Progress in Geography: KS3, Second Edition

Curriculum plan

Year 7

Unit 1 What is a geographer?

Key learning for 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.

Lesson title	Learning objectives
Lesson 1.1 What is a geographer?	• 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.
Lesson 1.2 How do you work like a geographer?	• To understand how to conduct a geographical enquiry. • To identify different types of geographical data. • To appreciate why geography is an important subject.
Lesson 1.3 How can we locate places around the world?	• To understand the difference between latitude and longitude. • To be able to locate places on physical and political maps of the world.
Lesson 1.4 How can you write like a geographer to describe places?	• To know about a big idea in geography – place. • To begin to write like a geographer.
Lesson 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.
Lesson 1.6 How do we locate features on OS maps?	• To understand why and how the OS use symbols on maps. • To be able to locate places on an OS map using four- and six-figure grid references.
Lesson 1.7 How do OS maps show height, direction and slopes?	• To understand how height is shown on OS maps. • To identify contour patterns. • To recap the points of a compass and direction.
Lesson 1.8 How can we use aerial photos with OS maps?	• To compare a vertical aerial photo with an OS map of the same scale. • To identify features and land uses on an aerial photograph. • To research and analyse a vertical aerial photo of your local area. • To draw a sketch map to show different land uses.
Lesson 1.9 How can we use a model to investigate settlement patterns?	• To appreciate how geographers use models. • To know how settlements are placed in a hierarchy. • To use an OS map to identify a settlement hierarchy.
Lesson 1.10 What is a geographer? Review	Pupils will answer questions that assess what they have learnt in this unit: • what it means to be a geographer • to ask geographical questions • to conduct geographical enquiries • key aspects of studying people and places • how to use geographical data, including maps.

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

Key learning for this unit:

- How people use the Earth's natural resources.
- The differences between renewable and non-renewable resources.
- How natural resources are not evenly shared across the world.
- To know about the idea of sustainability.

Lesson title	**Learning objectives**
Lesson 2.1 How do we use our planet as a natural resource?	• How people use the Earth's natural resources. • The differences between renewable and non-renewable resources. • How natural resources are not evenly shared across the world. • About the ideas of sustainability.
Lesson 2.2 How are rocks and minerals used as a natural resource?	• To understand how we use rocks as a natural resource. • To understand how coal is formed and its significance to the Industrial Revolution. • To investigate a quarry using a photo and an OS map.
Lesson 2.3 How do the world's forests provide natural resources?	• To understand how forests provide natural resources. • To be able to describe the distribution of the world's forests. • To extend world locational knowledge.
Lesson 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.
Lesson 2.5 Why is food a vital natural resource?	• To understand how food is a natural resource. • To know that food is vital to all people. • To understand that food supply is unequal around the world.
Lesson 2.6 Is there enough water for human needs?	• To understand how water is used as a natural resource. • To identify where the freshwater that we use can be found. • To understand that water supply is unequal around the world.
Lesson 2.7 Why is the world so dependent on oil?	• To understand what oil is and how it forms. • To understand how oil is refined in order to make different oil-based products. • To understand the varied uses of oil in our daily lives.
Lesson 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 to make a decision.
Lesson 2.9 How can we use natural resources sustainably?	• To understand the idea of sustainability. • To identify different sustainable actions.
Lesson 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: • how people use the Earth's natural resources • the difference between renewable and non-renewable resources • how natural resources are not evenly shared across the world • about the idea of sustainability.

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

Key learning for this unit:

- Economic activities and what they are like at different scales, from local to global.
- 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.

Lesson title	Learning objectives
Lesson 3.1 What is an economy, from local to global?	• 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.
Lesson 3.2 What's happening down on the farm?	• To understand what a farm is. • To understand a farm as an economic system.
Lesson 3.3 Why is manufacturing all about choosing the right site?	• To know location factors for a factory. • To make decisions about locating a factory.
Lesson 3.4 Why did Nissan locate in the UK?	• To apply 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.
Lesson 3.5 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.
Lesson 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.
Lesson 3.7 What is GIS and how can it be used in economic activities?	• To know what a Geographical Information System is, and the advantages of its use. • To understand how GIS can be used in economic activities.
Lesson 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.
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.
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: • 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.

Unit 4 What is weather and climate?

Key learning for 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.
- The factors that affect the distribution of climate types.

Lesson title	Learning objectives
Lesson 4.1 What is weather and climate?	• 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. • The factors that affect the distribution of climate types.
Lesson 4.2 How do we measure weather?	• To identify how elements of the weather are measured.
Lesson 4.3 How can weather data be recorded and presented?	• To consider the methods of recording vast amounts of weather data. • To know and use the synoptic code. • To know the various ways the Met Office presents weather data to the public. • To understand the different groups of people who need to use weather data.
Lesson 4.4 What are clouds and why does it rain?	• To understand how clouds form. • To classify the main types of clouds. • To identify types of rainfall.
Lesson 4.5 What is air pressure and anticyclones?	• To know about air pressure and air masses. • To recognise the characteristics of anticyclones. • To understand the contrast between summer and winter anticyclones. • To interpret a weather chart using the synoptic code.
Lesson 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.
Lesson 4.7 How do I conduct a weather enquiry?	• To conduct a geographical 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.
Lesson 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.
Lesson 4.9 How does climate vary across the world?	• To know climate distribution around the world. • To identify reasons for variation in climate.
Lesson 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 • the factors affect the distribution of climate types.

Unit 5 Why do we need to understand how the Earth works?

Key learning for this unit:

- How the Earth works as a system.
- How the Earth has evolved over millions of years.
- About the concept of geological time.
- How people are changing how the Earth's systems works.

Lesson title	**Learning objectives**
Lesson 5.1 Why do we need to understand how the Earth works?	• How the Earth works as a system. • How the Earth has evolved over millions of years. • The concept of geological time. • How people are changing how the Earth's systems works.
Lesson 5.2 What are the three types of rock and the rock cycle?	• To know the three main rock types. • To understand how these rocks are interconnected in the rock cycle. • To understand how rocks are weathered.
Lesson 5.3 What are the water and carbon cycles?	• To understand how the water and carbon cycles work. • To appreciate how these cycles are an essential part of the Earth's systems.
Lesson 5.4 What are biomes and where are they located?	• To understand the characteristic features of ecosystems and biomes. • To interpret distribution patterns on atlas maps.
Lesson 5.5 How is a tropical rainforest biome interdependent?	• To identify characteristic features of a tropical rainforest. • To understand how the Earth's spheres interact to create the rainforest.
Lessons 5.6 and 5.7 How are people affecting tropical rainforests? Parts 1 and 2	• To know some of the causes and consequences of deforestation. • To understand reasons why forests are cleared. • To consider different viewpoints about exploiting rainforests to reach your own conclusion and decision making.
Lesson 5.8 One global ocean?	• To know the idea of one global ocean. • To identify the advantages of a map projection that focuses on the global ocean. • To understand the significance of the global ocean. • To understand how the ocean circulates.
Lesson 5.9 How is plastic damaging the ocean?	• To understand why plastic waste in the ocean is a problem. • To consider how you use and dispose of plastics. • To identify ways of reducing plastic production and use.
Lesson 5.10 Why do we need to understand how the Earth works? Review	Pupils will answer questions that assess what they have learnt in this unit: • how the Earth works as a system • how the Earth has evolved over millions of years • the concept of geological time • how people are changing how the Earth's systems works.

Unit 6 Is the geography of Russia a hindrance or a benefit?

Key learning for 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.

Lesson title	Learning objectives
Lesson 6.1 Is the geography of Russia a hindrance or a benefit?	• 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.
Lesson 6.2 What is the physical landscape of Russia?	• To know the distribution of physical landforms across Russia.
Lesson 6.3 What is the climate of Russia?	• To draw a climate graph. • To interpret climate graphs and isotherm maps of Russia. • To describe and explain the climate of Russia.
Lesson 6.4 What biomes exist in Russia?	• To understand the distribution of biomes in Russia. • To understand how tundra and taiga biomes have evolved across Russia.
Lesson 6.5 Where do people live in Russia?	• To know what population density is, and how it is calculated. • To identify parts of Russia that are densely and sparsely populated. • To describe the distribution of population across Russia. • To identify reasons for the distribution of population in Russia.
Lesson 6.6 Does geography help or hinder the Russian economy?	• To know about the economy of Russia. • To describe the distribution of natural resources in Russia. • To know that the size of Russia and its physical geography affect its economic growth.
Lesson 6.7 What were the causes and consequences of the Ukraine war ?	• To consider different points of view about the war. • To identify some causes and consequences of the war.
Lesson 6.8 and 6.9 Why did Russia plant their flag on the seabed of the North Pole? Parts 1 and 2	• To locate the Arctic. • To consider different points of view about the future of the Arctic.
Lesson 6.10 Is the geography of Russia a hindrance 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.

Year 8

Unit 7 Why are rivers important?

Key learning for this unit:

- What rivers are and how water flows into them.
- How erosion and transportation create river landforms.
- The importance of rivers and their drainage basins to how the Earth's systems work.
- Identifying river landforms on OS maps.
- Why rivers are important to people.

Lesson title	Learning objectives
Lesson 7.1 Why are rivers important?	• What rivers are and how water flows into them. • How erosion and transportation create river landforms. • The importance of rivers and their drainage basins to how the Earth's systems work. • To identify river landforms on OS maps. • Why rivers are important to people.
Lesson 7.2 How does water flow into rivers?	• To understand how water flows into rivers. • To know how a drainage basin works and contributes to the Earth's systems.
Lesson 7.3 What work do rivers do?	• To know the terms erosion, transportation, deposition. • To understand how rivers erode, transport and deposit material. • To understand how rivers contribute to the rock cycle.
Lesson 7.4 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.
Lesson 7.5 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.
Lesson 7.6 How do I conduct a river fieldwork enquiry?	• To understand and apply Bradshaw's model for rivers. • To conduct a geographical enquiry for a river.
Lesson 7.7 How are rivers important to people?	• To know different ways people use rivers. • To compare OS maps with photos to identify ways people use rivers.
Lesson 7.8 How do river floods create problems?	• To know some human and physical causes of river floods. • To know some ways in which people respond to flood risk.
Lesson 7.9 How can flooding be managed?	• To identify different ways floods can be managed.
Lesson 7.10 Why are rivers important? Review	Pupils will answer questions that assess what they have learnt in this unit: • to know what rivers are and how water flows into them • to understand how erosion and transportation create river landforms • the importance of rivers and their drainage basins to how the Earth's systems work • to identify river landforms on OS maps • to understand why rivers are important to people.

Unit 8 What is development?

Key learning for this unit:

- To appreciate different ideas about development.
- To understand why some countries are more developed than others.
- To consider a range of indicators of development.
- To consider how development can be managed in a way that doesn't damage the Earth now or in the future.

Lesson title	**Learning objectives**
Lesson 8.1 What is development?	• To appreciate different ideas about development. • To understand why some countries are more developed than others. • To consider a range of indicators of development. • To consider how development can be managed in a way that doesn't damage the Earth now or in the future.
Lesson 8.2 How can we measure economic development?	• To understand how to measure development using one economic indicator. • To interpret different ways of presenting development data. • To investigate the patterns of wealth across the world.
Lesson 8.3 What is the Human Development Index?	• To know what the Human Development Index is, and why the UN uses it. • To understand the benefits of using different measures of development. • To identify the global distribution pattern of HDI. • To understand how world events can impact on human development.
Lesson 8.4 What is your ecological footprint?	• To understand that economic development can have an environmental cost. • To appreciate the issue of global waste. • To understand the use of your ecological footprint, as a measure of development.
Lesson 8.5 How is chocolate an example of development by exploitation?	• To appreciate who benefits economically from chocolate manufacture. • To understand how colonialism represents an exploitation model of development. • To appreciate how colonialism influences present economies.
Lesson 8.6 What is missing from the global development maps?	• To understand that uneven development occurs at a range of scales.
Lesson 8.7 What progress has been made towards the Sustainable Development Goals?	• To understand the Sustainable Development Goals (SDGs). • To appreciate the purpose of the SDGs. • To consider the progress that has been made towards meeting the SDGs.
Lesson 8.8 Why are Sustainable Development Goals important for Nepal?	• To understand why Nepal is one of the world's least developed countries. • To identify reasons for poverty in Nepal. • To consider how Sustainable Development Goals are helpful to Nepal.
Lesson 8.9 How can gender equality lead to development?	• To be aware of gender inequality. • To appreciate that gender equality can lead to higher levels of development.
Lesson 8.10 What is development? Review	Pupils will answer questions that assess what they have learnt in this unit: • to appreciate different ideas about development • to understand why some countries are more developed than others • to consider a range of indicators of development • to consider how development can be managed in a way that doesn't damage the Earth now or in the future.

Unit 9 One planet, many people: how are populations changing?

Key learning for this unit:

- About world population distribution and change.
- How population structure varies around the world.
- How countries attempt to control population change.
- How the growing world population impacts on the Earth's systems.

Lesson title	Learning objectives
Lesson 9.1 One planet, many people: how are populations changing?	• World population distribution and change. • How population structure varies around the world. • How countries attempt to control population change. • How the growing world population impacts on the Earth's systems.
Lesson 9.2 Where does everyone live, and why?	• To understand what is meant by population distribution. • To identify where the world's biggest populations are found. • To analyse population patterns.
Lesson 9.3 Where does everyone live in the UK?	• To apply an understanding of population distribution to the UK. • To interpret a variety of maps showing UK population distribution. • To describe UK population patterns.
Lesson 9.4 Why do countries conduct a census?	• To know how countries conduct a census. • To understand why countries conduct a census. • To investigate population change in the UK and the local area.
Lesson 9.5 How can we model population change?	• To understand how the population of a country changes as it develops. • To use a model to investigate population change.
Lesson 9.6 How can we describe the structure of a population?	• To be able to interpret a population pyramid. • To understand how the population structure of a country changes as it develops. • To be able to use population pyramids to predict population change.
Lesson 9.7 Can countries control population size?	• To understand how countries attempt population control. • To consider the success of population control.
Lesson 9.8 How do population structures vary within a country?	• To know that population structure varies within a country. • To compare the population structure of two contrasting places in the UK. • To interpret different population pyramids.
Lesson 9.9 Is overpopulation or overconsumption damaging the Earth most?	• To understand how overpopulation and overconsumption affect the Earth's systems. • To consider different points of view to reach a conclusion.
Lesson 9.10 One planet, many people: how are populations changing? Review	Pupils will answer questions that assess what they have learnt in this unit: • about world population distribution and change • how population structure varies around the world • how countries attempt to control population change • how the growing world population impacts on the Earth's systems.

Unit 10 Why do people move and what impact does this have?

Key learning for this unit:

- To understand why people migrate.
- About the positive and negative features of migration.
- To appreciate the consequences of migration.
- To identify the effects of urbanisation.
- To consider how cities can become sustainable.

Lesson title	**Learning objectives**
Lesson 10.1 Why do people move and what impact does this have?	• To understand why people migrate. • About the positive and negative features of migration. • To appreciate the impact of migration. • To identify the effects of urbanisation. • To consider how cities can become sustainable.
Lesson 10.2 Why do people migrate?	• To compare people's migration stories to a migration model. • To be able to explain push and pull factors. • To consider social, economic, political and environmental reasons for migration.
Lesson 10.3 Where do people migrate to?	• To know the major destinations and routes for international migrants.
Lesson 10.4 Why do people migrate to Russia?	• To consider how international migration can be beneficial to the country of origin and destination country. • Identify the push and pull factors and intervening obstacles of for migrants to Russia.
Lesson 10.5 What is urbanisation?	• To understand the process of rural to urban migration. • To understand how global patterns of urbanisation are changing. • To consider the problems of urbanisation.
Lesson 10.6 and 10.7 How did urbanisation change Southampton? Parts 1 and 2	• To understand how urbanisation changed a UK city. • To use a variety of historical data to analyse change. • To compare OS maps of different scales. • To compare Southampton to a land-use model.
Lesson 10.8 Why should we challenge calling informal settlements 'slums'?	• To consider the impact of urbanisation in low-income countries. • To consider different viewpoints about informal settlements. • To consider how the terms we use can lead to stereotyping.
Lesson 10.9 What are sustainable cities?	• To understand what makes cities sustainable. • To understand sustainable cities as a systems model circular economy. • To investigate aspects of London's environmental plan.
Lesson 10.10 Why do people move and what impact does this have? Review	Pupils will answer questions that assess what they have learnt in this unit: • to understand why people migrate • about the positive and negative features of migration • to appreciate the impact of migration • to identify the effects of urbanisation • to consider how cities can become sustainable.

Unit 11 What happens where the land meets the sea?

Key learning for this unit:

- To understand how erosion, deposition and transportation create and change coastal landforms over time.
- To consider how people use the coast.
- To understand the need for, and impact of, different coastal management strategies.
- To identify coastal landforms on OS map and photos.

Lesson title	Learning objectives
Lesson 11.1 What happens where the land meets the sea?	• To understand how erosion, deposition, and transportation create and change coastal landforms over time. • To consider how people use the coast. • To understand the need for, and impact of, different coastal management strategies. • To identify coastal landforms on OS maps and photos.
Lesson 11.2 What shapes our coasts?	• To understand how cliffs are weathered. • To understand the importance of geology in shaping coasts.
Lesson 11.3 What types of erosion take place on the coast?	• To understand the different types of coastal erosion. • To understand how these erosion processes change coastlines.
Lesson 11.4 What landforms are created by coastal 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.
Lesson 11.5 How does transportation change the coastline?	• To identify different types of waves. • To understand how transportation occurs through the process of longshore drift.
Lesson 11.6 How does deposition change the coastline?	• To understand how the sea deposits material. • To know how different coastal landforms are created and change the shape of the coast. • To identify coastal depositional landforms on an OS map and compare it with an aerial photo.
Lesson 11.7 How are people affected by the changing Holderness coast?	• To appreciate how people are affected by coastal processes. • To use historical OS maps to identify change.
Lesson 11.8 How can people respond to coastal erosion?	• To understand sustainable approaches to coastal management. • To evaluate different types of sea defence.
Lesson 11.9 What should people do in the future at Holderness?	• To apply knowledge of coastal processes and management to make decisions. • To consider different points of view to make decisions. • To use OS maps at different scales and photos to identify impact of sea defences.
Lesson 11.10 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 people use the coast • to understand the need for, and impact of, different coastal management strategies • to identify coastal landforms on OS maps and photos.

Unit 12 Diverse and dynamic: how is Asia transforming?

Key learning for this unit:

- Asia's diverse physical and human geography.
- How Asia is a continent of dynamic change.
- The changing relationships between Asia and the rest of the world.

Lesson title	Learning objectives
Lesson 12.1 Diverse and dynamic: how is Asia transforming?	• About Asia's diverse physical and human geography. • How Asia is a continent of dynamic change. • About the changing relationship between Asia and the rest of the world
Lesson 12.2 Why do people in Asia rely on the monsoon climate?	• To understand the diversity of climate in Asia. • To understand the formation of a monsoon climate. • To understand why people in Asia rely on the monsoon climate.
Lesson 12.3 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. • To appreciate that the impact of flooding varies around the world
Lesson 12.4 How did deforestation transform 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.
Lesson 12.5 Why is the population of Asia diverse and dynamic?	• To describe the population distribution of Asia. • To identify reasons for the changes in population across Asia. • To compare the population structure of two countries in Asia.
Lesson 12.6 How is urbanisation changing lives in Karnataka, India?	• To understand why people migrate to Bengaluru. • To understand the opportunities and challenges of life in Bengaluru.
Lesson 12.7 What was the impact of European colonisation of Asia?	• To identify why European countries colonised Asia. • To apply a view of development as exploitation to colonisation of Asia.
Lesson 12.8 Is China helping to create an independent world?	• To identify the reasons for China's economic growth. • To consider the purpose of China's new Belt and Road project.
Lesson 12.9 How is Asia developing into the most important global economic region?	• To understand the growing global importance of Asia. • To appreciate the shift in world trade.
Lesson 12.10 Diverse and dynamic: how is Asia transforming? Review	Pupils will answer questions that assess what they have learnt in this unit: • about Asia's diverse physical and human geography • how Asia is a continent of dynamic change • about the changing relationship between Asia and the rest of the world.

Year 9

Unit 13 Why do we need to understand why volcanoes and earthquakes occur?

Key learning for this unit:

- The evolving theories to explain the changing lithosphere.
- The importance of lithosphere processes to how the Earth's system works
- How volcanoes and earthquakes occur.
- The hazards for people associated with these events.
- How scientists attempt to predict, manage and prevent these hazards.

Lesson title	Learning objectives
Lesson 13.1 Why do we need to understand why volcanoes and earthquakes occur?	• The evolving theories to explain the changing lithosphere. • The importance of lithosphere processes to how the Earth's system works. • How volcanoes and earthquakes occur. • That volcanoes and earthquakes can be hazardous for people. • How scientists attempt to predict, plan and prepare for these hazards.
Lesson 13.2 Do continents fit together like a jigsaw puzzle?	• 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.
Lesson 13.3 Where are the world's earthquakes, volcanoes and mountain belts?	• To understand that knowledge about the Earth evolves as scientists make new discoveries. • To recognise and describe the pattern of earthquakes, volcanoes and mountain belts.
Lesson 13.4 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.
Lesson 13.5 What happens at plate boundaries?	• To understand the different types of plate boundary and the events that occur there. • To understand the forces that drive plate movement.
Lesson 13.6 What do we know about earthquakes?	• To understand what an earthquake is and the damage it may cause. • To understand the causes of earthquakes
Lesson 13.7 Can people living in earthquake zones manage risk?	• 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.
Lesson 13.8 Why is every volcano unique?	• To understand how volcanoes form. • To understand how each volcano is different
Lesson 13.9 Can people living near volcanoes manage risk?	• To understand the advantages and disadvantages of living in a volcanic area. • To understand how volcanic eruptions can be monitored, predicted and prepared for.
Lesson 13.10 Why do we need to understand why volcanoes and earthquakes occur? – Review lesson	Pupils will answer questions that assess what they have learnt in this unit: • the evolving theories to explain the changing lithosphere • the importance of lithosphere processes to how the Earth's system works • how volcanoes and earthquakes occur • that volcanoes and earthquakes can be hazardous for people • how and why scientists predict, plan and prepare for hazards.

Unit 14 What are the challenges and opportunities for countries in Africa?

Key learning for this unit:

- The physical and human geography of Africa.
- The influence of Europe's colonial past on countries in Africa.
- Some of the challenges facing the continent.
- Some of the opportunities for countries in Africa to develop and change.

Lesson title	Learning objectives
Lesson 14.1 What are the challenges and opportunities for countries in Africa?	• The physical and human geography of Africa. • The influence of Europe's colonial past on countries in Africa. • Some of the challenges facing the continent. • Some of the opportunities for countries in Africa to develop and change
Lesson 14.2 What is the physical landscape of Africa?	• To know the physical landscape of Africa. • To understand the importance of the natural resources of Africa.
Lesson 14.3 Is Africa still influenced by Europe's colonial exploitation?	• To identify the effects of European colonialism in Africa from the fifteenth to the twenty-first centuries. • To consider how those effects have shaped Africa's present.
Lesson 14.4 Is the western view of poverty in Africa a single story view?	• To understand the differences in levels of development across African countries. • To consider different points of view about development in African countries.
Lesson 14.5 What is the pattern of climate and biomes in Africa?	• To understand the pattern of climate zones and biomes across Africa. • To understand how the Earth's spheres interact to create different biomes across Africa.
Lesson 14.6 The Sahel – A future of opportunities or threats?	• To identify the causes and consequences of desertification in the Sahel. • To explore opportunities in the Sahel.
Lesson 14.7 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.
Lesson 14.8 What are the challenges and opportunities of urbanisation for Africa?	• To understand the scale of urbanisation in Africa. • To understand the opportunities and challenges of life in a growing city.
Lesson 14.9 Is China helping to develop African countries?	• To understand the trading links between African countries and China. • To consider different viewpoints to identify reasons for this trade.
Lesson 14.10 What are the challenges and opportunities for countries in Africa? Review	Pupils will answer questions that assess what they have learnt in this unit: • about the physical and human geography of Africa • the influence of Europe's colonial past on countries in Africa • some of the challenges facing the continent • some of the opportunities for countries in Africa to develop and change.

Unit 15 How does ice change the world?

Key learning for this unit:

- How ice changes the world.
- How erosion, transportation and deposition create glacial landforms.
- About the importance of glaciers to how the Earth's systems work.
- How to identify glacial landforms on OS maps.
- How the distribution of ice around the world changes through time.

Lesson title	**Learning objectives**
Lesson 15.1 How does ice change the world?	• How ice changes the world. • How erosion, transportation and deposition create glacial landforms. • About the importance of glaciers to how the Earth's systems work. • How to identify glacial landforms on OS maps. • How the distribution of ice around the world changes through time.
Lesson 15.2 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.
Lesson 15.3 How do glaciers change landscapes?	• To understand how glaciers erode, transport and deposit material, and change landscapes. • To analyse a topological map of a glacier.
Lesson 15.4 and 15.5 How are landforms shaped by glacial erosion? Parts 1 and 2	• To identify and describe glacial erosion landforms: corries, tarns, arêtes, pyramidal peaks, U-shaped valleys, hanging valleys, truncated spurs, ribbon lakes, fjords.
Lesson 15.6 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.
Lesson 15.7 How are landforms shaped by glacial deposition?	• To identify and describe glacial depositional landforms.
Lesson 15.8 How do people use glacial landforms?	• To identify and describe how people use glacial landforms.
Lesson 15.9 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.
Lesson 15.10 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, transportation and deposition create glacial landforms • about the importance of glaciers to how the Earth's systems work • how to identify glacial landforms on OS maps • how the distribution of ice around the world changes through time.

Unit 16 Why is the Middle East an important world region?

Key learning for this unit:

- Where the Middle East region is located.
- What countries make up the region.
- About the physical landscape of the Middle East.
- About the human geography of the region.
- Examples of conflict and controversy in the Middle East.
- How important the region is to the world.

Lesson title	**Learning objectives**
Lesson 16.1 Why is the Middle East an important world region?	• Where the Middle East region is located. • What countries make up the region. • About the physical landscape of the Middle East. • About the human geography of the region. • Examples of conflict and controversy in the Middle East. • How important the region is to the world.
Lesson 16.2 How does physical geography influence the region?	• To understand the influence of physical geography on the Middle East.
Lesson 16.3 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.
Lesson 16.4 Why is the population of the Middle East so diverse?	• To understand the distribution pattern of population in the Middle East. • To consider different reasons for the population diversity in the region.
Lesson 16.5 Why is the Middle East a major economic region of the world?	• To understand the importance of oil to the economies of the Middle East and the world.
Lesson 16.6 How has the United Arab Emirates developed?	• To know the levels of development across the region. • To identify reasons for the development of the UAE.
Lesson 16.7 Why is Yemen the least developed country in the Middle East?	• To understand the reasons why Yemen is a UN designated Least Developed Country. • To compare the levels of development for two countries.
Lesson 16.8 Why is there ongoing conflict in the Middle East?	• To understand some of the reasons for conflict in the Middle East.
Lesson 16.9 What are the global consequences of war in Syria?	• To appreciate the plight of refugees. • To understand the global impact of the war in Syria.
Lesson 16.10 Why is the Middle East an important world region? 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 • about the physical landscape of the Middle East • about the human geography of the region • examples of conflict and controversy in the Middle East • how important the region is to the world.

Unit 17 Are natural disasters 'natural'?

Key learning for this unit:

- How natural hazards pose a risk of death or injury, and disruption to daily life.
- Some of the causes of natural hazards.
- Where such hazards occur in the world.
- How human choices and actions create vulnerability to natural hazards, leading to disasters.

Lesson title	**Learning objectives**
Lesson 17.1 Are natural disasters 'natural'?	• How natural hazards pose a risk of death or injury, and disruption to daily life. • Some of the causes of natural hazards. • Where such hazards occur in the world. • How human choices and actions create vulnerability to natural hazards, leading to disasters.
Lesson 17.2 Which parts of the world are vulnerable to natural hazards?	• To understand which natural hazards cause most deaths. • To understand why the number of deaths from natural events each year changes. • To know which parts of the world are at risk from natural hazards.
Lesson 17.3 Was the Haiti earthquake 2010 a natural disaster or a disaster by choice?	• To know how Haiti is at risk of natural hazards. • To understand how the history of Haiti has contributed to its vulnerability to hazards.
Lesson 17.4 and 17.5 What is a tropical cyclone and how do people make them more destructive? Parts 1 and 2	• To know the characteristic features of tropical cyclones. • To understand how tropical cyclones are natural hazards. • To interpret weather data and satellite images. • To understand that choices made by people can create vulnerability to tropical storms.
Lesson 17.6 and 17.7 The 2022 Pakistan flood: a natural or human disaster? Parts 1 and 2	• To know the causes and impact of flooding. • To understand how floods are a natural hazard. • To interpret weather data. • To understand that choices made by people can create vulnerability to flooding.
Lesson 17.8 The 2022 European heatwave: a sign of things to come?	• To know the causes and impact of a heatwave. • To understand how heatwaves and droughts are natural hazards. • To understand that choices made by people can create vulnerability to heatwaves.
Lesson 17.9 Covid-19: a 'disaster by choice'?	• To know the causes and impact of Covid-19. • To understand how Covid-19 is a natural hazard. • To understand that choices made by people can create vulnerability to a pandemic.
Lesson 17.10 Are natural disasters 'natural'? Review	Pupils will answer questions that assess what they have learnt in this unit: • how natural hazards pose a risk of death or injury, and disruption to daily life • some of the causes of natural hazards • where such hazards occur in the world • how human choices and actions create vulnerability to natural hazards, leading to disasters.

Unit 18 What is the future for our planet?

Key learning for 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.

Lesson title	**Learning objectives**
Lesson 18.1 What is the future for the planet?	• That climate change is a controversial issue affecting the future of the planet. • The evidence of climate change. • The causes and consequences of climate change. • The options for our planet's future.
Lesson 18.2 What is the evidence for climate change?	• To identify evidence of climate change. • To apply understanding of ideas in earlier units.
Lesson 18.3 What are the causes of climate change?	• To know the natural and human causes of climate change. • To understand how changes to greenhouse gases can lead to climate change.
Lesson 18.4 and 18.5 What are the consequences of climate change on our planet? Parts 1 and 2	• To consider some of the consequences of climate change. • To appreciate the inequalities of climate change.
Lesson 18.6 What are the consequences of climate change for the UK?	• To consider the consequences of climate change on the UK. • To consider how climate change will affect different people.
Lesson 18.7 and 18.8 What decisions do we need to make about climate change? Parts 1 and 2	• To consider the decisions and actions people can take to respond to climate change. • To appreciate that human climate change actions need to operate at a variety of interconnected scales.
Lesson 18.9 What is the future for our 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 our planet • about the evidence of climate change • about the causes and consequences of climate change • about the options for the planet's future.
Lesson 18.10 What is a geographer? Review	Pupils will answer questions that assess what they have learnt in *Progress in Geography*: • 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.