

Week Start	Content Description	Assessment	Events
September			
3rd	Unit 1: Plate Tectonics. <ul style="list-style-type: none"> Introduction to Tectonic plate theory. Pupils will understand how the earth is structured. 	Formative; baseline assessment	
10 th	<ul style="list-style-type: none"> Plate boundaries. Over two lessons pupils will develop their understanding of the different types of plate boundaries and the activities that take place when two plate boundaries interact. (2 lessons) 	Formative; questioning, observations of students. Students to produce a paragraph which explains the differences between the two types – to be marked and returned to student with feedback. Low ability- students produce a diagram as explanation – key words provided for them.	10-14 th CEM Assessments (7,9 & 11) 14 th Target Grades Deadline (8,10, 12) 14 th Year 7 Picnic
17 th	<ul style="list-style-type: none"> DIRT – reflection time for students to look at feedback. In this lesson pupils will explain why volcanoes erupt and will be able to identify and compare the two major types of volcano (2 lessons) 	Formative; questioning, observation of students, features of types of volcano card sort.	17-20 th CEM Assessments (7,9 & 11)
24 th	<ul style="list-style-type: none"> In this lesson pupils will explain why volcanoes erupt and will be able to identify and compare the two major types of volcano (2 lessons) In this lesson pupils will develop an understanding of why earthquakes occur and be able to use key terminology associated with seismic activity (e.g. seismic wave, focus, epicenter, etc.). Pupils will also be able to explain how earthquake magnitude is measured using the Richter scale. 	Formative; end of lesson quiz on meaning of key words (could be a paired or small group activity). Peer assessment – students to explain the measurement of earthquake magnitude to each other.	28 th Prophet's Birthday - Observed
October			
1st	<ul style="list-style-type: none"> In this lesson pupils will develop an understanding of the advantages and disadvantages of living near a volcano through examination of a case study: Mount Etna (Sicily). 	Formative; Students produce a paragraph explaining the advantages/disadvantages. Low ability-a scaffolded table with key words –	4 th Swimming Gala 5 th Armed Forces Day

		students place correct word in correct part of the table.	
8 th	<ul style="list-style-type: none"> • DIRT • In this lesson pupils will be able to describe the damage caused by earthquakes and how different countries try to mitigate the risk. • Unit 1 test: revision session. 	Formative; revision of keywords/phrases and their definitions – paper or online quiz using Kahoot.	8 th Target Grade Deadline (7,9,11) 10 th Careers Day
15 th	<ul style="list-style-type: none"> • DIRT – unit 1. Set project for unit 1: report on earthquake/volcanic eruption – must include key words and explanation/information from case study as evidence. 	Formative; active marking in lesson to provide immediate feedback.	
22 nd	Half Term Break		
29 th	<ul style="list-style-type: none"> • Students complete project. 	Summative; assessment of project.	31 st Orange and Black Day
November			
5 th	Unit 2: Development. <ul style="list-style-type: none"> • Introduction lesson. Pupils will begin by listing key features associated with poverty relating to LICs. • Further exploration of key features associated with poverty through examination of case study. Pupils in this lesson will be able to explain the impact that poverty has on people living in LICs. 	Formative; use of Q Matrix to challenge pupils to analyse different images relating to key features associated with poverty.	
12 th	<ul style="list-style-type: none"> • In this lesson pupils will understand the different ways in which development can be measured. They will be able to identify the most likely characteristics of people living in HICs and LICs. 	Formative; room divided into LIC and HIC, students to move to the correct area to answer question from teacher. Teacher observation of student responses.	
19 th	<ul style="list-style-type: none"> • In this lesson pupils will be able to define six important development indicators and explain how DIs can measure development. • Project lessons 1-2. In the first two lessons pupils will be able to rank countries in predicted order of development. Through analyses of actual statistics for development indicators pupils will be able to organize their chosen countries into actual order of development. (2 lessons). 	Formative; written paragraph (active marking in lesson to check for understanding). Low ability to be provided with key words/phrases.	AP1 Written Comments Deadline

26 th	<ul style="list-style-type: none"> Completion of part 2 of project lesson (see above). AP1 Geography AP1 revision.	Formative; Teacher observation of student work – verbal feedback provided. Peer assessment of work completed so far – 2 stars and a wish.	
December			
3 rd	Summative Assessment	AP1 exam	4 th First Day AP1 Exams
10 th	Summative Assessment	AP1 exam	15 th Last Day AP1 Exams
17 th	<ul style="list-style-type: none"> Project lesson 3. Pupils will correct any errors on their worksheet from lesson 1-2 before presenting their findings in a table. 	HW task – make sure that each pupil has successfully accessed and downloaded Excel or Numbers in preparation for subsequent lessons after holidays. Formative; correction of errors on worksheet.	22 nd Winter Break
25 th	Winter Break		
January			
1 st	Winter Break		
7 th	<ul style="list-style-type: none"> Project lessons 4-6. Over three lessons pupils will learn how to present findings of independent research in appropriate graphs. 	Formative; teacher observation and self-assessment of work completed so far.	8 th First Day
14 th	<ul style="list-style-type: none"> See above. Note: on project lesson 6 project submission deadline will be set. 	Formative; teacher observation and self-assessment of work completed so far.	
21 st	Unit 3: Population. <ul style="list-style-type: none"> In this first lesson pupils will develop an understanding of the factors that influence population growth and decline (i.e. natural change). 	Formative; quiz on key words and definitions using Kahoot/directed questioning.	25 th National Holiday
28 th	<ul style="list-style-type: none"> In this lesson pupils will be able to define the term ‘migration’ and be able to explain the differences between ‘push’ and ‘pull’ factors. Pupils will in this lesson be able to identify key features of a population pyramid and be able to describe what population pyramids show. 	Formative; students produce a table on push and pull factors – peer assessed against teacher set criteria. Students produce a paragraph describing what population pyramids show. Low ability – scaffolding provided.	
February			
4 th	<ul style="list-style-type: none"> In this lesson pupils will be able to explain the significance of population pyramids and compare 	Formative; paired work - students explain to each other what the pop.	

	and analyse population pyramids for both LEDCs and MEDCs.	pyramids tell them. Teacher observation.	
11 th	<ul style="list-style-type: none"> • DIRT – reflection time on project feedback. • To define the term population density and understand the key terms associated with population density. • To understand the key factors that influence whether a place is densely or sparsely population. 	Formative; key word/definitions assessment through Kahoot or directed questioning.	
18 th	Unit 3 test.	Summative assessment.	21-22 nd Half Term
25 th	Unit 3 test – identification of what went well and areas for improvement.	Summative assessment.	
March (10th Ramadan Starts)			
3 rd	Unit 4 Coasts <ul style="list-style-type: none"> • Introduction to coasts, including key terminology that will be used in the unit. This lesson will encourage pupils to share what they already know about coasts and why they may be important. • In this lesson pupils will describe the main erosional processes using key geographical vocabulary and label a coastal diagram. 	Formative; key words and definitions card sort. Teacher observation.	
10 th	<ul style="list-style-type: none"> • DIRT – reflection time for unit 3 test. • In this lesson pupils will be encouraged to correctly identify landforms created by deposition and erosion. 	Formative; landforms quiz either on paper, in books or on Kahoot.	
17 th	<ul style="list-style-type: none"> • Building on learning from previous lesson pupils will correctly identify which landforms are created by deposition and erosion through analysis of description of each type of landform. • In this lesson pupils will be able to explain the process of cliff retreat. 	Formative; students produce a paragraph explaining cliff retreat. Low ability – scaffolded – fill in the blanks paragraph.	
24 th	<ul style="list-style-type: none"> • In this lesson pupils will be able to understand the process of Long Shore Drift. 	Formative; directed questioning – students able to answer using drawings on board or verbal explanation.	
April			
31 st	<ul style="list-style-type: none"> • In this lesson pupils will categorise some of the coastal management techniques as hard vs soft engineering. 	Formative; students produce a table on coastal management	

	<ul style="list-style-type: none"> To explain the advantages and disadvantages of coastal management techniques (2 lessons) 	independently. Teacher active marking in lesson.	
7 th	See above. Revision session for Unit 4 test.	Formative; active marking in lesson and teacher observation. Range of revision tasks provided.	10-11 th Eid Holiday
14 th	Unit 4 test.		
21 st	Unit 4 test – identification of what went well and areas for improvement.	Summative assessment.	25 th Spring Break
28 th	Spring Break		
May			
5 th	<ul style="list-style-type: none"> Unit 4 case study: Students will study a coastal area and analyse and evaluate the coastal management techniques employed. Pupils continue carrying out research into their chosen case study.	Formative; Directed and bounced questioning. Teacher observation.	7 th Start of Term 2
12 th	<ul style="list-style-type: none"> DIRT – reflection on unit 4 test. Pupils continue carrying out research into their chosen case study. Students present findings of their research to their peers.	Formative; Peer assessment – 2 stars and a wish.	
19 th	Students present findings of their research to their peers.	Formative; Peer assessment – 2 stars and a wish.	
26 th	<ul style="list-style-type: none"> EOY exam revision 		
June			
2 nd	<ul style="list-style-type: none"> EOY exams 		6 th End of year assembly
9 th	DIRT – reflection on EOY exams.		12 th Last day for Students 13 th Last day for Teachers
End of Year			
Additional Notes:			