

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Autumn Half Term 1	Why is the Middle East an important region? <ul style="list-style-type: none"> The physical characteristics of the Middle East and the effects those have on the region. Investigating the diversity of the Middle East's people and the reasons for that. The economic growth of the region, in particular how natural resources can bring opportunities and challenges for development (focus on Dubai and Yemen). GIS in the Middle East. 	<ul style="list-style-type: none"> Knowledge Expert Quiz - Key words task Pupils will complete a 'big geographical question' linked to the importance of natural resources in the Middle East. This will take the form of an issue evaluation and will build up over a series of lessons before the question is completed. 	<ul style="list-style-type: none"> Pupils will develop their prior learning on development, applying this to new regions and new factors driving or hindering development. They will revisit population by analysing population pyramids. Skill based activities will allow pupils to revisit key skills introduced in Years 7 and 8. Including: <ul style="list-style-type: none"> Climate graphs Atlas maps Choropleth maps Thematic maps Population pyramids. Pupils will consider how their learning fits into the wider geographical themes of locational and place knowledge, diversity and conflict, processes, sustainability and skills. 	<ul style="list-style-type: none"> A key word glossary and key word test. A guided reading task is included in the lesson about Yemen. Oracy opportunity – talk tactics and concept cartoons included in lessons.

			<ul style="list-style-type: none"> It supports learning in many other topics, such as resource management, development and ecosystems. 	
Autumn Half Term 2	<p>"Do perceptions of Africa match reality?"</p> <ul style="list-style-type: none"> History of colonialism in Africa Development indicators Population change Urbanisation in Lagos, Nigeria Investment in development projects Variations in climate and ecosystems, including hot deserts Should the Grand Ethiopian Dam be allowed? 	<ul style="list-style-type: none"> Key Topic Test1 - Africa and the Middle East Knowledge Expert Quiz - Key word tasks Feedback on presentations using the Voice 21 presentation framework. 	<ul style="list-style-type: none"> Pupils will develop their prior learning on development, applying this to new regions and new factors driving or hindering development. They will revisit population by analysing population pyramids. Skill based activities will allow pupils to revisit key skills introduced in Years 7 and 8. Including: <ul style="list-style-type: none"> Climate graphs Atlas maps Choropleth maps Thematic maps <p>Pupils will consider how their learning fits into the wider geographical themes of locational and place knowledge, diversity and conflict, processes and skills.</p>	<ul style="list-style-type: none"> Challenging text guided reading on urban issues in Lagos. Oracy – pupils will complete a presentation on the Grand Ethiopian Dam. Talk tactics and concept cartoons included throughout.

			<ul style="list-style-type: none"> • It supports learning in many other topics, such as urbanisation, development, population and ecosystems. • The key themes include geographical processes, sustainability, skills. 	
Spring Half Term 3	<p>"How will climate change affect the world and what can we do about it?"</p> <ul style="list-style-type: none"> • To investigate the evidence for climate change • To be able to explain the human and physical causes of climate change • Impacts of climate change on different areas of the world and the UK • Managing climate change – mitigation and adaptation 	<ul style="list-style-type: none"> • Knowledge Expert Quiz - Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning. • Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes. 	<ul style="list-style-type: none"> • Skills include <ul style="list-style-type: none"> - Line graphs - Bi-polar bar charts - Photographs - Thematic maps - Use of Google Earth • This topic has links to development and natural hazards • Pupils are able to practice explaining processes in a logical sequence. • The Key themes include geographical processes, sustainability, personal geography, diversity and conflict and skills. 	<ul style="list-style-type: none"> • A key word glossary and key word test. • A guided reading on the effects of climate change. • Oracy – pupils to discuss whether it is hypocritical for HICs to tell LICs/NEEs that they cannot use fossil fuels for their development, using concept cartoons

<p>Summer</p> <p>Half</p> <p>Term 5</p>	<p>How do Tectonic Hazards affect people?</p> <ul style="list-style-type: none"> • Explaining what a natural hazard is and the factors affecting the risk. • Theory of plate tectonics and tectonic processes • A comparison of two earthquakes and the reasons for the difference in affects and responses. • Successful Learners Programme – revision strategies: flash cards, quizzing and brain dumps. 	<ul style="list-style-type: none"> • Knowledge Expert Quiz Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning. • Evaluation question comparing effects of earthquakes. • Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes. 	<ul style="list-style-type: none"> • This topic links to previous learning including development. • Skills include: <ul style="list-style-type: none"> - Atlas maps - Thematic maps - Photographs <p>The key geographical themes include geographical processes, location/place knowledge and conflict and diversity.</p>	<ul style="list-style-type: none"> • A key word glossary and key word test. • Evaluation question with support – modelling of structure, key words to include. Pupils to discuss their ideas to include before writing up, using talk tactics. Bullseye to be used for process explanation.
<p>Summer</p> <p>Half</p> <p>Term 6</p>	<p>How does the weather affect our lives?</p> <ul style="list-style-type: none"> • How global atmospheric circulation affects climate conditions in the UK, topics and along the equator. Later, how this can help in the formation of tropical storms. • The formation and characteristics of tropical storms. 	<ul style="list-style-type: none"> • Knowledge Expert Quiz Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning • Evaluation question evaluating the responses of a tropical storm. • Knowledge and Skills Assessment – focus on 	<p>This topic allows pupils to practice explaining processes in a logical sequence.</p> <p>Skills include:</p> <ul style="list-style-type: none"> - Satellite photographs - Models – global atmospheric circulation and the structure of a hurricane - Atlas maps - Thematic maps - Statistical skills - Data collection - Data presentation 	<ul style="list-style-type: none"> • A key word glossary and key word test. • Guided reading activity considering the vulnerability of the Philippines. • Evaluation question with support – modelling of structure, key words to include. Pupils to discuss their ideas before writing up their response, using talk tactics.

	<ul style="list-style-type: none"> • How climate change is likely to affect distribution, frequency and intensity of tropical storms • A case study of a tropical storm to consider the causes, effects and responses. • Investigating how the effects of tropical storms can be reduced. • A study of the evidence that the UK's weather is getting more extreme, with an example of a recent extreme weather event (currently Storm Desmond) • Microclimate enquiry (on-site fieldwork) 	<p>tectonic hazards and climate change.</p> <ul style="list-style-type: none"> • Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes. 	<p>The key geographical themes are location/place knowledge, geographical processes.</p>	
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