

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

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

			<ul style="list-style-type: none"> <li>It supports learning in many other topics, such as urbanisation, development, population and ecosystems.</li> <li>The key themes include geographical processes, sustainability, skills.</li> </ul>	
<b>Spring</b> <b>Half</b> <b>Term 3</b>	<p>"How will climate change affect the world and what can we do about it?"</p> <ul style="list-style-type: none"> <li>To investigate the evidence for climate change</li> <li>To be able to explain the human and physical causes of climate change</li> <li>Impacts of climate change on different areas of the world and the UK</li> <li>Managing climate change – mitigation and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Expert Quiz <ul style="list-style-type: none"> <li>- Small multiple choice and short answer questions based on key terms and use of skills as part of class time and homelearning.</li> </ul> </li> <li>Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>Skills include <ul style="list-style-type: none"> <li>- Line graphs</li> <li>- Bi-polar bar charts</li> <li>- Photographs</li> <li>- Thematic maps</li> <li>- Use of Google Earth</li> </ul> </li> <li>This topic has links to development and natural hazards</li> <li>Pupils are able to practice explaining processes in a logical sequence.</li> <li>The Key themes include geographical processes, sustainability, personal geography, diversity and conflict and skills.</li> </ul>	<ul style="list-style-type: none"> <li>A key word glossary and key word test.</li> <li>A guided reading on the effects of climate change.</li> <li>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</li> </ul>

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

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