at the photos, pupils identify ways in which the weather can be dangerous.</td>
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<td>4.2</td>
<td>How do we measure weather?</td>
<td>• To identify how elements of the weather are measured.</td>
<td>Information about a range of weather instruments is given, supported with images and graphs. Pupils are asked how the weather instruments are used. They analyse the graphs provided. A map of a school site showing three possible sites is provided. Pupils should give reasons why the site chosen was a good choice or not. Pupils should keep a record of the weather for a week.</td>
<td>1 hour</td>
<td>64–65</td>
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<tr>
<td>4.3</td>
<td>How can weather data be recorded and presented?</td>
<td>• To consider the methods of recording vast amounts of weather data.</td>
<td>Meteorology and the Meteorological Office are introduced. Pupils consider what a weather forecast is, and how they have used weather forecasts in the past. They explain the importance for farmers or aircraft pilots. Using the flowchart, pupils create a version to show how weather data is collected, processed and transformed into weather forecasts. They think about the different ways weather forecasts are communicated to the public, including their own family. Looking at standard symbols used on weather charts, pupils describe the weather conditions for four weather stations. For homework, pupils can get a weather map for the local area and draw synoptic weather code to show the weather for that day.</td>
<td>1 hour</td>
<td>66–67</td>
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<td>4.4</td>
<td>What are clouds and why does it rain?</td>
<td>• To understand how clouds form.</td>
<td>Precipitation is introduced in its various forms. The classification of clouds is shown, and pupils use this to write a list of different cloud shapes. Pupils draw and label a diagram to explain how water forms. The three types of rainfall are shown. Pupils copy and annotate diagrams to explain what happens at each point. Pupils study three maps of the UK which show rainfall patterns for three different days. They describe the maps and identify which type of rainfall is responsible for the rain on each day. Pupils consider how studying different types of clouds help to predict the weather.</td>
<td>1 hour</td>
<td>68–69</td>
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<tr>
<td>4.5</td>
<td>What are air pressure and anticyclones?</td>
<td>• To recognise the characteristics of anticyclones.</td>
<td>This lesson looks at air pressure and how it influences the weather. Anticyclones are introduced, and how to identify them on weather charts. Pupils draw and annotate a diagram to explain how high and low pressure air moves in the atmosphere. The different air masses around the UK are explained, with details of how they affect the weather. The characteristics of summer and winter anticyclones are described, and how they affect the weather. Pupils consider what hazards for people are created. Pupils write a weather forecast using a satellite image and a weather chart.</td>
<td>1 hour</td>
<td>70–71</td>
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| 4.6           | What are depressions and how do they affect our weather? | • To understand the influence of air pressure on weather.  
• To understand the key features of depressions.  
• To investigate how the passage of a depression changes the weather.  
• To interpret weather patterns using satellite images, weather charts and the synoptic code. | This lesson introduces depressions and their characteristics. A depression is shown on weather charts and a satellite image, and the different types of weather fronts are described and shown.  
Pupils use a weather chart to describe a depression and its location. They consider what type of weather system is over the UK at the time of the lesson.  
Pupils look at a satellite image of a depression, draw a sketch map and then label the different fronts shown. They write about the different features of a typical depression including cloud type, rainfall, temperature, wind and air pressure. | 1 hour | 72–73 |
| 4.7           | How do I conduct a weather enquiry? | • To identify the type of weather system passing over the school for seven days.  
• To undertake fieldwork to investigate weather events for a week. | This lesson introduces a weather enquiry. This introduces them to the enquiry process.  
Ideally, pupils would collect weather data from their school’s data logging or traditional weather station, or from the weather section of the local newspaper, or from information online about their local weather station. However, if this is not possible, weather data is provided for pupils to use.  
Each day, for seven days, pupils should collect the weather data, a weather satellite image, and a weather chart, and they should take photographs from the same point to show the weather and cloud types. They should draw graphs to present the data.  
Pupils should then write up results by describing and comparing the weather shown and look for patterns in order to reach a conclusion about what type of weather system formed the weather over that week.  
The final step is for pupils to evaluate their work to consider how they could have improved their investigation. | | 74–75 |
| 4.8           | What is the climate of the UK? | • To understand the difference between weather and climate.  
• To know the climate of the UK.  
• To be able to draw climate graphs. | The difference between weather and climate is explained. The concept of climate is introduced, including how geographers investigate climate, and how climate graphs are presented.  
Pupils describe what is shown in a climate graph for London. They then draw a climate graph for Ambleside and describe it.  
The UK’s climate is described. Pupils describe maps showing average temperatures for the UK in July and January, and annual rainfall across the UK. They consider how the rainfall map compares with a physical map of the UK.  
Pupils look at the climate zones across the UK and describe their distribution. | 1 hour | 76–77 |
### Lesson number | Lesson title | Learning objectives | Overview of content | Teaching time | Textbook pages
--- | --- | --- | --- | --- | ---
4.9 | How does climate vary across the world? | • To know climate distribution around the world.  
• To identify reasons for variation in climate. | Climate zones across the world are introduced. Their distribution is explained including an overview of the circulation of air in the atmosphere and comparison with a physical map of the world. Pupils consider why different places in the world are colder than others.  
Factors affecting climate are introduced, including latitude, distance from the sea, altitude, prevailing winds. Pupils describe and explain the climate of Britain using what they have learnt in lesson 4.8 and 4.9. | 1 hour | 78–79

4.10 | What is weather and climate? Review | Pupils will answer questions that assess what they have learnt in this unit:  
• the concepts of weather and climate  
• the elements that make up the weather and climate  
• how the weather is measured  
• how to read weather maps using the synoptic code  
• how to distinguish between weather and climate. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils look at key words from the unit and consider their meaning. They explain the difference between weather and climate.  
Pupils compare a weather chart of Europe with an atlas map of Europe, and describe the weather, the air pressure systems, rainfall and temperature.  
Pupils describe and compare climate graphs and use their knowledge to explain how temperature varies across the UK. | 1 hour | 80–81
### Planning overview

#### Progress in Geography: Key Stage 3

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
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</thead>
</table>
| Unit 5: Is the geography of Russia a curse or a benefit? | • In this unit, pupils will learn about:  
• where Russia is located  
• what Russia is like  
• the physical landscape, climate and natural environment of Russia  
• how Russia’s physical geography has influenced its human geography  
• how important Russia is to the world. | **Contextual world knowledge**  
• Locate Russia and its surrounding countries  
• Identify key features of Russia’s physical landscape, climate, environments, population distribution, economy,  

**Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**  
• Understand the features and causes of a continental climate  
• Understand how biomes are formed by the interaction of the Earth’s spheres – taiga, tundra  

• Define big ideas in geography – population distribution  
• Understand the distribution of natural resources and economic activities across Russia  
• Appreciate how cold temperatures impacts on people’s lives  
• Understand how size and physical geography affects economic growth of Russia  
• Consider different points of view about the future of the Arctic | 5.10 Is the geography of Russia a curse or benefit? Review 5.8 5.9 Why did Russia plant their flag on the seabed of the North Pole: Geographical enquiry to consider different points of view about the future of the Arctic |

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| 5.1           | Is the geography of Russia a curse or a benefit? | • To know where Russia is located and what countries, seas and oceans surround it  
• To gain an overview of what Russia is like. | This lesson provides an overview of what Russia is like.  
Pupils look at a map of Russia and use an atlas to identify the countries and oceans that border it. They describe the location of Russia.  
Pupils look at a range of photographs showing what Russia is like and use the enquiry questions from Lesson 1.1 to describe two of the photographs.  
Using a fact file about Russia, pupils consider the physical features of Russia and compare the size and population of Russia and the UK.  
Pupils analyse a table of data to consider how the area of Russia compares to other countries.  
Pupils write about why it is important to investigate and learn about Russia and consider how they will make progress in this unit. | 1 hour | 82–83 |
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<tr>
<td>5.2</td>
<td>What is the physical landscape</td>
<td>• To know the distribution of physical landforms across Russia.</td>
<td>This lesson introduces the physical landscape of Russia including mountains and plains, coastlines and volcanoes.</td>
<td>1 hour</td>
<td>84–85</td>
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<td>of Russia?</td>
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<td>Pupils write down key points about the physical landscape and discuss as a group, before sharing ideas with the rest of the class. They consider which are the most important key points.</td>
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<td>Pupils investigate the physical landforms of Russia in more depth using an atlas or website and use their information to draw and label the main features on an outline map. They write a paragraph to describe the physical landscape of Russia.</td>
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<td>5.3</td>
<td>What is the climate of Russia?</td>
<td>• To draw a climate graph.</td>
<td>This lesson introduces the climate of Russia.</td>
<td>1 hour</td>
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<td>• To interpret climate graphs and isotherm maps of Russia.</td>
<td>Pupils describe a climate graph of Moscow. They draw a climate graph from a table of data and look at the climate graphs of three other locations in Russia. They use what they have learnt to match the climate data to locations in Russia shown on isotherm maps.</td>
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<td>• To describe and explain the climate of Russia.</td>
<td>Pupils compare the climate of Russia to the climate of the UK.</td>
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<td>The concept of permafrost is introduced. Pupils consider how a very cold climate affects people’s lives.</td>
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<td>5.4</td>
<td>What biomes exist in Russia?</td>
<td>• To understand the distribution of biomes in Russia.</td>
<td>This lesson introduces the biomes of Russia, including the distribution and characteristics.</td>
<td>1 hour</td>
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<td>• To understand how tundra and taiga biomes have evolved across Russia</td>
<td>Pupils compare what they have learnt about the climate of Russia with how the biomes are distributed and consider how climate has influenced the development of biomes across Russia.</td>
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<td>Pupils study the taiga biome, including the vegetation of the taiga, and why it is important to the planet.</td>
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<td>Using an annotated photograph, pupils draw a diagram to show how the taiga forest and soils have adapted to the cold climate.</td>
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<td>Pupils study the tundra biome and compare it to the taiga.</td>
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<td>Using the Degree Confluence website, pupils write descriptions of each of the main biomes in Russia.</td>
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<td>5.5</td>
<td>Where do people live in Russia?</td>
<td>• To know what population density is, and how it is calculated.</td>
<td>This lesson introduces the human geography of Russia.</td>
<td>1 hour</td>
<td>90–91</td>
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<td>• To identify parts of Russia that are densely and sparsely populated.</td>
<td>The concepts of population distribution and density are introduced, including how to calculate population density.</td>
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<td>• To describe the distribution of population across Russia.</td>
<td>A choropleth map is introduced, which shows the population density of Russia.</td>
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<td>• To identify reasons for the distribution of population in Russia.</td>
<td>Pupils use the map to describe the distribution of population in Russia.</td>
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<td>Using what they have learnt, pupils use a series of photographs to consider the reasons for uneven population distribution.</td>
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<td>Pupils explain the reasons why Russia is sparsely populated and identify reasons for the more densely populated areas of Russia.</td>
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| 5.6 | Does geography help or hinder the Russian economy? | • To classify economic activity.  
• To understand Russia’s economic structure.  
• To understand how the size and physical geography of Russia affects economic growth. | This lesson introduces Russia’s economic activity. Using a map, pupils describe the distribution of Russia’s natural resources and the main types of farming. They compare the distribution of farming with what they’ve learnt about the biomes and climate of Russia. Pupils draw a pie chart to show the economic sectors of Russia and compare this with economic sectors of the UK, studied in Unit 3. Using a table of data, pupils draw a bar chart to show the size of production of the top ten oil producers in the world and describe how important Russia is a leading world source of natural resources. Pupils use an article, a map showing Russian railway lines, and the knowledge they have learnt from the unit so far to explain why the size of Russia and its physical geography creates problems for the growth of the economy. | 1 hour | 92–93 |
| 5.7 | What is GIS and how can I use it to investigate Russia? | • To know what a Geographical Information System is.  
• To investigate a region of Russia using GIS. | Geographical Information Systems (GIS) are introduced and described. Pupils learn how to use Google Earth, and Google Street View, and are asked to use it to investigate different places in Russia. In groups, pupils collect data for a specific location in Russia from Google Earth to show what it is like, and present it to the rest of the class, and/or produce a classroom display of their findings. | 1 hour  
Due to the nature of the content of this lesson, you may want to allocate more time for investigation, presentations and creating displays. | 94–95 |
| 5.8  
5.9 | Why did Russia plant their flag on the seabed of the North Pole? | • To locate the Arctic.  
• To consider different points of view about the future of the Arctic. | This is a double lesson to be taught over two hours. Using the geographical data on the two spreads, pupils conduct a geographical enquiry to answer the question ‘Why did Russia plant their flag on the seabed of the North Pole?’ Pupils use the data and what they have learnt in the unit to describe what the Arctic is like and why it is so cold. Using the maps, articles and diagrams on the pages, pupils • consider how countries claim right of ownership in the Arctic, and why they want to claim increased rights of ownership  
• consider the economic advantages of increased ownership of the Arctic, including mineral resources and natural gas resources  
• consider the environmental risks of developments in the Arctic and the views of different people on these developments, including the indigenous population. Pupils then answer the enquiry question. At the end of this double lesson, pupils look back to the vision statement on the cover flap A and consider what progress they have made towards becoming a geographer. | 2 hours | 96–99 |
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| 5.10          | Is the geography of Russia a curse or a benefit? Review | Pupils will answer questions that assess what they have learnt in this unit:  
• where Russia is located  
• what Russia is like  
• the physical landscape, climate and natural environment of Russia  
• how Russia’s physical geography has influenced its human geography  
• how important Russia is to the world. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. Pupils create a list of the ten most important facts they have learnt about Russia in this unit. Using an outline map, pupils plot the locations of the different places in Russia they have studied. Using four views from Russians, pupils identify what aspects the views are about and whether it is positive or negative view of the country. Pupils study an article and use their own knowledge to consider what continent Russia is officially in. Pupils design a postcard to present their image of Russia using the knowledge they have learnt in this unit. Pupils complete a table to consider the benefits and drawbacks of the geography of Russia, and use this as a plan to answer the enquiry question ‘Is the geography of Russia a curse or a benefit?’ | 1 hour  
Some of the activities in this lesson may need to be completed for homework | 100–101 |
## Unit name
Unit 6: Why are rivers important?

## Unit objectives
In this unit, pupils will learn about:
- 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.

## Key aspects of pupil achievement
### Contextual world knowledge
- Identify human and physical features of a locality – River Tees
- Locate the world’s major river basins

### Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space
- Understand the water cycle and drainage basin processes
- Understand river processes – erosion, transportation, deposition to create landscapes
- Identify river landscape features
- Identify how people use rivers
- Understand why people investigate drainage basin processes
- Know how human and physical factors cause rivers to flood
- Identify ways people respond to river flooding
- Identify how river flooding can be managed

### Competence in geographical enquiry and skills
- Comparing an OS map with an aerial photo to identify river features, and how people use rivers
- Use an OS map to draw a cross-section of a river valley
- Use ArcGIS to investigate the long profile of the River Tees

## Key assessment opportunity
6.10 Why are rivers important? Review: Identify the characteristic river features
6.6 How do I conduct a river fieldwork enquiry?

### Lesson number | Lesson title | Learning objectives | Overview of content | Teaching time | Textbook pages
--- | --- | --- | --- | --- | ---
6.1 | Why are rivers important? | • To understand what a river is
• To begin to understand why rivers are important to people
• To be introduced to the course of the River Tees
• To know what rivers look like on an OS map | This lesson introduces what a river is and how they are important. It introduces the River Tees, which is an example that is used throughout this unit. Pupils learn about the source and the mouth of a river. Using the photos and an OS map extract, pupils use map skills to investigate the satellite image of the River Tees and describe the location and landscape of the source and the mouth of the river. Pupils list different ways that people use the source and mouth of the River Tees and consider how important rivers are to people. Using a map that shows a course of their local river, pupils draw a sketch map of the river from its source to its mouth. | 1 hour | 102–103
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| 6.2           | How does water flow into rivers? | • To understand what the water cycle is.  
• To understand how water flows into rivers. | This lesson introduces the water cycle and how water flows into rivers.  
Pupils draw and add labels to a simple water cycle diagram to show evaporation, condensation, precipitation and rivers.  
If possible, pupils should go out of your classroom and pour water on different surfaces to consider what happens when water reaches the ground.  
Pupils explain how the water cycle works and draw a water cycle systems diagram.  
Pupils draw and label a diagram of a drainage basin.  
Using the glossary, pupils write definitions of the key terms for this lesson.  
Pupils consider the work of a hydrologist and why it is important that we understand how water gets into rivers. They use the vision statement on cover flap A to explain why hydrologists are excellent geographers. | 1 hour  
Additional time may be required if you take pupils outside | 104–105 |
| 6.3           | What work do rivers do? | • To know the terms erosion, transportation, deposition.  
• To understand how rivers erode, transport and deposit material. | This lesson covers how rivers erode, transport and deposit materials.  
Using the information on the pages, pupils explain how rivers erode landscapes, using diagrams if helpful.  
Pupils match processes of erosion to statements.  
Using the rivers transportation diagram, pupils draw a cartoon strip or mind map to show how a river transports bedload.  
Pupils explain why and where a river deposits material.  
Pupils explain the different processes happening in two photos of a river. | 1 hour | 106–107 |
| 6.4           | How do rivers change from source to mouth? | • 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. | This lesson looks at the long profile and cross profile of a river and some of the landforms in the upper course of a river.  
Pupils use ArcGis to help them draw a long profile of the River Tees. They describe how the gradient of the river changes from source to mouth.  
Different landforms are described. Pupils draw and label a fieldsketch of the upper course of a river and explain how the features are formed.  
Pupils are given instructions about how to draw a cross-section and use this to draw cross-sections from OS map extracts. They compare their cross-sections to describe how the River Tees change. | 1 hour | 108–109 |
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| 6.5           | How do rivers shape the land? | • To identify and explain the formation of river landforms – waterfall, meanders, ox-bow lakes.  
• To identify river landforms on OS maps and photographs. | This lesson investigates more river landforms – waterfalls, meanders and ox-bow lakes.  
Pupils use their OS map skills to look at river landforms on an OS map extract. They draw a sketch map of a waterfall and gorge.  
Using a diagram and photograph of a waterfall, pupils name the features and draw a cartoon strip or flipbook to show how a waterfall forms and develops. They explain the processes involved.  
Using a diagram and photograph, pupils draw and annotate a cross-section of a meander to show where and why erosion and deposition are happening.  
Pupils use the information on this page to create a flipbook or cartoon to show how an ox-bow lake is formed. | 1 hour | 110–111 |
| 6.6           | How do I conduct a river fieldwork enquiry? | • 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. | This lesson can be used in two ways:  
• To plan and structure a fieldwork enquiry to investigate a local river  
• To use the information on the pages to investigate a river  
The Bradshaw model is explained, and pupils write enquiry questions that they will investigate, relating to the Bradshaw model.  
Pupils select where they will conduct their fieldwork, using an OS map of their local river.  
Once pupils have planned their enquiry questions, and chosen their fieldwork data, they should go out and collect their data on a fieldtrip.  
Once pupils are back from the fieldtrip, they can present and analyse the data they have collected. They should reach a conclusion about their enquiry questions and finally evaluate their results.  
If pupils are not able to go out on a fieldtrip to a local river, they can use the data from the textbook. | 1 hour if using data from the book  
If pupils will be doing fieldwork, timing depends on the location of your nearest river.  
You will need one lesson to prepare and one lesson to present and analyse the data. | 112–113 |
| 6.7           | How are rivers important to people? | • To identify and describe how people use rivers. | This lesson looks at the importance of rivers to people, which has already been introduced in Unit 2, when looking at how people use water, and in Unit 3, when looking at ports located at river mouths.  
Pupils use their OS map skills to compare photographs with OS map extracts. They consider where a reservoir is located and how it is used by people. They look at features of a settlement on the River Tees and explain why it is located there. They explain why heavy industry and port facilities have located at the mouth of the River Tees and draw and label a sketch map to show the different land uses.  
Pupils answer the enquiry question ‘How are rivers important to people?’ | 1 hour | 114–115 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.8</td>
<td>How do river floods create problems?</td>
<td>• To know some human and physical causes of river floods. • To know some ways in which people respond to flood risk.</td>
<td>This lesson uses an article and a diagram to investigate why the city of York floods on a regular basis. Pupils explain why flooding occurs. They read the article to understand why York flooded. They create a table to show the physical and human causes of the 2015 York flood. Pupils explain how and why the flow of river water was not slowed down by river processes. They consider what problems the flood caused and explain what they think the main cause of the flood was.</td>
<td>1 hour</td>
<td>116–117</td>
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<tr>
<td>6.9</td>
<td>How can flooding be managed?</td>
<td>• To identify different ways floods can be managed</td>
<td>This lesson looks at how the Environment Agency responded to the York floods. Pupils read the views from the Environment Agency about their five-year plan and explain why the River Ouse is a friend and foe to the people of York. After studying the Environment Agency’s five-year plan for flood protection in York, pupils write a paragraph to explain how existing flood defenses will be improved to protect York in the future. Pupils discuss a range of views about the flood plan and consider which view they agree with most. Using an extract, pupils explain why long-term plans for flood protection are necessary.</td>
<td>1 hour</td>
<td>118–119</td>
</tr>
<tr>
<td>6.10</td>
<td>Why are rivers important? Review</td>
<td>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.</td>
<td>Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. Pupils name river features on a diagram, and name ways in which people are using the river. They name the processes that slow the flow of water. In groups, pupils discuss how the river changes from the upland area to the sea. Pupils copy and complete a table to show what they have learnt in this unit. They explain how river characteristics are interlinked. Using an atlas map, pupils name the world’s largest river basins. Pupils explain why rivers are important.</td>
<td>1 hour</td>
<td>120–121</td>
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</table>
### Unit name: What is development?

**Unit objectives:**
- To define development
- To compare development around the world
- To understand where and why inequality occurs
- To understand the actions taken by individuals, governments, and communities to aid development.

**Key aspects of pupil achievement:**

- **Contextual world knowledge:**
  - Understand global patterns of development, locating countries in different states of development
  - Identify development priorities for Bolivia
  - Consider the state of development in Nepal
  - Identify regional inequality in the UK

- **Understanding of the conditions, processes, and interactions that explain features, distribution patterns, and changes over time and space:**
  - Define big ideas in geography – development
  - Consider different definitions of development
  - Understand that development occurs at different rates and times in different countries
  - Understand that there are regional disparities of development within countries
  - Identify reasons for poverty, including gender inequality
  - Understand how organizations work to support development
  - Understand the purpose of sustainable development goals

- **Competence in geographical enquiry and skills:**
  - Use Development Compass Rose to classify indicators of development
  - Interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales
  - Communicate understanding of development and use new terminology

**Key assessment opportunity:**
7.10 What is development – Review: Apply understanding, using a range of geographical data for Bolivia to write a report about development priorities

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 7.1           | What is development? | • To understand different definitions of development  
  • To understand every country is at a different stage of development  
  • To know how to use the Development Compass Rose to support thinking | This lesson introduces the concept of development. Multiple definitions of development are given. Pupils discuss the different views.  
  The concept of poverty is introduced, with an explanation of how the World Bank define world poverty.  
  The Dollar Street website is introduced: [www.gapminder.org/dollar-street](http://www.gapminder.org/dollar-street). An extract from Anna Rosling’s TedTalk explains the concept. Pupils analyse the screenshots from Dollar Street and explain how they help better understanding of development.  
  The Development Compass Rose (DCR) is introduced, a tool which Geographers use to interpret data. Pupils ask questions about the photographs using the DCR. Pupils rework their definitions of development and explain why it is a complex concept to understand. | 1 hour | 122–123 |
### Lesson overview

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>How is money spread around the world?</td>
<td>• To understand how to measure development using one economic indicator.</td>
<td>This lesson introduces Gross National Income (GNI) per capita as a way to measure development. Pupils discuss how the World Bank uses GNI to define countries. This monetary indicator links to the definition of poverty from the World Bank in Lesson 7.1. Pupils map and describe the countries at either end of the spectrum (the top ten countries for GNI per capita and bottom ten). Middle income countries are introduced. Pupils will be able to rank all 10 countries using the table and the categories provided. They then discuss the benefits of the choropleth map and discuss the usefulness of GNI per capita as an indicator. Using an Oxfam poster, pupils consider the message, and where most of the 3.5 billion poorest people are located. Pupils identify what they have discovered about the global distribution of development, using GNI per capita as the indicator.</td>
<td>1 hour</td>
<td>124–125</td>
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<tr>
<td>7.3</td>
<td>What other ways can be used to measure development?</td>
<td>• To identify different measures of development.</td>
<td>This lesson introduces the Human Development Index and the ecological footprint as different ways of measuring development. The indicators for HDI are introduced: life expectancy, schooling and GNI per capita. Pupils use the data in the table to sort the countries out into a rank order for each indicator. They discuss the benefits of using other indicators of development. Pupils study the map to describe the global spread of HDI. They compare this with the map of GNI per capita from Lesson 7.2. The ecological footprint is introduced as an indicator to compare development. Pupils discuss which indicators are relevant to each point from the Development Compass Rose. Pupils compare the expert view of Kuznet on development from Lesson 7.1 to what they have learnt in this lesson.</td>
<td>1 hour</td>
<td>126–127</td>
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<td>7.4</td>
<td>How can development change over time?</td>
<td>• To understand that development is a process of change.</td>
<td>This lesson looks at how development can change over time. Pupils compare the UK in 1791 and 2011 (pre and post-industrial Britain) and identify five ways the UK has changed. After reading through the key inventions, pupils consider why these were important for the development of countries and consider other inventions that are important for development. The class then decide the top five inventions for the development of the UK. Pupils explain why the UK’s development was gradual over the last 200 years. BRICS are introduced. Pupils consider why these BRIC countries are able to develop rapidly. Pupils compare two pie charts to consider how China’s economy has changed. An extension activity is to visit the Gapminder website to consider the different rates of development in UK and China.</td>
<td>1 hour</td>
<td>128–129</td>
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<td>Lesson title</td>
<td>Learning objectives</td>
<td>Overview of content</td>
<td>Teaching time</td>
<td>Textbook pages</td>
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<td>7.5</td>
<td>What is the global development map missing?</td>
<td>• To understand that inequality occurs within countries at different scales.</td>
<td>This lesson looks at inequalities within countries. Pupils describe maps of development in the UK, comparing life expectancy, GCSE grades and income. Pupils to select words to describe the inequality in a photograph. Pupils discuss the ‘350 million people missing from the map’. Take pupils back to the GNI per capita map on spread 7.2 and ask pupils to identify what is missing, demonstrating their learning from the unit.</td>
<td>1 hour</td>
<td>130–131</td>
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<td>7.6</td>
<td>Why do people live in poverty?</td>
<td>• To understand the causes of poverty.</td>
<td>This lesson looks at the causes of poverty. Pupils analyse the photos of poverty in different locations to construct questions around a Development Compass Rose. Pupils can use their questions created around the Development Compass Rose to describe development in the photos. Using a diagram, pupils write a list of the causes of poverty and identify these in the photos of poverty. Pupils look at the information about Nepal and use it to draw a spider diagram to show the causes of poverty in Nepal. They then describe the causes of poverty in Nepal.</td>
<td>1 hour</td>
<td>132–133</td>
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<td>7.7</td>
<td>How can gender equality increase development?</td>
<td>• To understand gender inequality. • To understand how gender equality can lead to higher levels of development.</td>
<td>This lesson looks at the issue of gender inequality, and how this affects development. Pupils discuss gender inequality and the fact provided. They think about how people may experience gender inequality in the UK or around their home. Pupils look at the effects of gender inequality, and why it exists in some countries. Using a poster about gender inequality, pupils discuss reasons why a country should invest in girls, ranking them in order of importance. Pupils explain why girls and women can be at the heart of development. Pupils consider how a young girl’s life may have been different if she had stayed in education.</td>
<td>1 hour</td>
<td>134–135</td>
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<tr>
<td>7.8</td>
<td>How do countries and organisations support development?</td>
<td>• To understand how bilateral and non-governmental aid supports development. • To understand how development aid may change over time.</td>
<td>This lesson introduces the idea of aid, covering bilateral aid and non-governmental aid. Pupils use data to map the top ten countries that the UK provides aid to. They identify the GNI for each country and explain why the UK donates aid to these countries. Using data provided, pupils draw a bar graph and describe different types of projects that aid is spent on. They consider the problem of spending the most money on disaster relief. Pupils study a poster to identify the development challenges for Pakistan, and how the UK has supported development in Pakistan. Pupils look at ActionAid, and their approaches to development aid.</td>
<td>1 hour</td>
<td>136–137</td>
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<td>Lesson title</td>
<td>Learning objectives</td>
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<td>Teaching time</td>
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| 7.9           | What are Sustainable Development Goals? | - To understand Sustainable Development Goals.  
- To understand the purpose of these goals in reducing world poverty. | This lesson introduces the Sustainable Development Goals (SDGs). Pupils look at the SDGs and explain why sustainable development is so important, and why the goals apply to all countries. Using a poster, pupils explain why poverty is the first goal and how the UN aims to stop poverty. Pupils consider how what they have learnt in this unit relates to the SDGs. They consider which three goals are most important. Pupils explain why some governments might find it difficult to implement the SDGs. | 1 hour | 138–139 |
| 7.10          | What is development? Review | Pupils will answer questions that assess what they have learnt in this unit:  
- to define development  
- to compare development around the world  
- to understand where and why inequality occurs  
- to understand the actions taken by individuals, governments and communities to aid development. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. A range of resources about Bolivia are provided. Pupils investigate the resources using the enquiry questions from Lesson 1.1. Pupils describe Bolivia’s level of development. Using the resources and their knowledge, pupils explain the challenges to development that Bolivia needs to overcome. Pupils describe how SDGs have been implemented in Bolivia. Pupils write a report on the priorities for future development of Bolivia identifying problems, types of aid available, and SDGs to prioritise. Using the DCR from Lesson 7.1, pupils develop their ideas and understanding to add new questions. | 1 hour | 140–141 |
<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8: One planet, many people: how are populations changing?</td>
<td>Pupils are introduced to the unit objectives. In this unit, pupils will learn: • about world population distribution and change • how countries attempt to control population change • about types of migration • to understand urbanisation and how cities evolve.</td>
<td><strong>Contextual world knowledge</strong> • Understand the global distribution of population, and location of the world’s major cities • Impact of population change in Southampton 1801 to present • Population control strategies in Russia and China <strong>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space</strong> • Define big ideas in geography – population distribution change, growth, migration, urbanization • Identify and explain the world pattern of population distribution • Understand that population change occurs at different rates and times in different countries • Understand and apply the Demographic Transition Model, and a migration model • Understand how countries attempt to control population change • Understand the decisions that people make to migrate • Understand how migration changes settlements • Identify the interconnections between, population change, use of natural resources and development</td>
<td>8.10 One planet, many people: how are populations changing? Review Create a concept map to show understanding of the interconnections between key concepts Reflect on how the world’s population changes effects development</td>
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<td>8.1</td>
<td>One planet, many people: how are populations changing?</td>
<td>• To understand what is meant by population and how it is measured&lt;br&gt;• To look at how the world’s population is changing</td>
<td>This lesson introduces the concept of population and population growth, and how the world’s population is changing. Using the Worldometers website, pupils consider how the world’s population is changing. Pupils use a graph to describe how the world’s population has changed. They draw a line graph to show population growth in detail since 1800. After watching a video, pupils think about the population explosion and explain why it has happened. Pupils write a paragraph to explain why governments need to conduct a census. Using what they have read in an article, pupils describe the forecasted distribution of population growth around the world. Pupils find out how many people were alive when they were born.</td>
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<td>8.2</td>
<td>Where does everyone live, and why?</td>
<td>• To understand what is meant by population distribution.&lt;br&gt;• To identify where the world’s biggest populations are found.&lt;br&gt;• To analyse population patterns.</td>
<td>This lesson introduces what is meant by population distribution. The terms population density, sparsely populated and densely populated are recapped and defined. Pupils use the map showing population distribution to name and describe the distribution of areas with different levels of population. Using data, pupils draw a bar graph and use it to describe the numbers of people in the top ten most populated countries. Pupils group a set of photos into whether they are positive or negative factors for settlement. Pupils explain the distribution of world population.</td>
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<td>8.3</td>
<td>How can we describe the structure of a population?</td>
<td>• To understand how the population of a country changes as it develops.&lt;br&gt;• To use a model to investigate population change.&lt;br&gt;• To draw and interpret population data using population pyramids to predict change.</td>
<td>This lesson introduces the Demographic Transition Model and population pyramids. Pupils define key terms from the spread. Using the diagram of the Demographic Transition Model, pupils consider why developed countries usually have a set of characteristics. Pupils look at two population pyramids and describe them, and what how they can become more developed, before matching them to real countries.</td>
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<td>8.4</td>
<td>Can we control population size?</td>
<td>• To understand how countries attempt population control.&lt;br&gt;• To consider the success of population control.</td>
<td>This lesson looks at how countries attempt to control population size. Pupils analyse resources including photos, articles and population pyramids for Russia and China. They describe the problems the countries face, and what the governments are doing to overcome these problems. Pupils consider where Russia and China are on the Demographic Transition Model</td>
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<td>Overview of content</td>
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<td>8.5</td>
<td>Why do people migrate?</td>
<td>• To understand what is meant by migration, and the different forms of migration.</td>
<td>This lesson looks at the reasons why people migrate. Pupils read two migration stories. They identify the push and pull factors that made the migrants move to a new destination. Pupils conduct a survey of the class to see if anyone has migrated to the area, and why. They locate on a map where members of the class have previously lived. Using what they have learnt in the lesson, pupils group push and pull factors into social, economic, environmental and political. Pupils explain why people migrate.</td>
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<td>8.6</td>
<td>Where do people migrate to?</td>
<td>• To know the major destinations and routes for international migrants.</td>
<td>This lesson looks at the major destinations and routes for international migrants. Pupils consider the case of Enrique Canchola and why he might have wanted to migrate. Using a graph, pupils plot the top ten destination countries for migrants on an outline map of the world and label the total number of migrants for each country. Pupils then consider what this shows them. Pupils identify patterns between the GNI per capita and a map showing the main international migration routes. Pupils look at migration from Mexico to the USA and identify the push and pull factors for this migration. As an extension activity, pupils can investigate the International Organisation for Migration website to look at migration flows.</td>
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<td>8.7</td>
<td>What is urbanisation?</td>
<td>• To understand the process of rural to urban migration.</td>
<td>This lesson introduces the concept of urbanisation. Definitions for rural to urban migration and urbanisation are given. For a series of tables showing the ten most populated cities from 1900 to 2030, pupils identify the name of the country the city is in and mark each city on a map, using different colours for different years. Pupils use this to describe how the distribution of the world’s cities has changed since 1900. Pupils use push and pull factors to explain why a family might migrate. In small groups, pupils discuss some of the problems that rapid urbanisation might create. They share their ideas with the class. Pupils explain why sustainable cities and communities is one of the UN’s SDGs. As an extension activity, pupils can use GIS to compare data and describe population growth in different cities.</td>
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<td>Overview of content</td>
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<td>8.8</td>
<td>How did urbanisation change</td>
<td>• To understand how urbanisation changed a UK city.</td>
<td>This double lesson looks at a case study of Southampton to consider how it has been changed by urbanisation.</td>
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<td>8.9</td>
<td>Southampton?</td>
<td>• To use a variety of historical data to analyse change.</td>
<td>A range of resources are given, including text, fact file, a graph of population growth, a map of Southampton from 1890 and a diagram showing Burgess’ land-use model applied to Southampton.</td>
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<td>• To compare OS maps of different scales.</td>
<td>Pupils describe the location of Southampton. They look at the pull factors that encouraged migration from the countryside to Southampton. Using the graph, they describe how the population of Southampton has changed. Pupils then write a list of the problems caused by rapid increase in rural to urban migration in the eighteenth century. Using the map of Southampton from 1890, pupils consider how Southampton has grown. They compare this map with the OS map extract of Southampton today, and describe how Southampton has changed. Pupils describe the four land use zones shown in the Burgess Model and look at these on the OS map of Southampton. Pupils write about how Southampton has been changed by urbanisation.</td>
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<td>• To compare Southampton to a land-use model.</td>
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<td>8.10</td>
<td>One planet, many people: how are populations changing? Review</td>
<td>Pupils will answer questions that assess what they have learnt in this unit:</td>
<td>Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. Pupils create a concept map to show the big ideas in this unit. Pupils describe what life is like at four levels of development. Using the migration stories from Lesson 8.5, pupils consider which income level each family are in, and how that has affected their decisions to migrate. Pupils consider which stage of the DTM each level shown is likely to be in. Pupils use what they have learnt in this unit to progress their understanding of development, and how it links to population.</td>
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### Planning Overview

#### Progress in Geography: Key Stage 3

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
</table>
| **Unit 9: What happens where the land meets the sea?** | Pupils are introduced to the unit objectives. In this unit, pupils will learn:  
- to understand how erosion, deposition and transportation create and change coastal landforms over time  
- to consider how the coast is used by people  
- to understand the need for, and impact of, different coastal management strategies  
- to identify coastal landforms on OS maps and photos | **Contextual world knowledge**  
- Identify human and physical features of a locality – Holderness coast | 9.10 What happens where the land meets the sea? Review  
Create a mind map to identify the interconnections in this unit  
Compete a sketch map of the Holderness coast to summarise the factors that have shaped the Holderness coast.  
Photo interpretation |

<table>
<thead>
<tr>
<th><strong>Lesson number</strong></th>
<th><strong>Lesson title</strong></th>
<th><strong>Learning objectives</strong></th>
<th><strong>Overview of content</strong></th>
<th><strong>Teaching time</strong></th>
<th><strong>Textbook pages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1</strong></td>
<td>What happens where the land meets the sea?</td>
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- To know what is meant by the coast and the coastline  
- To look at how humans use the coast  
- To understand that the coast is changing | This lesson introduces coasts as a unit.  
Pupils learn what a coastline is. They write about a coastline they have visited, describing what it was like.  
A photograph of the old stairway at Happisburgh, Norfolk, is shown. Pupils describe it using the enquiry questions from Lesson 1.1. They read an article about the retreating coastline and suggest how this area of coast is at risk. They look at the government’s decision not to rebuild sea defenses, and the views of local residents.  
Using an OS map extract, pupils look at a photograph and investigate how people are using the coastline. Pupils look back at the OS map and photograph of Scarborough from Lesson 1.1 and describe how people are using it.  
Pupils explain why coastlines are important to people, particularly in the UK. They create a table to compare the positives and negatives of living by the sea and discuss their ideas with a partner. | 1 hour | 162–163 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 9.2 | What shapes our coastal landscape? | • To understand how cliffs are weathered.  
• To understand the importance of geology in shaping coasts. | The concept of geomorphology is introduced, and weathering is discussed in relation to cliffs and coastlines.  
Pupils recap what weathering is, and how plants and animals can cause weathering. They create a cartoon strip or diagram to remind them of each weathering process.  
Using a photo, pupils draw and annotate a sketch of a cliff to explain how sub-aerial erosion changes the cliffs.  
Using a map, pupils describe the rock types of a coast, what the rocks are like and how this might influence the shape of the coastline. They draw a sketch map of the Holderness coast including the different geology.  
Using the OS map extracts of the Holderness coast, pupils consider how geology has influenced the different shapes of the coastland. | 1 hour | 164–165 |
| 9.3 | What forms of erosion take place on the coast? | • To understand the different types of coastal erosion.  
• To understand how these erosion processes change coastlines | This lesson looks at the different types of coastal erosion and how these erosion processes change coastlines.  
The four different types of coastal erosion are introduced. Pupils draw a labelled diagram or cartoon for each erosion.  
Pupils describe what is happening at the cliff face in a photograph, and how weathering and erosion is having an impact.  
Pupils look at the erosion process of hydraulic action. Using a photograph, they make some predictions about what might happen to the landscape shown in the future, with reference to specific erosion types.  
Pupils describe which erosion processes are occurring in a photograph of a coastline and how they have changed the cliff. | 1 hour | 166–167 |
| 9.4 | What landforms are created by forces of erosion? | • To identify different erosional coastal landforms.  
• To understand how these landforms are formed and explain how they change over time.  
• To identify coastal landforms on OS maps and photos. | This lesson looks at how coastal landforms are formed by erosion.  
Headlands and bays are introduced. Pupils use a photograph of a plasticine model of a coast to explain why headlands and bays are formed on coastlines. If pupils have access to plasticine, they can create their own models of coastal landforms.  
Pupils draw a diagram to show how a headland erodes to leave a stump.  
Pupils write definitions of a wave-cut notch and a wave-cut platform and describe how a cliff is eroded.  
Using an OS map extract and a photograph, pupils identify and investigate coastal landforms, drawing and labelling a sketch map to show how it is likely to be eroded in the future. | 1 hour | 168–169 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 9.5           | How does transportation change the coastline? | • To identify different types of waves.  
• To understand how transportation occurs through the process of longshore drift | This lesson introduces how transportation erodes coastlines and creates landforms.  
Pupils look at the difference between a destructive and constructive wave, and how a strong backwash leads to eroded beaches. They identify a wave in a photograph.  
Pupils define transportation and longshore drift. They draw an annotated step-by-step diagram to explain how longshore drift occurs.  
Using an OS map extract and a photograph, pupils investigate wave direction and longshore drift at Mappleton.  
Pupils consider what problems longshore drift could cause for beaches and for people. | 1 hour | 170–171 |
| 9.6           | How does deposition change the coastline? | • To define what is meant by deposition.  
• To understand how landforms are created by deposition. | This lesson looks at deposition and how it creates coastal landforms.  
Pupils explain how longshore drift helps to create a spit. They explain the difference between a bar and a tombolo.  
Pupils draw a diagram to explain how a spit is formed.  
Using what they have learnt so far in this unit, pupils write a story about a pebble’s journey from being part of a headland to ending on a spit.  
Pupils compare a photograph with an OS map extract to identify features formed by deposition.  
Pupils draw a diagram to explain how a spit is formed.  
Using what they have learnt in the unit, pupils consider the factors that have contributed to Holderness coast being the fastest eroding coastline in England.  
Pupils look at evidence that shows coastal erosion has been an issue for a long time and explain how Skipsea is under threat.  
Pupils describe the Holderness area and how it is used by people. They look at which locations are valuable enough to be protected by sea defenses.  
Using photographs, pupils consider how Mappleton has changed. They write a news report to summarise the issue at Holderness. | 1 hour | 172–173 |
| 9.7           | How has life on the Holderness coastline changed? | • To understand how the Holderness coastline has changed over time and the threats it faces.  
• To appreciate how people are affected by coastal processes. | This lesson focusses on the Holderness coast and how it has changed over time.  
Using what they have learnt in the unit, pupils consider the factors that have contributed to Holderness coast being the fastest eroding coastline in England.  
Pupils look at evidence that shows coastal erosion has been an issue for a long time and explain how Skipsea is under threat.  
Pupils describe the Holderness area and how it is used by people. They look at which locations are valuable enough to be protected by sea defenses.  
Using photographs, pupils consider how Mappleton has changed. They write a news report to summarise the issue at Holderness. | 1 hour | 174–175 |
| 9.8           | What defences can be used to protect the coast? | • To understand what is meant by ‘coastal management’ and identify types of sea defences.  
• To evaluate different types of sea defences. | This lesson introduces coastal defenses.  
Pupils study different coastal management strategies. They look at the difference between hard and soft engineering.  
Using the information on the pages, pupils create a table for each coastal management strategy and compare the advantages and disadvantages of each strategy. | 1 hour | 176–177 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 9.9           | Weighing it up: are the benefits worth the cost? | • To apply knowledge of coastal management to a real location.  
• To evaluate the best course of action for Mappleton.  
• To consider views and justify a decision about coastal management. | This lesson applies what pupils have learnt to a case study and presents a decision-making activity.  
The context of the case study of Mappleton is provided, along with the problem, the solution and the impact of these.  
Pupils use a photograph and OS map extract to identify how a groynes is currently protecting Mappleton, and why. Using a photograph, pupils explain why there is an increase in erosion south of Mappleton.  
Pupils write a letter to the Environment Agency about the impact of the groynes on farmland. Pupils consider which coastal management strategy is best for the future of Mappleton, and justify their decision. | 1 hour | 178–179 |
| 9.10          | What happens where the land meets the sea? Review | Pupils will answer questions that assess what they have learnt in this unit:  
• to understand how erosion, deposition and transportation create and change coastal landforms over time  
• to consider how the coast is used by people  
• to understand the need for, and impact of, different coastal management strategies  
• to identify coastal landforms on OS maps and photos | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils consider the effect of coastal processes on landforms and people.  
Pupils draw a mind map to show what they have learnt in this unit.  
Pupils compete a sketch map of the Holderness coast, identifying the key factors that determine its changing shape.  
Using a photograph, pupils drawn and annotate a field sketch to show how erosional processes are shaping the base of the cliff.  
Using a photograph, pupils name types of hard engineering coastal defenses, and explain how they work. They explain why the government might spend money on sea defenses at Withernsea.  
Pupils look at the vision statement and consider which aspects they think they have made progress with in this unit. | 1 hour | 180–181 |
### Unit 10: Diverse and dynamic: how is Asia being transformed

**Unit name:** Diverse and dynamic: how is Asia being transformed

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.

**Contextual world knowledge**
- Locate Asia and its countries
- Identify key features of Asia’s physical landscape, climate, environments, population distribution, economy
- Understand aspects of the human geography of India and China, Nepal

**Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**
- Understand the features and reasons for a monsoon climate
- Understand the causes and impact of flooding in Asia
- Understand how deforestation in Nepal is affected by biomes

**Competence in geographical enquiry and skills**
- Interpret climate maps for Asia
- Use atlas maps and photos to investigate Asia
- Interpret statistics, graphs, population density maps, population pyramids to investigate population change
- Consider different points of view and decisions people make to change
- Apply understanding of migration and urbanization to analyse a range of geographical information about Karnataka

**Key assessment opportunity**
10.6 How is urbanization changing lives in Karnataka, India?
Applying understanding of urbanization developed in unit 8, pupils can use a wide variety of geographical data to consider impact of migration

### Lesson 10.1: Diverse and dynamic: how is Asia being transformed?

**Lesson number:** 10.1

**Lesson title:** Diverse and dynamic: how is Asia being transformed?

**Learning objectives**
- To understand about the physical and political geography of Asia
- To understand how Asia is a diverse continent

**Overview of content**
- This lesson introduces Asia and looks at the physical and political geography.
- Pupils recap what they have already learnt from previous units about Asia. They use the resources on the pages to show the diversity of Asia.
- Using the screenshot of Dollar Street, pupils consider how four families differ from different incomes. In groups of four, pupils research families in Asia on Dollar Street.
- Using the atlas maps, pupils answer questions about the physical and political geography of Asia.
- Pupils use the DCR to write questions about Asia.

**Teaching time:** 1 hour

**Textbook pages:** 182–183
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 10.2          | How does India rely on the monsoon climate? | • To understand the diversity of climate in Asia.  
• To understand the formation of a monsoon climate. | This lesson looks at the climate of Asia, and the monsoon climate of India. Using atlas maps, pupils describe patterns in temperature across Asia and use their own knowledge to explain the reasons behind the patterns. They describe the distribution of rainfall across Asia.  
Pupils explain how temperature changes lead to monsoons, and use the atlas maps to show evidence that Southern Asia has a monsoon climate.  
Pupils explain why the monsoon season is so important to the population of countries such as India. | 1 hour | 184–185 |
| 10.3          | How do floods threaten lives in Asia? | • To understand the impacts of flooding in Southern Asia.  
• To understand the causes and responses of flooding in Bangladesh. | This lesson looks at flooding in Asia.  
Pupils use an article to help them list the effects of floods in South Asia.  
Using a diagram, pupils outline the main causes of flooding in Bangladesh, and then rank the causes from most to least important. They explain why the actions of other countries contribute to the flooding of Bangladesh.  
Pupils compare the floods in York in 2015 from Lesson 6.8 with the floods in South Asia. | 1 hour | 186–187 |
| 10.4          | How does life adapt to the mountain biome? | • 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. | This lesson looks at biomes in Asia.  
Pupils use atlas maps to consider the reasons of the distribution of biomes in Asia.  
They use the atlas maps from Lesson 10.2 to suggest what they would expect the climate to be like in the desert and tundra biomes.  
Pupils consider how people have worked in balance with the environment in the mountain biome and how this is now being threatened. They consider how Nepal’s stage of development has an impact on the mountain biome of the Himalayas, and the flooding of India and Bangladesh. | 1 hour | 188–189 |
| 10.5          | Why is the population of Asia diverse and dynamic? | • 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. | This lesson looks at the population distribution across Asia.  
Using a graph, pupils describe how the population in Asia has changed since 1750. They use the DTM to explain why this increase in population may have taken place.  
Pupils use an atlas maps to identify reasons for the population distribution across Asia.  
Pupils analyse population pyramids to match them with two contrasting countries in Asia – Japan and Afghanistan. Using what they have read in the articles provided, pupils consider what the governments are doing to overcome challenges faced by their populations.  
As an extension, pupils can explore the populations of other countries in Asia, using www.populationpyramid.net. | 1 hour | 190–191 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 10.6          | How is urbanisation changing lives in Karnataka, India? | • To understand why people move from rural areas to Bangalore.  
• To understand the opportunities and challenges of life in Bangalore. | This double lesson looks at why people are moving to Bangalore. The pages include a range of geographical data, including a map, viewpoints, news articles, tables of data and photographs. Pupils use these to consider:  
• what Karnataka is like  
• the push and pull factors which lead people to migrate to Karnataka  
• how and why the population of Bangalore has changed  
• what the slums areas of Bangalore are like  
• what projects have been developed to improve the quality of life of people in Karnataka. | 2 hours | 192–195 |
| 10.7          | How is urbanisation changing lives in Karnataka, India? | • To understand why people move from rural areas to Bangalore.  
• To understand the opportunities and challenges of life in Bangalore. | This double lesson looks at why people are moving to Bangalore. The pages include a range of geographical data, including a map, viewpoints, news articles, tables of data and photographs. Pupils use these to consider:  
• what Karnataka is like  
• the push and pull factors which lead people to migrate to Karnataka  
• how and why the population of Bangalore has changed  
• what the slums areas of Bangalore are like  
• what projects have been developed to improve the quality of life of people in Karnataka. | 2 hours | 192–195 |
| 10.8          | Is China helping to create an interdependent world? | • To identify the reasons for China’s economic growth.  
• To consider the purpose of China’s new Belt and Road project. | This lesson looks at China, and how and why its economy is growing rapidly. Pupils use a Diamond Nine exercise to consider how important the given reasons are for the growth of China’s economy.  
Pupils explain why there has been an increase in energy consumption in China. Using an article, pupils consider the advantages and disadvantages of the Belt and Road Initiative.  
Pupils consider if China is helping to create an interdependent wealth, or is aiming to stimulate its own economy. | 1 hour | 196–197 |
| 10.9          | How is Asia developing into the most important global economic region? | • To understand the growing world importance of Asia.  
• To appreciate the shift in world trade. | This lesson looks at the impact of growth in Asia on world trade.  
Pupils look at how manufacturing output and world trade has changed globally since 1990. | 1 hour | 198–199 |
| 10.10         | Diverse and dynamic: how is Asia being transformed? Review | 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils plot the different places in Asia they have studied on a world map. They identify key things about the diversity of the continent.  
Pupils draw a concept map to show how aspects of Asia are interconnected and how it is changing.  
Pupils consider a range of views about the economy of Asia and specifically of China. Using the vision statement, pupils consider how they have progressed their understanding of the world in this unit. | 1 hour | 200–201 |
### Unit 11: Can we ever know enough about earthquakes and volcanoes to live safely?

**Unit objectives**

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.

**Key aspects of pupil achievement**

1. **Contextual world knowledge**
   - Locate the global distribution of volcanoes, earthquakes, mountain belts and plate boundaries
   - Locate and investigate natural disasters in Guatemala, Turkey, Nepal

2. **Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**
   - Understand the theory of continental drift, recognize the patterns of earthquake, volcano and mountain belts as plate boundaries
   - Understand the theory of plate tectonics, and scientists evolving understanding of how plates move
   - Understand the types of plate boundary
   - Understand and appreciate how scientific theories and understanding about plate tectonics have evolved through time through a series of discoveries
   - Understand how people respond to an earthquake
   - Appreciate how people manage risk in areas prone to earthquakes and volcanoes

3. **Competence in geographical enquiry and skills**
   - Interpret atlas maps, eye witness accounts, scientific evidence, public information material to investigate plate tectonics

**Key assessment opportunity**

11.10 Will we ever know enough about earthquakes and volcanoes to live safely? Review Use of geographical terminology Summarise scientific discoveries

### Lesson plan

<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Can we ever know enough about earthquakes and volcanoes to live safely?</td>
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<td></td>
<td></td>
</tr>
</tbody>
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- To recap knowledge about earthquakes and volcanoes
- To understand why it is important to study natural hazards | This lesson provides an introduction to earthquakes and volcanoes. Pupils use enquiry questions to investigate photographs of a volcano and an earthquake. They imagine what they would feel when witnessing an eruption or earthquake. They study fact files for an eruption and an earthquake event. In pairs, pupils discuss what they already know about earthquakes and volcanoes. They explain why it is important that we study natural hazard events. Pupils look at the vision statement and consider which statements this unit will focus on. As an extension activity, pupils can start to keep a record of all the volcanoes and earthquakes mentioned in this unit. | 1 hour | 202–203 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 11.2          | Do continents fit together like jigsaw pieces?                                | • 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.                                                                | This lesson introduces the theory of continental drift. Wegener’s theory is explained, including the evidence to support this theory, and then reactions to this theory are explored.  
Pupils consider the evidence for Wegener’s theory of continental drift by analysing maps through a series of activities. They explain why most scientists disagreed with Wegener’s theory. | 1 hour        | 204–205        |
| 11.3          | Where are the world’s earthquakes, volcanoes and mountain belts?             | • To recognise and describe the pattern of earthquakes, volcanoes and mountain belts.                                                                                                                                   | This lesson looks at the global distribution of earthquakes, volcanoes and mountain belts.  
Pupils describe what mid-ocean ridges and ocean trenches are and how they were discovered.  
Using maps showing distribution of earthquakes and volcanoes, pupils describe the distribution, and consider the patterns shown. They look at the distribution of mountain belts and ocean floor features, and consider the patterns shown.  
Pupils consider the link between Wegener’s theory of continental drift and what they have learnt in this lesson. | 1 hour        | 206–207        |
| 11.4          | What is happening beneath our feet?                                          | • To identify the structure of the Earth.  
• To understand the composition of the lithosphere.  
• To understand the theory of plate tectonics.                                                                                                                | This lesson looks at the theory of plate tectonics – how the movement of continents and the location of earthquakes and volcanoes are linked.  
Pupils study the layers of the Earth and label a diagram to look at the difference between continental and oceanic crust.  
Pupil compare a map of Earth’s tectonic plates with the distribution of earthquakes, volcanoes and fold mountains.  
Using the map of Earth’s tectonic plates, pupils name each main plate and answer a series of questions. They look back at Lesson 11.1 and identify which plate or location between plates, these events were located.  
Pupils write a summary about how the Earth is structured and what processes are taking place. | 1 hour        | 208–209        |
| 11.5          | What happens at plate boundaries?                                            | • To understand the three different types of plate boundary and the events that occur there.  
• To understand the forces that drive plate movement.                                                                                                           | This lesson introduces the three types of plate boundary.  
Pupils draw and annotate each type of plate boundary to show what is happening and what features can be found there. They look back at Lesson 11.4 to find examples of the plate types.  
Using the information explaining plate movement, pupils explain why the explanation for how plates move has recently been changed. They explain this more recent theory.  
Pupils draw and label a cross-section to show how plates move and the forces that cause the movement. They consider if it is likely that new theories to explain the movement of plates will emerge in the future. | 1 hour        | 210–211        |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 11.6          | What do we know about earthquakes?               | • To understand what an earthquake is and what damage they may cause.  
• To understand what causes them to occur and how they are measured.  | This lesson looks at what an earthquake is, what damage it can cause, why they occur and how they are measured.  
Using a diagram, pupils explain what an earthquake is, and give definitions for key terms relating to earthquakes.  
Using text and resources about the earthquake in Nepal, 2015, pupils explain the tectonic processes at work. They write a letter from an aid worker in Nepal to their family at home to describe what the earthquake was like and what help the people of Nepal need.  | 1 hour         | 212–213         |
| 11.7          | Can people manage risk living in earthquake zones?| • 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.  | This lesson looks at how people prepare for earthquakes.  
Using image from the page, pupils imagine what they should do if they are in their house when an earthquake occurs. They think about what they would need to survive for up to two weeks after an earthquake has hit their home.  
Using a poster showing how to prepare a house for an earthquake, pupils discuss the guidance, and consider what the most important safety measures would be. They look at how buildings can be made earthquake proof.  
Pupils look at the west coast of the USA to consider why it is prone to earthquakes, and consider why people still live there.  
After reading an article about Nepal, 30 months after the 2015 earthquake, pupils use what they have learnt about Nepal in previous units to compare how the government in Nepal prepares people for an earthquake compared to the government in USA. They look at building standards and reconstructions in Nepal after the earthquake.  
Pupils answer the enquiry question ‘Can people manage risk living in earthquake zones?’  | 1 hour         | 214–215         |
| 11.8          | What do we know about volcanoes?                 | • To understand what a volcano is and how a volcano forms.  
• To understand that there are different types of volcano depending on location.  | This lesson looks at what a volcano is and how different types of volcano form.  
Pupils describe the three categories of volcanoes. They locate two volcanoes to see what type of plate boundary each is on. They create a table to show the differences between shield and composite volcano.  
Using a diagram, pupils complete a matching exercise about the features of a volcano.  
Pupils revisit their fact files from Lesson 11.1 to identify the type of volcano shown.  
If any volcanoes erupt during this unit, pupils should gather information about it and write up a geographical report.  | 1 hour         | 216–217         |

You may need more time if you want to discuss a recent volcanic eruption.
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 11.9          | Can people manage risk living near volcanoes? | • To understand the advantages and disadvantages of living in a volcanic area.  
• To understand how volcanic eruptions can be monitored and predicted. | This lesson looks at why people live in a volcanic area and how eruptions can be monitored and predicted.  
Pupils use the information on the pages to explain why people live near volcanoes. They identify the main dangers people face from living near a volcano. They design a poster to help people who live near volcanoes understand the significance of prediction, planning and preparation.  
Pupils look at a variety of equipment used to monitor a volcano.  
Guidance from the Tokyo city authority is provided. Pupils use this to describe what people in Tokyo should do if there is a volcanic eruption. | 1 hour | 218–219 |
| 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils complete an activity about the key terms they have learnt in this unit.  
On a map of the world, pupils mark a list of all the places studied in this unit.  
Pupils create a timeline to summarise the discoveries and ideas that led to the theory of plate tectonics.  
For two photographs of volcanoes, pupils identify which type of volcano is shown  
Pupils consider to what extent they agree with a view that ‘Earthquakes don’t kill people, collapsed buildings do’.  
Pupils explain whether we can ever know enough about earthquakes and volcanoes to live safely. | 1 hour | 220–221 |
<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
</table>
| Unit 12: What are the challenges and opportunities facing Africa? | Pupils are introduced to the unit objectives. In this unit, pupils will learn about: • the physical and human geography of Africa • Africa’s colonial history about some of the challenges facing the continent • some of the opportunities to develop and change. | **Contextual world knowledge**  
• Locate Africa and its countries  
• Identify key features of Africa’s physical landscape, climate, environments, population distribution, economy  
• Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia  

**Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**  
• Know the physical landscape of Africa  
• Understand the pattern of climate zones and biomes across Africa  
• Identify the causes and consequences of desertification in the Sahel  
• Understand how biomes are formed by the interaction of the Earth’s spheres – savanna  
• Challenge stereotypical views about the continent of Africa  
• Appreciate the effects of colonialism on present day Africa  
• Understand the changing state of development across African countries  
• Understand population distribution and change in Africa  
• Understand how urbanisation is changing Africa  
• Compare urbanization in a region of India and Africa  
• Identify reasons for economic growth in Africa  
• Understanding and consider the reasons for China investing and trading with countries in Africa  
• Identify solutions to desertification in the Sahel  

**Competence in geographical enquiry & skills**  
• Interpret climate maps and graphs for Africa  
• Use atlas maps and photos to investigate Africa  
• Interpret statistics, graphs, population density map, population pyramids to investigate population change  
• Consider different points of view and decisions people make to change  
• Apply understanding of migration and urbanization to analyse a range of geographical information about Ethiopia  
• Apply understanding of development and Sustainable Development Goals to Africa | 12.10 What are the challenges and opportunities facing Africa?  
**Review**  
Challenging stereotypes  
Identify the challenges and opportunities facing Africa  
Identify the most important Sustainable Development Goals to benefit the continent. |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>What are the challenges and opportunities facing Africa?</td>
<td>• To understand that there are stereotypical views about Africa which should be challenged</td>
<td>This lesson introduces some of the challenges facing Africa. Pupils recall what they already know about Africa. They read a quote from Chimamanga Ngozi Adichie about stereotypical views of Africa and consider if their views have been influenced by stereotyping. They look at the vision statement to see what aspects of being a geographer challenge stereotypes. After reading an article, pupils think about what many people view Africa as a country rather than a continent and why this is a problem. Using an atlas map, pupils answer a series of questions about African countries and the seas and oceans that surround Africa. Using the Dollar Street website, pupils investigate and compare two families from contrasting economic backgrounds within Africa. Pupils consider how what they have learnt in the lesson challenges stereotypical views of Africa.</td>
<td>1 hour</td>
<td>222–223</td>
</tr>
<tr>
<td>12.2</td>
<td>What is the physical landscape of Africa?</td>
<td>• To know the physical landscape of Africa. • To understand the importance of the natural resources of Africa.</td>
<td>This lesson introduces the physical geography of Africa. Using what they learnt in Lesson 11.2, pupils describe how Africa formed over the last 200 million years. They look at the distribution of volcanoes and earthquakes across Africa and what places are formed as a result of plate movements. On an outline map of Africa, pupils draw and locate landforms and landscapes, and name the river basins, seas and oceans. Pupils match three photographs to their locations, and use enquiry questions to investigate what one of the photographs shows. Using facts from a mining company, pupils consider how important natural resources are in Africa. As an extension activity, pupils can use the Degree Confluence website to investigate two locations in Africa.</td>
<td>1 hour</td>
<td>224–225</td>
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<tr>
<td>12.3</td>
<td>How has Africa’s past shaped its present?</td>
<td>• To identify the effects of European colonialism in Africa from the fifteenth to the twentieth centuries. • To consider how those effects have shaped Africa’s present.</td>
<td>This lesson looks at the damaging impact of the slave trade from the 1600s, and the colonisation of Africa by European nations. Using the information given, pupils create a timeline to show the events affecting Africa from 1600 to the 1970s. They look at what Africa was like before European nations began to colonise Africa. Using their knowledge of the slave trade, which they may have covered in History lessons, pupils write a paragraph to explain how the slave triangle of trade works. Pupils consider why European nations began the Scramble for Africa. They explain the purpose of the Berlin conference, and describe how Africa changed after the Berlin conference. Pupils consider the actions of Leopold II in the Congo to explain the main reason for the Scramble for Africa. They analyse a political cartoon about the legacy of colonial rule today for Africa.</td>
<td>1 hour</td>
<td>226–227</td>
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<td>Lesson number</td>
<td>Lesson title</td>
<td>Learning objectives</td>
<td>Overview of content</td>
<td>Teaching time</td>
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| 12.4          | How developed are African countries? | • To understand the differences in levels of development across African countries.  
• To consider different points of view about development in African countries. | This lesson looks at poverty and development for countries across Africa.  
Pupils use information provided on pages 124–127 to show the income groups of countries in Africa.  
Using data from the Gapminder website, pupils write a paragraph to explain what the graph on the website shows about poverty and development for countries in Africa.  
Pupils read a series of views about Africa and categorise them into positive and negative. They place them in the relevant place on the Development Compass Rose.  
Using what they have learnt so far in the unit, pupils match the views with the causes of poverty from Lesson 7.6, and provide examples specific to Africa.  
Pupils consider how far the world view of Africa is a single-story view, or reality. | 1 hour | 228–229 |
| 12.5          | What is the pattern of climate and biomes in Africa? | • To understand the pattern of climate zones and biomes across Africa. | This lesson looks at the climate and biomes of Africa.  
Using a diagram showing the climate and biomes of Africa, alongside four climate graphs, pupils explain why the biomes occur where they do.  
Pupils use the climate graphs and a photograph to describe the savanna landscape and its climate.  
Pupils explain what happens to climate and biomes in Africa, north and south of the Equator.  
As an extension activity, pupils can explore different biomes in Africa using the Degree Confluence website or Google Earth, and present their findings to the class. | 1 hour | 230–231 |
| 12.6          | Is there a future for the Sahel? | • To identify the causes and consequences of desertification in the Sahel.  
• To explore solutions to desertification in the Sahel. | This lesson looks at desertification in the Sahel and the steps being taken to prevent it.  
The concepts of desertification and drought are introduced.  
Pupils identify the countries that are part of the Sahel and look at the climate. They analyse a graph to describe the rainfall in the Sahel and then explain why the rainfall pattern makes life difficult for people in the Sahel.  
Pupils read an article and use the information to explain approaches to farming to stop desertification.  
Pupils explain how the Great Green Wall offers hope for the future in the Sahel. | 1 hour | 232–233 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
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| 12.7          | What are the challenges and opportunities of population change in Africa? | • To understand the population distribution of Africa.  
• To understand the reasons for population change in Africa.  
• To appreciate the challenges and opportunities of this change | This lesson Looks at the population distribution in Africa and how and why it has changed.  
Pupils use the map from pages 144-145 to identify population distribution in Africa, giving positive and negative reasons for this distribution.  
Pupils describe how the population of Africa has changed since 1750, and suggest why the population increase is now taking place.  
Using an atlas map showing population change in Africa, pupils identify the distribution patterns.  
Pupils use a population pyramid to describe the structure of Nigeria’s population and consider which stage of the DTM it is in.  
A range of different viewpoints about population change are given for pupils to analyse and consider which see population change as a challenge, and which see it as an opportunity.  
Pupils answer the enquiry question ‘What are the challenges and opportunities of population change in Africa?’ | 1 hour | 234–235 |
| 12.8          | What are the challenges and opportunities of urbanisation in Africa? | • To understand the scale of urbanisation in Africa.  
• To understand the opportunities and challenges of life in a growing city. | This lesson looks at the opportunities and challenges of rapid urbanisation in Africa.  
Pupils use the information on the pages and their knowledge to write a list about the push and pull factors that are leading to the rapid growth of cities in Africa.  
Pupils analyse a map to look at slums Africa, and in Ethiopia in particular. They consider why Addis Ababa is the fastest growing city in Ethiopia, and use a photograph to consider what live is like in a slum in Addis Ababa.  
Using Google Earth, pupils explore Addis Ababa and consider what it is like, and what opportunities there are for people.  
Pupils work in groups to consider government projects to solve problems in Addis Ababa and suggest other things that the government could do to improve the city.  
Pupils compare what they have learnt about urbanisation in Africa with what they learnt about India in Lessons 10.6 and 10.7. | 1 hour | 236–237 |
| 12.9          | Does China want to help develop Africa? | • To understand the trading links between Africa and China.  
• To consider different viewpoints to identify reasons for this trade. | This lesson looks at the trading links between Africa and China.  
Pupils look at trade routes in Africa. They analyse a graph to show how trade has increased between Africa and China, and what products are being traded. They consider Chinese investment in Africa and why it is important. A range of views about China’s trade with Africa are given, and pupils categorise them as negative and positive.  
Pupils answer the enquiry question ‘Does China want to help develop Africa?’ | 1 hour | 238–239 |
<table>
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<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 12.10         | What are the challenges and opportunities facing Africa? Review | **Pupils will answer questions that assess what they have learnt in this unit:**  
- the physical and human geography of Africa  
- Africa’s colonial history  
- about some of the challenges facing the continent  
- about some of the opportunities to develop and change. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils investigate the way of life of one family from Malawi.  
Pupils draw a table to show what they have learnt about the challenges and opportunities facing Africa.  
Pupils look at the Sustainable Development Goals and how they are important for the future of Africa.  
After re-reading Chimamanda Ngozi Adichie’s comments from Lesson 12.1, pupils write about what they have learnt about Africa in this unit. | 1 hour | 240–241 |
### Unit name

Unit 13: How does ice change the world?

### Unit objectives

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.

### Key aspects of pupil achievement

**Contextual world knowledge**
- Locate the changing global distribution of ice sheets and glaciers
- Identify human and physical features of a locality – Helvellyn, Snowdon, Dinorwig, North Wales, Geiranger, Norway

**Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**
- Understand that the world’s distribution of glaciers varies through time
- Understand how erosion, deposition and transportation create and change landforms
- Identify and understand how people use glacial landforms
- Understand how scientists investigate how glaciers are changing

**Competence in geographical enquiry & skills**
- Comparing OS maps with aerial and ground level photos to identify glacial landforms
- Use OS maps to draw cross sections to show glacial features

### Key assessment opportunity

13.10 How does ice change the world? Review
- Geographical terminology
- Identify glacial landforms
- Create a tourist information board to show glacial landforms

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<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 13.1          | How does ice change the world? | • To understand what a glacier is  
• To identify the location of glaciers around the world  
• To understand what the two different types of glacier are | This lesson introduces different types of glaciers and where they are found in the world.  
Pupils explain what a glacier is and where they form. They describe what a glaciologist is and identify the two main types of glacier.  
Pupils use enquiry questions to describe two photographs showing different types of glaciers. They locate each glacier and consider what information they can see that tells them whether each glacier is popular with tourists.  
Using the map showing the world distribution of ice sheets and glaciers, pupils mark these areas on an outline map of the world and describe the distribution of glaciers. They explain the distribution of the world’s glaciers. | 1 hour | 242–243 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 13.2          | How and why do glaciers form and move?           | • 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. | This lesson introduces Ice Ages, and looks at how glaciers form and move.  
Pupils analyse a graph to look at interglacial and ice ages.  
Using a map, pupils describe the distribution of ice and glaciers during the last ice age. They compare this map with the one from Lesson 13.1 and identify changes.  
Pupils define key words for the lesson.  
Pupils copy and label a diagram that shows a glacier as a system, and explain why glaciers advance or retreat.  
Using a photograph, pupils draw a sketch of a glacier and label the different zones and glacial features.  
Pupils explain how and why glaciers form and move. | 1 hour         | 244–245                   |
| 13.3          | How do glaciers change landscapes?               | • To understand how glaciers erode, transport and deposit material, and change landscapes.  
• To analyse a topological map and photographs of a glacier. | This lesson looks at glacial processes and how glaciers erode landscapes.  
Pupils explain the process of freeze-thaw weathering, why it occurs in glacial areas and how it helps glaciers erode landscapes.  
Pupils study a photograph to identify the type of glacier, look at the glacial processes and draw a diagram to explain how a glacier erodes a landscape.  
Pupils explain how a glacier transports material. They explain why and how a glacier deposit materials.  
Using a topological map, pupils locate and describe a glacier, then draw a sketch map and annotate it.  
As an extension activity, pupils can draw a cross-section of a glacier. | 1 hour         | 246–247                   |
| 13.4          | How are landforms shaped by glacial erosion? Part 1 | • To identify and describe glacial erosion landforms: corries, tarns, aretes and pyramidal peaks. | This lesson looks at the landforms created by glacial erosion.  
Pupils describe how a landscape can change during and after glaciation. They draw and label a sketch of a corrie to explain how corries are formed.  
Pupils draw a sketch to show a variety of features and explain how they are formed.  
Using an OS map extract, pupils identify glacial features.  
Pupils create a storyboard to show the formation of glacial features. | 1 hour         | 248–249                   |
| 13.5          | How are landforms shaped by glacial erosion? Part 2 | • To identify and describe glacial erosion landforms: U-shaped valley, hanging valley, truncated spurs, ribbon lakes, fjords. | This lesson continues to look at landforms created by glacial erosion.  
Pupils identify and compare different landforms. They explain how glaciers change V-shaped valleys to create U-shaped valleys.  
Pupils draw a field sketch of a valley, label it to identify the features, and annotating it to explain how the valley was formed.  
Pupils describe and explain how hanging valleys, truncated spurs, ribbon lakes and fjords are formed.  
Working with a partner, pupils create key term cards for the unit and use them to explain how glaciers change from source to mouth. | 1 hour         | 250–251                   |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
</table>
| 13.6          | How do we know the Lake District was glaciated? | • To identify glacial landforms on OS maps and photos.  
• To consider how an area in the Lake District was eroded by ice. | This lesson investigates the landforms left behind by glaciers in an area of the Helvellyn area of the Lake District.  
Pupils identify glacial features on an OS map and satellite image. They use Google Earth to explore the features further.  
Pupils draw and label a cross-section of a corrie. They explain how it was formed by ice.  
Pupils draw an annotated sketch map to show how the Helvellyn area was formed. | 1 hour | 252–253 |
| 13.7          | How are landforms shaped by glacial deposition? | • To identify and describe glacial depositional landforms: moraines, glacial till, erratics, outwash plains, drumlins. | This lesson looks at the landforms created by glacial deposition.  
Pupils consider when and why glaciers deposit materials. They identify where the glacier melts and explain what glacial till is.  
Pupils investigate a variety of landforms created by glacial deposition and consider the power of meltwater streams.  
Using a photograph and diagram, pupils consider different types of moraine and where they are found.  
Pupils identify which landforms are created by melting ice and which are formed from meltwater. | 1 hour | 254–255 |
| 13.8          | How do people use glacial landforms? | • To identify and describe how people use glacial landforms. | This lesson looks at how glacial landforms are used for tourism, water transference and hydro-electric power.  
Pupils consider why people began to visit the Lake District from the late eighteenth century. Using a poster, they describe how the Lake District can attract tourists.  
Pupils use evidence to explain why people created Thirlmere in the Lake District.  
Pupils identify glacial landforms on an OS map and satellite image. They use Google Earth to explore the features further.  
Pupils identify which landforms are created by melting ice and which are formed from meltwater. | 1 hour | 256–257 |
| 13.9          | How do we investigate how glaciers are changing? | • To understand how glaciologists investigate glaciers.  
• To understand how glaciers are changing.  
• To interpret satellite images and repeat photography of glaciers. | This lesson explores the work of a glaciologist, and how they look at how glaciers change.  
Pupils consider how glaciologists investigate glaciers. They look at repeat photography and use of satellite images, and use resources to describe how glaciers have changed over time.  
Pupils use the vision statement to explain why glaciologists are excellent geographers. | 1 hour | 258–259 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
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| 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils complete an activity to show their understanding of key terms from the unit.  
Pupils list the locations they have studied in the unit.  
Pupils identify glacial processes on a photograph of a glacier and explain how each process works.  
Pupils name glacial landforms on a diagram and on an OS map extract.  
Pupils consider the point a cartoonist is making in a political cartoon about how glaciers are changing.  
Pupils explain how glaciers are changing.  
Pupils create an information board to show a feature in the Lake District and how it was formed. | 1 hour | 260–261 |
<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
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| Unit 14: Why is the Middle East an important 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. | **Contextual world knowledge**  
• Identify the meaning of a region  
• Locate the Middle East and its countries  
• Identify key features of the Middle East’s physical landscape, climate, environments, population distribution, economy  
• Consider the importance of the region to the world  
**Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space**  
• Know the physical landscape of the Middle East  
• Identify the impact of plate tectonics on the Middle East  
• Understand the pattern of climate zones  
• Compare a desert and Mediterranean climate  
• Understand the distribution of population and ethnic groups across the Middle East  
• Understand the importance of oil to the economies of the Middle East and the world  
• Understand the changing state of development across the countries of the Middle East  
• Compare and understand the reasons for different levels of development and population change for UAE and Yemen  
• Understand the reasons for conflict in the Middle East  
• Identify issues of water scarcity created by the climate of the region  
**Competence in geographical enquiry and skills**  
• Draw climate graphs  
• Use atlas maps and photos to investigate Middle East  
• Interpret statistics, graphs, population density map, population pyramids to investigate population change  
• Consider different points of view and decisions people make to change  
• Apply understanding of development, population and economy to investigate UAE and Yemen  
• Apply understanding of the Middle East, and migration to investigate the causes and consequences of war in Syria | 14.10 Why is the Middle East an important world region? Review: Applying understanding of migration developed in unit 8 and 10 pupils can use a wide variety of geographical data to consider impact of forced migration from Syria  
14.6 and 14.7: Apply understanding of big ideas of geography, and using varied geographical data progressed through the book – development, economy and population change by comparing UAE and Yemen |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
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| 14.1          | Why is the Middle East an important world region? | • To understand what countries make up the Middle East  
• To look at different areas in the Middle East | This lesson introduces the history and make-up of the Middle East region.  
Pupils explain what a region is and why it is difficult to define a region. They explain what the term 'Middle East' means.  
Pupils list the countries and one state of the Middle East, and the seas that border the region. They name the continents that meet in the region and why this is important in the development of the region.  
In groups, pupils discuss their knowledge of the Middle East, using the photographs to help them. They share their knowledge with the class.  
Pupils read the information from the Degree Confluence website and describe what an area of the Middle East is like. They use the website to investigate five other places in the Middle East. | 1 hour | 262–263 |
| 14.2          | How does physical geography influence the region? | • To understand the influence of physical geography on the Middle East. | This looks at how the physical geography influences the Middle East.  
Pupils use a map to name the mountain and rivers of the Middle East and describe the distribution of physical regions.  
Pupils match three photographs to their locations, and use them to explain how they challenge views of the Middle East.  
Using a map from the US Geological Survey, pupils describe and explain earthquake activity in the Middle East. | 1 hour | 264–265 |
| 14.3          | What problems does the climate of the Middle East create for the region? | • 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. | This lesson looks at the climate of the Middle East.  
With reference to a map, pupils name and describe the distribution of climate zones in the Middle East.  
Pupils draw climate graphs and describe the climate for the two main climates of the Middle East.  
After reading an article, pupils explain why there is a water crisis in the Middle East. They consider ways of improving water supply including a water transfer scheme, a desalination plant and an aquifer. | 1 hour | 266–267 |
| 14.4          | Why is the population of the Middle East so diverse? | • 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. | This lesson looks at the population distribution of the Middle East.  
Pupils use a map to describe the population distribution across the Middle East. They explain the pattern of population density of the Middle East by comparing it to a physical geography map.  
Using data provided, pupils draw a bar graph to show the population of countries in the Middle east and summarise what the graphs show.  
Pupils analyse a map to look at the ethnic groups that live in the Middle East and why the population is so diverse in terms of ethnic groups.  
Pupils consider how the population of Israel is different to other countries in the Middle East. | 1 hour | 268–269 |
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.5</td>
<td>Why is the Middle East a major economic region of the world?</td>
<td>• To understand the importance of oil to the economies of the Middle East and the world.</td>
<td>This lesson looks at the economy of the Middle East and the importance of oil. Pupils look back to Unit 2 to recap why oil is so important to economy. Pupils explain the causes of the formation of oil and natural gas in the Middle East. They look at when oil was first discovered in the region. Using a variety of data, pupils consider the importance of oil and gas reserves in the Middle East for the economies of countries in the region. Pupils look at data about global consumption and production of oil. They consider what problems could be created by having an economy that relies on money from exporting oil. Pupils answer the enquiry question ‘Why is the Middle East a major economic region of the world?’</td>
<td>1 hour</td>
<td>270–271</td>
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<td>14.6</td>
<td>How has the United Arab Emirates developed?</td>
<td>• To know the levels of development across the region.</td>
<td>This lesson looks at levels of development across the Middle East. Pupils look at a map showing HDI per capita to look at which income group each Middle East country is in. They write a list of challenges that countries in the Middle East need to overcome in order to develop. Pupils consider how the UAE is governed. They look at the distribution of oil, the importance of oil to its economy, and how the country needs to become less reliant on oil revenue. Using a graph, pupils explain how successful the UAE has been in developing since 1970. Pupils analyse a population pyramid to consider the patterns shown. They explain why the UAE uses so many migrant workers.</td>
<td>1 hour</td>
<td>272–273</td>
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<tr>
<td>14.7</td>
<td>Why is Yemen the poorest country in the Middle East?</td>
<td>• To understand factors that hinder development.</td>
<td>This lesson looks at Yemen as a country with barriers to development. Pupils read and analyse an economic report about Yemen. They summarise the reasons for lack of development in Yemen. Pupils consider the impact of the latest war in Yemen. Pupils analyse a population pyramid and consider which stage of the DTM Yemen is in. They compare the population pyramids of Yemen and the UAE. Pupils identify the Sustainable Development Goals which would benefit Yemen. They draw Development Compass Roses for UAE and Yemen and use them to compare levels of development, and explain why there is such a difference in development. They consider the three most important reasons.</td>
<td>1 hour</td>
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<tr>
<td>14.8</td>
<td>Why is there ongoing conflict in the Middle East?</td>
<td>• To understand some of the reasons for conflict in the Middle East</td>
<td>This lesson looks at the reasons for conflict in the Middle East. Pupils create a spider diagram to summarise the reasons for conflict in the Middle East. They create a timeline to summarise the major conflicts that have occurred in the region. Pupils describe the distribution of Sunni and Shia Muslims across the Middle East. They consider the impact of the overthrow of Saddam Hussein In the Iraq War on growing tensions between Sunni and Shia Muslims. Pupils look at evidence about countries offering military support in Yemen.</td>
<td>1 hour</td>
<td>276–277</td>
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Lesson number | Lesson title | Learning objectives | Overview of content | Teaching time | Textbook pages
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14.9 14.10 | Why is the Middle East an important world region? Part 1 Review | 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. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. A variety of resources are provided include an image about the effect of war in Syria, views from people who left Syria, a map showing the countries accepting Syrian refugees, a political cartoon on the Syrian refugee crisis and views from people about the Syrian refugee crisis. Pupils use the resources to consider:  - why Syria is at war  - what the significant impacts of the war are  - why people left or stayed in Syria  - what the problems of the Syrian refugee crisis are  - why the Middle East is important to the rest of the world | 1 hour | 278–281
<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit objectives</th>
<th>Key aspects of pupil achievement</th>
<th>Key assessment opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 15: What is the future for the planet? A geographer’s view</td>
<td>Pupils are introduced to the unit objectives. In this unit, pupils will learn:  • that climate change is a controversial issue affecting the future of the planet  • about the evidence of climate change  • the causes and consequences of climate change  • about the options for the planet’s future.</td>
<td><strong>Contextual world knowledge</strong>  • Global patterns of climate change and greenhouse gas emissions  • Antarctica the frozen continent  • Consequences of climate change in the UK  <strong>Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space</strong>  • Understand the concept of climate change  • Understand the role of greenhouse gases  • Understand the interaction and interconnection of the Earth’s spheres, principles of weather and climate and changing glaciers  • Understand the contribution of using natural resources, energy development, economic growth, population change on the world’s changing climate  • Identify and classify the causes of climate change  • Apply understanding of the big ideas of geography progressed through the book to investigate the causes and consequences of climate change  • Understand that action to face climate change requires international agreement and collaboration</td>
<td>Each lesson in this unit is an assessment of pupil’s ability to think like geographers demonstrating a synoptic understanding of the course. 15.4 and 15.5: What are the consequences of climate change on our planet? Use a variety of geographical data all through the book to apply understanding of geographical concepts 15.7 Independent geographical enquiry of Antarctica 15.9 What is the future for the planet? A geographer’s view Review</td>
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**Competence in geographical enquiry and skills**  • Investigate controversial issues  • Consider a range of evidence of climate change  • Consider and critically reflect on different viewpoints detecting bias  • Use a wide range of geographical data in this unit and those throughout the book marked with cc symbol to identify and classify the causes and consequences of climate change  • Use of GIS to identify flood risk in the UK  • Class debate presenting three options for the future  • Consider future actions as a geographer
<table>
<thead>
<tr>
<th>Lesson number</th>
<th>Lesson title</th>
<th>Learning objectives</th>
<th>Overview of content</th>
<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
</thead>
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<tr>
<td>15.1</td>
<td>What is the future for the planet? A geographer's view</td>
<td>• To consider the range of views about climate change, what it is and its possible causes and consequences.</td>
<td>This lesson introduces climate change, and range of views about what it is and its possible causes and consequences. Pupils discuss what they already know about climate change and/or global warming. They explain why it is a controversial issue. Working with a partner, pupils read a variety of views about climate change and group them into those who see climate change as an issue caused by humans, and those who don’t. Pupils summarise the views of those who see climate change as an issue, and those who don’t. They consider which view makes the strongest case and explain their answer.</td>
<td>1 hour</td>
<td>282–283</td>
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<td>15.2</td>
<td>What is the evidence for climate change?</td>
<td>• To identify evidence of climate change. • To apply understanding of ideas in earlier units.</td>
<td>This lesson looks at the evidence for climate change. Pupils analyse a graph showing changes in annual global temperatures. They explain why this is the most important evidence of climate change, and how it suggests that the climate is warming more quickly. Using a diagram, pupils consider indicators of climate change. They recap from Unit 13 how glaciologists have collected data on glaciers and ice sheets decreasing in size, and what this shows us about climate change. Pupils explain the reasons for rising sea levels and how increases in global temperatures leads to an increase in rainfall around the world. They look at the use of satellite images in understanding how Arctic sea ice is changing. Using what they have learnt from Unit 5, they consider how climate change is leading to economic advantages for Russia. Using the evidence from the lesson, pupils say whether they think climate change is happening and justify their answer.</td>
<td>1 hour</td>
<td>284–285</td>
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<td>15.3</td>
<td>What are the causes of climate change?</td>
<td>• To know the natural and human causes of climate change. • To understand how changes to greenhouse gases can lead to climate change.</td>
<td>This lesson introduces the causes of climate change. Pupils explain how glaciologists have found out about changes in climate, ice ages and interglacials in Earth’s history, and what this evidence proofs about changes in climate. Pupils explain what greenhouse gases are and how they keep the planet warm. They consider why the natural occurrence of these gases strengthens the case of people who think climate change is occurring naturally and is not caused in the main by humans. Pupils analyse changes in carbon dioxide levels since 1950. They identify how humans add greenhouse gases to the atmosphere and the effects of this. Pupils look at which countries are emitting the most greenhouse gases.</td>
<td>1 hour</td>
<td>286–287</td>
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<td>Lesson number</td>
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<td>Teaching time</td>
<td>Textbook pages</td>
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<td>15.4</td>
<td>What are the consequences of climate change on our planet?</td>
<td>• To consider the future consequences of climate change on the physical and human geography of the planet.</td>
<td>This double lesson presents a range of geographical data about the consequences of climate change including maps showing global temperature patterns, global precipitation patterns, extreme global weather events, newspaper articles about the consequences of climate change, information about climate change from Oxfam. Pupils look back through the textbook to find a ‘CC’ symbol which highlights which data in the book shows evidence of the consequences of climate change. They consider what conclusions they can make from the data and what they’d like to investigate further. Pupils use the maps and articles to consider how climate change has consequences on global temperatures and precipitation, and extreme weather events. They look at the key messages of Oxfam’s climate change campaign. As an extension, pupils can investigate climate change campaigns from Oxfam or another aid agency, using the internet for their research.</td>
<td>2 hours</td>
<td>288–291</td>
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<td>15.5</td>
<td>What are the consequences of climate change for the UK?</td>
<td>• To consider the consequences of climate change for the UK. • To consider how climate change will affect different people.</td>
<td>This lesson looks at consequences of climate change for the UK. Pupils analyse the UK Government’s climate change risk assessment. They consider the view from the Environment Agency about climate change. Pupils consider the negative and positive changes that climate change has on the UK, and whether the UK should be worried about climate change. They think about the views of different people. Using an Environment Agency website, pupils consider the risk of flooding in their local area, then Southampton and Teesside.</td>
<td>1 hour</td>
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<td>15.6</td>
<td>Antarctica – the frozen continent? A geographical enquiry</td>
<td>• To understand the importance of Antarctica. • To investigate how the continent is changing due to climate change. • To conduct your own geographical enquiry</td>
<td>This lesson presents the data for a geographical enquiry about how Antarctica is changing as a result of climate change. Pupils use the information on the pages as well as a range of websites given to investigate how Antarctica is changing as a result of climate change. They use what they have researched to write an article for a newspaper or magazine or webpage. They can then present their work to the rest of the class. Pupils look at the vision statement to consider what progress they have made in being a geographer through conducting this enquiry.</td>
<td>1 hour</td>
<td>294–295</td>
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<td>15.7</td>
<td>What can we do about climate change?</td>
<td>• To understand the interconnected human causes of climate change. • To understand that action to face climate change requires international agreement and collaboration.</td>
<td>This lesson considers what can be done about climate change. Pupils compare a range of maps to consider patterns about how climate change is affecting our world. They consider how increasing world population has led to climate change. Pupils analyse a graph about the global emissions of carbon dioxide. Pupils consider how the Sustainable Development Goals link to protecting the Earth. Pupils read about the key points of the Paris Climate Agreement and consider how it is tackling issues investigated in the textbook. They consider the attitude of President Trump to the Paris Agreement and what this means for the rest of the world.</td>
<td>1 hour</td>
<td>296–297</td>
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### Lesson Overview

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<th>Teaching time</th>
<th>Textbook pages</th>
</tr>
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| 15.9          | What is the future for the planet? A geographer’s view. Review | Pupils will answer questions that assess what they have learnt in this unit:  
- that climate change is a controversial issue affecting the future of the planet  
- about the evidence of climate change  
- the causes and consequences of climate change  
- about the options for the planet’s future. | Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit.  
Pupils draw a concept map to make interconnections between the big ideas of geography which affect climate change. They discuss which are the most important causes of climate change.  
Pupils prepare a case for what they think should be done in terms of climate change for the future of the planet. They present this to the rest of the class as a poster or presentation, before debating which option is best.  
Pupils use the WWF footprint calculator to consider their own global footprint and the factors that affect it.  
Using information from a poster, pupils consider the personal choices they can make to reduce the impact of climate change. | 1 hour | 298–299 |
| 15.10         | What is a geographer? Review | Pupils consider what they have learnt in their course:  
- about being a geographer  
- how to ask geographical questions  
- how to conduct geographical enquiries  
- key aspects of studying people and places  
- how to use geographical data, including maps | Pupils consider what they have learnt over the Progress in Geography: Key Stage 3 course. This lesson is most appropriate for those going on to study Geography at GCSE.  
Pupils revisit and answer the question ‘What is a geographer?’  
Pupils identify the five most important things they have learnt from the course. They design an image to show what they have learnt. They look at the vision statement and consider the progress they have made.  
Using the aims of GCSE Geography, pupils consider how what they will study in the future will progress the knowledge they have learnt over the Progress in Geography: Key Stage 3 course. They summarise how they think their progress in the course has prepared them for GCSE Geography. | 1 hour | 300–301 |