



History Curriculum Schemes of Work



Key Stage 2 History Schemes of Work

1. Changes in Britain from the Stone Age to the Iron Age

Bronze Age religion, technology and travel (Willows)

- Activating prior learning
- New knowledge

Sequencing

How do we know about Pre History?

- The age of earth and how life began
- Explore what archaeologists do and how they find out about the past without written records.
- Identify the pre-historic age on a simple timeline

What was life like in the Bronze age?

- What did they wear?
- Who were the Beaker People?
- What do we know about the Amesbury Archer?

What happened at Stone Henge?

- Where is Stone Henge?
- What was Stone Henge for and how was it built?
- Other circles in Britain
- How Stone Henge has changed?

What do we know about prehistoric Britain?

- Who were the hunter-gatherers and how did early humans survive?
- What animals lived in pre-historic Britain?
- How did farming change how humans lived?
- Summarise developments in language and travel
- The roman invasion of Britain and the end of Pre History period

How did transport develop in the Bronze age?

- How did people travel in the Bronze age? Explore how settlers from mainland Europe brought new skills to Britain as metalworkers
- What objects that were made from copper, gold and bronze?

Outcomes

Working Towards/ Stepping Stones

- Follows simple, short stories about events in the past
- Identify that things from the past might be different from today - technology, cars, houses etc.
- Identifies some differences in clothing, e.g. costumes in different eras
- Recognises obvious differences between the past and present in their own lives
- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Be curious about people and show interest in stories
- Points out and simply describes the information contained in a photo or picture
- Identifies objects as being from the past or present
- Indicates correctly pictures of characters and objects in response to questions
- With support, asks appropriate questions relating to the past

Oakwood Learning Stage 1 / 2

- Order dates from this period from earliest to latest on simple timelines
- Sequence pictures from different periods
- Identifying that there are different periods of time in history and order dates from earliest to latest on simple timelines;
- With support, identify and retell some details of a historical period including what society and daily life was like
- Includes historical terms given when communicating about an element of history.
- Identifies a similarity between their life and life during a historical period
- Recognises simple differences in old and new objects
- Recognises simple similarities in an element of history e.g. clothing or food between romans empire and today.
- Listens and responds to stories about elements of history
- Respond to simple questions about the past
- Pupils are asking simple questions when unsure on something (i.e. "what does this mean?")
- Know that information can be retrieved from books and computers
- Identifies different ways historians depict the past, e.g. paintings
- Observe and handle evidence to ask simple questions about the past
- Begin to justify answers using sources/part of stories to show understanding

Oakwood Learning Stage 3 / 4

- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Placing historical periods of time into the wider context of historical chronology using correct dates and terms
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Recalls details from when ...
- Lists some key facts about the pre historic period including what society and daily life was like
- Describes simply the key achievements of a historical period, using evidence from two or more sources, e.g. story, painting, artefacts
- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Know the difference between primary and secondary sources of evidence.
- Can construct informed responses and begin to organise information more effectively, answers are more organised as a result and follow a logical pattern.
- Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains



Duration
14 lessons

3. World History (Willows)

Ancient Greece - a study of Greek life and achievements and their influence on the western world

Sequencing

Recapping prior knowledge

- Identify that some things have happened before they were born - relating to family such as parents and grandparents
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after
- Identify that there are different periods of time in history

Who were the ancient Greeks?

What was happening at Britain during this time?

What was it like to live in an ancient greek family?

What do we know about ancient greek culture?

This knowledge is needed to

- Identifies a similarity between their life and that of another in history
- Recognises simple changes in an element of history over time, e.g. materials used for weapons

The early history of ancient Greece

How did the Olympic Games begin?

Who were the ancient greek gods and heroes?

How did the ancient greeks change the world?

Outcomes

Working Towards/ Stepping Stones

- Follows simple, short stories about events in the past
- Identify that things from the past might be different from today - technology, cars, houses etc.
- Identifies some differences in clothing, e.g. costumes in different eras
- Recognises obvious differences between the past and present in their own lives
- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Be curious about people and show interest in stories
- Points out and simply describes the information contained in a photo or picture
- Identifies objects as being from the past or present
- Indicates correctly pictures of characters and objects in response to questions
- With support, asks appropriate questions relating to the past

Oakwood Learning Stage 1 / 2

- Order dates from this period from earliest to latest on simple timelines
- Sequence pictures from different periods
- Identifying that there are different periods of time in history and order dates from earliest to latest on simple timelines;
- With support, identify and retell some details of a historical period including what society and daily life was like
- Includes historical terms given when communicating about an element of history.
- Identifies a similarity between their life and life during a historical period
- Recognises simple differences in old and new objects
- Recognises simple similarities in an element of history e.g. clothing or food between romans empire and today.
- Listens and responds to stories about elements of history
- Respond to simple questions about the past
- Pupils are asking simple questions when unsure on something (i.e. "what does this mean?")
- Know that information can be retrieved from books and computers
- Identifies different ways historians depict the past, e.g. paintings
- Observe and handle evidence to ask simple questions about the past
- Begin to justify answers using sources/part of stories to show understanding

Oakwood Learning Stage 3 / 4

- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Placing historical periods of time into the wider context of historical chronology using correct dates and terms
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Recalls details from when ...
- Lists some key facts about the pre historic period including what society and daily life was like
- Describes simply the key achievements of a historical period, using evidence from two or more sources, e.g. story, painting, artefacts
- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Know the difference between primary and secondary sources of evidence.
- Can construct informed responses and begin to organise information more effectively, answers are more organised as a result and follow a logical pattern.
- Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains

Duration
12 lessons

5. British History

The Roman Empire and its impact on Britain (Willows)

Sequencing

Recapping prior knowledge

- Changes and development in Britain from the Stone Age to the Iron Age

How did the Roman Empire become so powerful?

- How Rome began
- Understanding of basic historical timeline

What was Britain like before the Romans?

- What life in Britain was like in 43 CE
- How we know about life in Britain before the Romans

How did the Romans conquer and change Britain?

- How the Romans built up new towns and cities
- Road and bridges
- Creating towns and important buildings
- Temples
- Religion - Christianity
- Language - latin
- Money

This knowledge is needed to

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- How do we know what Anglo-Saxon England was like?

Who was Julius Caesar?

- What is a dictatorship?

How did the Romans conquer Britain?

What technology did the romans bring to Britain?

- Building roads and bridges
- Aqueducts
- Underground drains

Key knowledge needed

How did Rome begin?	The Romans traced their history back to the year 753BC, and two brothers, Romulus and Remus. Legend has it that the brothers could not agree where to build a new city and consulted the birds to see which brother had chosen the right spot. In fact, Rome started to grow in the 6th century BC, out of a number of small villages on hills next to the River Tiber.
Who was Julius Caesar and why was he significant?	He was a renowned general, politician and scholar in ancient Rome. He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.
Why did the romans want to invade Britain?	For around 100 years (a century), the Roman army had been building an empire across Europe. The Romans wanted Britain's precious metals gold, tin and iron - and its cattle.
How did the Romans conquer Britain?	Britain was conquered by Emperor Claudius in AD43, despite fierce resistance by the chieftain Caratacus and a rebellion by Boudicca (AD60). Emperor Claudius brought four legions and war elephants. Most British tribal chiefs simply surrendered without a fight. The Romans invaded Wales and destroyed the druids on Anglesey in AD60. The British queen, Boudicca, rebelled in AD60, but was defeated at the Battle of Watling Street. But the Romans could not conquer Scotland. Hadrian's Wall was built to mark the northern edge of the Empire in the 120s.
How did the Romans change Britain?	The Romans affected our language, our culture, our geography, our architecture and even the way we think. They gave us: new towns, plants, animals, a new religion and new ways of reading and counting. Even the word Britain comes from the Romans. Technology - To make sure soldiers and supplies could move from town to town quickly, the Romans made their roads as straight as possible
What was life like in Roman Britain?	When the Romans came to Britain they brought their way of life with them. Over time, the people of Britain and the Romans mixed. The Romans built new towns and important buildings such as forums (markets), baths (public places to wash) and latrines (public toilets)
What did the romans believe?	Men were in charge of the family Men worked the land or in trade. Some joined the Roman army Women ran the home, cooking and raising the children Children could be married at the age of 14 and marriages were often arranged between families.

Pupils outcomes - pupils should know be able to know and do

- I can understand who Julius Caesar was and why he was important in Roman history and Britain.
- I can identify some reasons behind the Roman invasion of Britain.
- I can recognize that the Romans used military strategies to conquer Britain and that the native Britons resisted.
- I can describe some of the changes that the Romans brought to Britain and understand that these changes had an impact on the native population.
- I can recognize some differences between life in Roman Britain and life in pre-Roman Britain.
- I can understand that the Romans had religious beliefs and that they influenced Britain, including the adoption of Christianity



Duration
12 lessons

7. British History

Britain's settlement by Anglo-Saxons and Scots (Willows)

Sequencing



This knowledge is needed to

- Provides a foundation for further exploration of British history.
- Understanding the events of the Norman Conquest in 1066 and its impact on British society, including changes in governance, language, and culture
- Exploring the feudal system, the development of castles, the role of knights and chivalry
- Investigating the significant changes in industry, technology, and society during the 18th and 19th centuries, leading to the transformation of Britain into an industrial powerhouse.

Recapping prior knowledge

- The concept of time and chronology
- Have some knowledge of the Roman Empire and its presence in Britain, as this provides context for the arrival of the Anglo-Saxons.
- prior knowledge of ancient civilizations, such as the Romans and Greeks, to draw comparisons and understand the concept of different groups of people living in different time periods

Lesson Focus	1. Who Were the Anglo-Saxons?	2. The Anglo-Saxon Migration	3. The Anglo-Saxon Age	4. Reasons for Anglo-Saxon Settlement	5. Anglo-Saxon Influence on Britain	6. Famous Kings and Queens	7. Sources of Information on Anglo-Saxon England	8. Life in Anglo-Saxon Villages	9. Anglo-Saxon Farming and Agriculture	10. Childhood and Education in Anglo-Saxon Society	11. Anglo-Saxon Laws and Justice	12. Anglo-Saxon Religion and Conversion to Christianity
Enquiry question	Who were the Anglo-Saxons?	Where did the Anglo-Saxons come from?	When was the Anglo-Saxon age in Britain?	Why did the Anglo-Saxons come to Britain?	How did they help change Britain?	Who were the famous Kings and Queens?	How do we know what Anglo-Saxon England was like?	What was life like in Anglo-Saxon villages?	What were the farming practices of the Anglo-Saxons?	What was childhood like in Anglo-Saxon society?	What were the laws and justice system of the Anglo-Saxons?	What were the religious beliefs of the Anglo-Saxons?
Lesson aim	To introduce the Anglo-Saxons and understand their origins.	To explore the origins of the Anglo-Saxons and their migration to Britain.	To understand the time period of the Anglo-Saxon age in Britain.	To investigate the reasons behind the Anglo-Saxon settlement in Britain	To explore the cultural, linguistic, and artistic influences of the Anglo-Saxons on Britain.	To learn about significant Anglo-Saxon rulers and their impact on the history of Britain.	To examine different sources of information about Anglo-Saxon England, including written texts and archaeological evidence.	To explore the daily life of Anglo-Saxon villagers, including farming, family roles, and laws.	To investigate the agricultural methods and practices of the Anglo-Saxons	To understand the roles and responsibilities of children in Anglo-Saxon society and their education.	To explore the legal system of the Anglo-Saxons and understand how justice was administered.	To examine the religious beliefs and practices of the Anglo-Saxons, including the spread of Christianity.

Key knowledge needed

Who were the Anglo - Saxons?	The last Roman soldiers left Britain by AD410. New people came to Britain in ships across the North Sea - the Anglo-Saxons.
Where did the Anglo Saxons come from?	The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes.
When was the Anglo - Saxon age in Britain?	The Anglo-Saxon age in Britain was from around AD410 to 1066.
Why did the Anglo-Saxons come to Britain?	To fight - The Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land. To farm - Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there. To make new homes - Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages. They were invited - With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over.
How did they help change Britain?	The land they settled in became known as 'Angle-land', or England. They brought Germanic languages and new customs and dress. The Anglo-Saxons were great craftsmen too. Metalworkers made iron tools, knives and swords. The Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass.
Who were the famous Kings and Queens?	Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They arrived as many different tribes and each took over different parts of Britain.
How do we know what Anglo-Saxon England was like?	Later in AD730 an Anglo-Saxon monk called Bede wrote about the history of English people. Anglo-Saxons also used runes (marked stones) but little has survived. Much of our evidence comes from archaeology: burials, grave goods, treasure hoards and building remains
What was life like in Anglo Saxon villages?	Farming - Life on an Anglo-Saxon farm was hard work. All the family had to help out - men, women and children. Men cut down trees to clear land to sow crops. Farmers used oxen to pull ploughs up and down long fields. Children and growing up - Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. Boys learned the skills of their fathers. They learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting. Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. Laws - The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down Beliefs - After the Romans left, Christianity continued in places where Anglo-Saxons did not settle, like Wales and the west. The Anglo-Saxons had their own gods, beliefs and superstitions. More and more Anglo-Saxon kings and their people became Christians too. This is because they realised that by converting to one God, they could unite their people.

Pupils outcomes - pupils should know be able to know and do

- Follows simple, short stories about people and events in the past
- Identify that things from the past might be different from today
- I can explain that the Anglo-Saxons came from Germany, Denmark, and the Netherlands, and the three main tribes were the Angles, the Saxons, and the Jutes.
- I can recognize that the Anglo-Saxon age in Britain was from around AD410 to 1066.
- I can understand that the Anglo-Saxons came to Britain for reasons such as fighting, farming, making new homes, and being invited by the Britons to help defend against the Picts and Scots.
- I can explain that the land the Anglo-Saxons settled in became known as 'Angle-land' or England.
- I can describe how the Anglo-Saxons brought Germanic languages, new customs, and dress to Britain.
- I can appreciate the craftsmanship of the Anglo-Saxons, such as making iron tools, knives, swords, jewelry, brooches, beads, and ornaments.
- I can understand that Anglo-Saxon Britain was not ruled by one person, and different tribes took over different parts of the country.
- I can explain that our knowledge of Anglo-Saxon England comes from sources like Bede's writings, runes, archaeology, burials, grave goods, treasure hoards, and building remains.
- I can describe life in Anglo-Saxon villages, including farming, the involvement of all family members, the responsibilities of children, and the division of tasks based on gender.
- I can understand that the Anglo-Saxons had laws that involved punishments like fines and execution, with outlaws being hunted down if they ran away.
- I can recognize that the Anglo-Saxons had their own gods, beliefs, superstitions, and that many of them converted to Christianity over time for unity.
- I can explore the history of famous Anglo-Saxon kings and queens and their role in shaping the country.
- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time;
- Know and describe in some detail the main changes to an aspect in a period of history being studied;
- Demonstrates understanding of the past through some detailed, balanced descriptions and explanations

Adaptive Teaching

History Scheme of work



9. British History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Willows)

Sequencing

Who were the Vikings?

How was Britain
conquered between 950
AD - 1066?

What did the romans
believe?

What were Viking
raids and how did the
Vikings fight

What was life like
in Viking Britain?

Outcomes

Working Towards/ Stepping Stones

- Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents
- Identify and describe past and present events in their own lives and in lives of family members.
- Follows simple, short stories about events in the past
- Identify that things from the past might be different from today - technology, cars, houses etc.
- Identifies some differences in clothing, e.g. costumes in different eras
- Recognises obvious differences between the past and present in their own lives
- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Be curious about people and show interest in stories
- Points out and simply describes the information contained in a photo or picture
- Identifies objects as being from the past or present
- Indicates correctly pictures of characters and objects in response to questions
- With support, asks appropriate questions relating to the past

Oakwood Learning Stage 1 / 2

- Order dates from the roman period from earliest to latest on simple timelines
- Sequence pictures from different periods
- Identifying that there are different periods of time in history - Iron age/Bronze age/Romans etc. and order dates from earliest to latest on simple timelines;
- With support, identify and retell some details of the roman empire including what society and daily life was like
- Includes historical terms given when communicating about an element of history.
- Identifies a similarity between their life and life in the roman empire.
- Recognises simple differences in old and new objects - comparing objects used by the first humans to a roman soldier.
- Recognises simple similarities in an element of history e.g. clothing or food between romans empire and today.
- Listens and responds to stories about elements of history
- Respond to simple questions about the past
- Pupils are asking simple questions when unsure on something (i.e. "what does this mean?")
- Know that information can be retrieved from books and computers
- Identifies different ways historians depict the past, e.g. paintings
- Observe and handle evidence to ask simple questions about the past
- Begin to justify answers using sources/part of stories to show understanding

Oakwood Learning Stage 3 / 4

- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Placing Ancient Romans and Roman Britain into the wider context of historical chronology using correct dates and terms
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately;
- Recalls details from when the romans invaded the UK, identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - identifying the effects on following civilisations and today
- Lists some key facts about the roman empire including what society and daily life was like
- Describes simply the key achievements of the romans, using evidence from two or more sources, e.g. story, painting, artefacts
- Locates position of the historical place studied on a world map with some support
- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Know the difference between primary and secondary sources of evidence.
- Can construct informed responses and begin to organise information more effectively, answers are more organised as a result and follow a logical pattern.
- Explains what historical evidence can tell us about people, events or places in history, e.g. archaeological remains





Key Stage 3 History Schemes of Work

Duration
12 lessons

14. How did a Norman become King of England?

(The Norman Conquest - Church, state and society in Medieval Britain 1066-1509) (Year 7)

Sequencing

History Scheme of work

Lesson Focus	1. Introduction to the Norman Conquest and the significance of Normandy	2. The Norman Conquest and its impact on England	3. The Death of Edward the Confessor and the Succession Crisis	4. Harold Godwinson and the Battle of Stamford Bridge	5. The Battle of Hastings and William's Victory	6. Consequences of the Battle of Hastings	7. Challenges Faced by William as King of England	8. William's Changes to England	9. The Impact of William's Changes	10. Review and Reflection
Enquiry question	Where was Normandy located, and why was it significant in the 11th century?	What was the Norman Conquest, and how did it impact England?	Why was the death of Edward the Confessor significant in determining the succession to the English throne?	Who were the contenders for the throne after Edward's death, and what led to conflict?	What were the key events and outcomes of the Battle of Stamford Bridge and the Battle of Hastings?	Why did William of Normandy win the Battle of Hastings?	What were the immediate consequences of the Battle of Hastings for England?	What challenges did William face as King of England, and how did he consolidate his rule?	What changes did William make to England during his reign, and what were their long-lasting effects?	What impact did William's changes have on England?
Lesson aim	Explore the geographical location of Normandy and its connection to England.	Explain the concept of the Norman Conquest and its historical importance.	Discuss the significance of Edward the Confessor's death in determining the succession to the English throne.	Introduce Harold Godwinson and his coronation as King of England.	Analyze the Battle of Hastings, its key events, and the factors that led to William's victory.	Examine the immediate consequences of the Battle of Hastings for England.	Explore the threats faced by William, including Viking invasions and potential uprisings	Analyze the changes implemented by William to secure his control of England.	Explore the long-term effects of William's changes on various aspects of English society.	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding

This knowledge is needed to

- Understand society changes in medieval Britain 1066 - 1509 (for example the establishment of a new ruling class and the introduction of Norman customs and laws)
- Key learning can serve as a foundation for further exploration of this time period, such as studying the feudal system, the role of the Church, or the daily life of people during this era

Recapping prior knowledge

- Basic timeline of British history periods (romans, Saxons/Vikings, medieval Britain and onwards)
- Developed a more secure chronological understanding of Medieval Britain 1066-1509
- The death of Edward the Confessor (1062 - 1066)
- Students should be familiar with basic historical concepts such as chronology, cause and effect, significance, perspective, and evidence. This will enable them to engage in historical thinking and analysis as they explore the Norman Conquest.
- Students should understand the concept of hereditary rule and the potential conflicts that arise when there is a disputed succession
- Having a general understanding of European geography, including the location of Normandy and England

Key knowledge needed	
Where was Normandy?	Normandy in the 11th century was a region located in northwestern France
What is the Norman conquest?	1066 is one of the most famous years in English history. It included the death of two kings, two invasions, and consequences that would last for hundreds of years.
Why was the death of Edward the confessor significant?	Normally, there is a clear line of succession, and it is obvious who the next monarch will be. This was not the case when Edward died. He had no children.
Who were the contenders to the throne?	The three main rival contenders for the throne were Harold Godwinson, Harald Hardrada and William of Normandy, who each claimed that they were the rightful heir to the English throne.
So who was crowned king and why did this lead to conflict?	On 6 January 1066, the day after Edward the Confessor died, the Witan met to decide who should be crowned king. The Witan were a group of powerful rulers whose job was to advise the king. They decided that Harold Godwinson should be crowned, and his coronation took place on the same day.
What was the battle of Stamford Bridge?	Harold Godwinson had defeated Harald Hardrada at the Battle of Stamford Bridge on 25 September 1066.
What was the battle of Hastings 1066	Three days later, William of Normandy invaded England, seeking to claim the throne. William and Harold fought at the Battle of Hastings on 14 October. William was victorious and was crowned King of England on Christmas Day, 1066.
Why did William win?	Tiredness: Harold's army had to march north to fight Harald Hardrada at Stamford Bridge, before turning back to march to the south to face William at Hastings. Many of the English army had been killed and the those who were left would have been extremely tired. Tactics: William's army pretended to retreat, tempting Harold's army into losing their strong defensive position to run after them. William's army was then able to turn round and attack Harold's weakened position. Army strength: William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers. This gave his side a big advantage in the range of tactics and attacks they could carry out. Leadership: William was on horseback and had an overview of the whole battlefield. When a rumour went round his army that he had been killed, he lifted his helmet to show them he was still alive. In contrast, Harold was on foot and was unable to stop his army losing their discipline and chasing down Senlac Hill after William's retreating soldiers
What happened after the battle of 1066?	It was a turbulent time for England, with three kings in one year. After William won the Battle of Hastings, his army had to capture and subdue towns across England. He was crowned on Christmas Day, becoming England's third king in 1066.
Why did William have a hard time as king?	William had won the Battle of Hastings, but this did not mean everyone in England immediately supported him. He had to establish Norman control in England. William faced threats from Viking invaders, people in the north of England who supported Edgar, and potential uprisings from other parts of England. William brutally dealt with this opposition with the Harrying of the North. During his reign, William crushed rebellions, controlled Anglo-Saxon women, overhauled the Church and built a series of castles across England to establish control
What changes did William make to England?	He went on to make many changes to secure his control of England. Many of these changes had long lasting effects, for example land ownership, the building of castles, and the introduction of some Norman laws..

Adaptive Teaching

Pupils outcomes – pupils should know be able to know and do
<ul style="list-style-type: none"> Follows simple, short stories about people and events in the past Identify that things from the past might be different from today
<ul style="list-style-type: none"> I can locate Normandy on a map and understand its significance in the Norman Conquest. I can explain what the Norman Conquest was and why it was important in English history. I can describe why the death of Edward the Confessor was significant and how it led to a struggle for the English throne. I can identify the contenders to the throne and understand their claims to be the rightful heir. I can explain why Harold Godwinson was crowned king and how this decision led to conflict. I can describe the Battle of Stamford Bridge and understand its impact on the Norman Conquest. I can explain the events and significance of the Battle of Hastings in 1066. I can explain why William of Normandy was victorious in the Battle of Hastings. I can describe the challenges William faced as the new King of England after the Norman Conquest. I can identify the changes introduced by William to establish Norman control in England. I can explain the long-lasting effects of the Norman Conquest on England, such as changes in land ownership, the introduction of Norman laws, and the building of castles. I can reflect on and discuss the significance and impact of the Norman Conquest in English history.
<ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time; Know and describe in some detail the main changes to an aspect in a period of history being studied; Demonstrates understanding of the past through some detailed, balanced descriptions and explanations

Duration
14 lessons

16. Church, state and society in Medieval Britain 1066-1509 (Year 7)

*How far did the Black Death change the medieval World?
(The Black Death and its social and economic impact)*

Sequencing

Lesson Focus	Introduction to the Medieval Period	The Black Death: How It Started and Spread	The Black Death's Impact: Society and Economy	The Church's Response to the Black Death	Understanding Why the Black Death Matters	Investigating Cause and Effect: Short-Term Changes	Investigating Cause and Effect: Long-Term Changes	Exploring Different Perspectives: Looking at Stories	Reviewing Chronology: Putting Events in Order	Review and Reflection
Enquiry question	How did people live during medieval times?	What was the Black Death, and how did the Silk Road contribute to its global spread?	How did Medieval people change their everyday life to try and prevent the Black Death from infecting them?	How did the Church respond to the Black Death, and what measures did they take to protect their communities?	What were the consequences of the Black Death, and how far did life change due to its impact?	How did life change for the survivors of the Black Death, and how did some peasants benefit from it?	What were the long-term consequences of the Black Death, and how did life change as a result?	What were the personal experiences of individuals during the Black Death, and how did they cope with the outbreak?	In what order did the events of the Black Death occur, and how did the Silk Road play a role in its spread?	Review the key concepts, events, and knowledge covered throughout the scheme of work.
Lesson aim	To understand what life was like during medieval times.	To learn about the causes and spread of the Black Death, including its connection to the Silk Road.	To explore how the Black Death changed society and the economy, and understand how Medieval people adapted their everyday lives to prevent infection.	To understand the role of the Church during the Black Death and how they worked to protect their communities.	To recognize the significance of the Black Death in history and assess the extent to which life changed as a result.	To identify the immediate effects of the Black Death and examine how life changed for survivors, including the ways in which some peasants benefited.	To recognize the long-lasting impact of the Black Death and understand the enduring changes in Medieval society.	To understand different experiences during the Black Death and how individuals coped with the outbreak.	To understand the sequence of events related to the Black Death, including its connection to the Silk Road.	Engage in class discussions, quizzes, or interactive activities to assess understanding

Recapping prior knowledge

- Basic timeline of British history periods (romans, Saxons/Vikings, medieval Britain and onwards)
- Developed a more secure chronological understanding of Medieval Britain 1066-1509
- The death of Edward the Confessor (1062 - 1066)
- Students should be familiar with basic historical concepts such as chronology, cause and effect, significance, perspective, and evidence. This will enable them to engage in historical thinking and analysis as they explore the Norman Conquest.
- Students should understand the concept of hereditary rule and the potential conflicts that arise when there is a disputed succession
- Having a general understanding of European geography, including the location of Normandy and England

This knowledge is needed to

- Understand society changes in medieval Britain 1066 - 1509 (for example the establishment of a new ruling class and the introduction of Norman customs and laws)
- Key learning can serve as a foundation for further exploration of this time period, such as studying the feudal system, the role of the Church, or the daily life of people during this era

Pupils outcomes - pupils should know be able to know and do

- I can follow simple, short stories about events in the past
- I can identify that things from the past might be different from today - different types of illnesses
- I can recognise obvious differences between the past and present in their own lives
- I can identify a difference when looking at a photograph of a place taken long ago and more recently
- I can be curious about people and show interest in stories
- I can point out and simply describes the information contained in a photo or picture
- With support I can ask appropriate questions relating to the past
- I can talk about what life was like a long time ago in medieval times.
- I can explain how the Black Death started and spread, and how it traveled on a big trading route called the Silk Road.
- I can tell you how the Black Death changed the way people lived and how it affected money and jobs.
- I can talk about how the Church helped people during the Black Death and what they did to keep people safe.
- I can understand why the Black Death is an important event in history and how it made life different for many people.
- I can tell you what happened right away when the Black Death happened and how some people found good things from it.
- I can understand how the Black Death changed things for a long time and how it made life different for many people.
- I can listen to different stories about the Black Death and understand how different people felt about it.
- I can find out what historians say about the Black Death and share what I learn with others.
- I can find information about the Black Death and show what I found in a presentation or project.
- I can put the events of the Black Death in order and understand when they happened.
- I can write about the Black Death and show what I know about how it changed things.
- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time;
- Know and describe in some detail the main changes to an aspect in a period of history being studied;
- Demonstrates understanding of the past through some detailed, balanced descriptions and explanations

Adaptive Teaching

Key knowledge needed

Do they know the period of the black death?	During Medieval Britain (c.1250-c.1500). Specifically 1348 - 49
Do they know how the Black Death arrives in England?	It was spread to Europe by fleas no rats living on trade ships
Do they know the types of plague and their symptoms?	Bubonic plague (mortality rate = 50%) Pneumonic plague (mortality rate = 100%)
Do they know the consequences of the black death?	Most historians believe between a third and half of the population were killed by the Black Death
What did people believe spread the plague at the time?	The discovery that germs cause disease was not made until the 1800s. The four humours (blood, phlegm, black bile and yellow bile) Supernatural causes (God was the cause, as a punishment for people's sins) Astrologists believed the cause was the alignment of the planets
How did the country attempt to stop the plague?	Fines were introduced for people caught dumping waste in the streets. New jobs were created in London to try and clean up towns

Duration
12 lessons

18. Church, state and society in Britain 1509-1745 (Year 7)

Why did Henry VIII make the break with Rome?

(Tudors - the English Reformation and the Counter Reformation, Henry VIII to Mary I)

Sequencing

Recapping prior knowledge

- The Tudor Family Tree
- The war of the roses

1. Who was Henry VIII and what was he like? - his characteristics, his desires and his religious beliefs.

2. What concerns did Henry VIII have as King of England?

3. Marriage, Religion, Politics - 'why did Henry VIII make a break from Rome and what was the reformation?'

What was the Act of Supremacy?

Religious changes 1536-1539

What was the dissolution of the monasteries?

4. What impact did the reformation have?

The religious rollercoaster - focus on Morebath church

What impact did Edward VI and Mary I have?

This knowledge is needed to

- The next sequence of learning is on the Elizabethan religious settlement - we focus on did Mary deserve to get executed?

Key knowledge needed

Who was Henry VIII and what was he like?	Henry VIII was a Tudor king who ruled England from 1509 - 1547. He is remembered for his six wives and his cruelty towards them. Henry VIII had been a devout Catholic in his younger years. Henry VIII was a very clever child. He was a good musician, enjoyed jousting, and, like many royals, spoke several languages. His learning earned him the praise of one of the most well-known thinkers of the time
What concerns did Henry VIII have as King of England?	One of Henry's aims as King was to make sure he made, or had a son who could inherit the throne when he died. Sadly, this did not happen. Henry actually lost six children with Catherine and his only living child was a female called Mary. Henry was very worried that if Mary was his heir to the throne that other males would try to take the throne, and thus end the Tudor line.
Why did Henry VIII make a break from Rome?	Like many people during Tudor times, Henry VIII believed that men should rule the country. He wanted a son to reign after his death, but he and his first wife's only surviving child was a daughter, Mary. In the 1520s, Henry attempted to have his marriage annulled by the Pope. This was denied. Henry he was eager to act. He formally married Anne in January 1533 and then created the Church of England. With the help of his ministers and Parliament, Henry made himself, not the Pope, the head of the English Church. Another reason Henry wanted to break from the Pope was that the Catholic Church was very rich. By taking control of church properties, Henry would gain vast amounts of wealth that would help fund his wars with France, Scotland and Ireland
What was the reformation (changing of the church)?	In 1534, Henry declared that he, not the Pope, was the head of the Church in England. This sparked the English Reformation. In 1534, Henry used Parliament to grant the Act of Supremacy, which allowed him to annul his marriage to Catherine as it made the monarch the head of the English Church
What were the Religious changes 1536-1539?	For over 1,000 years, England had been a Catholic country. However, during the early 1500s, lots of different criticisms started to emerge about the corruptions taking place within the Catholic Church. This led to a German priest called Martin Luther developing Protestantism when he nailed his criticisms to the door of the church. When Henry died, his heir Edward VI continued the new faith. After Edward's death, England reverted to Catholicism for a short time, under Queen Mary (Henry's elder daughter). When Mary died in 1558, her half-sister Elizabeth took the English throne and restored the Protestant faith.
What was the dissolution of the monasteries?	He and his new chief adviser, Thomas Cromwell, began the Dissolution of the Monasteries. Religious buildings were destroyed, and the land and wealth was transferred to the king. Over four years, 800 monasteries were disbanded and their lands and treasures were taken by the Crown
What impact did the reformation have?	Henry had sparked a change that would have ongoing and significant implications.

Pupils outcomes - pupils should know be able to know and do

WT/O LS1	<ul style="list-style-type: none"> • Recognises pictures of people in the more distant past • Recognises obvious differences between the past and present in their own lives • Identifies a difference when looking at a photograph of a place taken long ago and more recently • Follows simple, short stories about events and people in the past • Identify that things from the past might be different from today • Be curious about people and show interest in stories • With support, asks appropriate questions relating to the past • Identify that events and changes have happened in order - they know what a timeline is. • Recognises simple changes in an element of history over time
OLS2 +	<ul style="list-style-type: none"> • I can explain who Henry VIII was and why he was important in English history. • I can describe what the English Reformation was and how it changed religion in England. • I can list some reasons why Henry VIII made the break with Rome. • I can describe the Counter Reformation and its impact on England during the reign of Mary I. • I can understand and explain how the English Reformation changed the course of English history.



Duration
12 lessons

18. Church, state and society in Britain 1509-1745 (Year 7)

Why did Henry VIII make the break with Rome?

(Tudors - the English Reformation and the Counter Reformation, Henry VIII to Mary I)

Sequencing

History Scheme of work

Recapping prior knowledge
The Tudor Family Tree
The war of the roses

Lesson Focus	Introduction to the Tudor Period and Religious Landscape	Henry VIII's Early Reign and Marital Issues	The Role of the Pope and Papal Authority	Henry's Political Motivations	The Act of Supremacy and the Church of England	Religious Reformation in England	Mary I and the Counter Reformation	Evaluation of Religious Changes	Religious Dissent and Opposition	Legacy of Henry VIII's Break with Rome	Primary Source Analysis	Review and Reflection
Enquiry question	What was the Tudor period and how did religion play a role in it?	Why was Henry VIII's quest for a male heir so important?	What authority did the Pope hold in the Catholic Church?	How did Henry VIII's political ambitions influence his decisions?	What was the Act of Supremacy and its impact on religious authority?	How did religious practices change during Henry VIII's reign?	How did Mary I respond to religious changes during her reign?	What were the consequences of religious changes in society?	Who were the key figures opposing religious changes?	How did Henry VIII's decision shape the future of Britain?	What insights can primary sources provide about the past?	Review the key concepts, events, and knowledge covered throughout the scheme of work.
Lesson aim	Overview of the Tudor dynasty, Henry VIII's reign (1509-1547), and his initial devout Catholicism.	To explore the significance of Henry VIII's early reign and marital challenges.	To understand the Pope's role and how it related to Henry VIII's desire for an annulment.	To analyze Henry VIII's political motivations for seeking an annulment.	To explain The Act of Supremacy (1534), formation of the Church of England, and Henry as the head of the English Church.	Introduction to the English Reformation, dissolution of monasteries, and shift to Protestantism.	To understand Mary I's efforts to restore Catholicism and the Counter Reformation.	To assess the impact of religious shifts on society and culture.	To identify figures who resisted religious changes and their consequences.	To reflect on Lasting effects of the break from Rome, legacy of religious changes, and implications for British history.	To analyze primary sources from the Tudor period and their significance.	Engage in class discussions, quizzes, or interactive activities to assess understanding

This knowledge is needed to

- The next sequence of learning is on the Elizabethan religious settlement - we focus on did Mary deserve to get executed?

Key knowledge needed

Who was Henry VIII and what was he like?	Henry VIII was a Tudor king who ruled England from 1509 - 1547. He is remembered for his six wives and his cruelty towards them. Henry VIII had been a devout Catholic in his younger years. Prince Henry was a very clever child. He was a good musician, enjoyed jousting, and, like many royals, spoke several languages. His learning earned him the praise of one of the most well-known thinkers of the time.
What concerns did Henry VIII have as King of England?	One of Henry's aims as King was to make sure he made, or had a son who could inherit the throne when he died. Sadly, this did not happen. Henry actually lost six children with Catherine and his only living child was a female called Mary. Henry was very worried that if Mary was his heir to the throne that other males would try to take the throne, and thus end the Tudor line.
Why did Henry VIII make a break from Rome?	Like many people during Tudor times, Henry VIII believed that men should rule the country. He wanted a son to reign after his death, but he and his first wife's only surviving child was a daughter, Mary. In the 1520s, Henry attempted to have his marriage annulled by the Pope. This was denied. Henry was eager to act. He formally married Anne in January 1533 and then created the Church of England. With the help of his ministers and Parliament, Henry made himself, not the Pope, the head of the English Church. Another reason Henry wanted to break from the Pope was that the Catholic Church was very rich. By taking control of church properties, Henry would gain vast amounts of wealth that would help fund his wars with France, Scotland and Ireland.
What was the reformation (changing of the church)?	In 1534, Henry declared that he, not the Pope, was the head of the Church in England. This sparked the English Reformation. In 1534, Henry used Parliament to grant the Act of Supremacy, which allowed him to annul his marriage to Catherine as it made the monarch the head of the English Church.
What were the Religious changes 1536-1539?	For over 1,000 years, England had been a Catholic country. However, during the early 1500s, lots of different criticisms started to emerge about the corruptions taking place within the Catholic Church. This led to a German priest called Martin Luther developing Protestantism when he nailed his criticisms to the door of the church. When Henry died, his heir Edward VI continued the new faith. After Edward's death, England reverted to Catholicism for a short time, under Queen Mary (Henry's elder daughter). When Mary died in 1558, her half-sister Elizabeth took the English throne and restored the Protestant faith.
What was the dissolution of the monasteries?	He and his new chief adviser, Thomas Cromwell, began the Dissolution of the Monasteries. Religious buildings were destroyed, and the land and wealth was transferred to the king. Over four years, 800 monasteries were disbanded and their lands and treasures were taken by the Crown.
What impact did the reformation have?	Henry had sparked a change that would have ongoing and significant implications.

Adaptive Teaching

Pupils outcomes - pupils should know be able to know and do

- Recognises obvious differences between the past and present in their own lives
- Follows simple, short stories about events and people in the past
- Identify that things from the past might be different from today
- Be curious about people and show interest in stories
- With support, asks appropriate questions relating to the past
- Recognises pictures of people in the more distant past
- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Identify that events and changes have happened in order - they know what a timeline is.
- Recognises simple changes in an element of history over time
- I can explain who Henry VIII was and why he was important in English history.
- I can describe what the English Reformation was and how it changed religion in England.
- I can list some reasons why Henry VIII made the break with Rome.
- I can describe the Counter Reformation and its impact on England during the reign of Mary I.
- I can understand and explain how the English Reformation changed the course of English history.
- ?

Duration 12 lessons

20. Church, state and society in Britain 1509-1745

The Elizabethan religious settlement and conflict with Catholics (Year 8)



Sequencing

History Scheme of work

Recapping prior knowledge

- Who was Henry VIII?
- The reformation and its impact, including the Dissolution of the Monasteries

Lesson Focus	Who was Elizabeth I – the last Tudor monarch?	Elizabeth I's Path to the Throne	The Significance of Elizabeth's Reign	Religious Changes in England	Elizabethan Religious Settlement	Life in the "Golden Age" of Elizabethan England	The Beginnings of the British Empire	England-Spain Conflict and the Spanish Armada	Elizabeth I's "Sea Dogs" and their Actions	Assessment
Enquiry question	What were the early life and upbringing of Queen Elizabeth I?	How did Elizabeth I become queen and what challenges did she face?	What were the major changes in religion, society, arts, trade, and exploration during Elizabeth's reign?	How did the religious landscape change during the Tudor period?	What were the key features of Elizabeth I's Religious Settlement and how did it impact society?	How did culture, wealth, and exploration flourish during Elizabethan England?	What were the origins of the British Empire during the Elizabethan era?	Why did England and Spain go to war, and what was the outcome of the Spanish Armada?	Who were Elizabeth I's "Sea Dogs," and what were their actions in South America and the Caribbean?	Summarize and discuss the key themes, developments, and significance of Elizabethan England.
Lesson aim	Understand the background, early life, and challenges faced by Queen Elizabeth I in her rise to the throne.	Analyze the political and religious context that influenced Elizabeth's ascension to the throne.	Evaluate the major changes in religion, society, arts, trade, and exploration during Elizabethan England and their impact.	Examine the religious changes during the Tudor period, including the break from the Catholic Church and the policies of different monarchs.	Investigate the key features of Elizabeth I's Religious Settlement and analyze the reactions of different religious groups to it.	Explore the cultural achievements and developments during Elizabeth's reign and their significance.	Understand the factors and motivations that led to the establishment of the British Empire during the Elizabethan era.	Analyze the reasons for the conflict between England and Spain during Elizabeth's reign and the outcome of the Spanish Armada.	Examine the actions and exploits of Elizabeth I's "Sea Dogs" and their involvement in the slave trade and exploration.	

This knowledge is needed

- to
- The next sequence of learning is on the Elizabethan religious settlement - we focus on did Mary deserve to get executed?

Key knowledge needed

Who was Elizabeth I - the last Tudor monarch?	Elizabeth I was born Princess Elizabeth in September 1533, the daughter of Henry VIII and Anne Boleyn, Henry's second wife. Elizabeth I ruled England for 45 years (1558 - 1603). Elizabeth was never expected to become queen. She was last in line to the throne of all of Henry VIII's legitimate children.
What was Elizabeth I like when young?	Elizabeth was only two and a half years old when her mother was executed. Following the death of her mother, Henry declared Elizabeth to be illegitimate. Elizabeth found herself interrogated and spent two months in the Tower of London, fearful of being executed. She spent the next four years of her life as a prisoner, under house arrest. She had his red hair and strong personality. Elizabeth was highly educated. By the age of 14, she could speak fluent French, Italian, Welsh, Spanish, Latin and some Greek.
How did Elizabeth I become Queen?	Elizabeth was 13 years old when Henry died and her brother, Edward, became king. When Edward died at the age of 15, Elizabeth's older half-sister, Mary became Queen. In November 1558, Elizabeth learned about the death of Mary I, and that she would inherit the throne.
What was significant about Elizabeth's reign?	England experienced a great deal of change during Elizabeth's reign. Religion, society, the arts, trade and exploration were all very different by the time of her death. Elizabeth shifted the country towards a more moderate Protestantism using acts of Parliament, which became known as the Religious Settlement.
What was the religious changes at this time?	Henry VIII - Henry had sparked a change that would have ongoing and significant implications. He had broken from the Catholic Church in Rome. His main motivation for this was to get his marriage annulled and have a male heir: it was an argument about power and the successor to the throne, not a definite move towards Protestantism. Henry remained a Catholic until the end of his life. Edward VI - Henry's male heir, Edward VI, was raised by Protestant men such as his uncles, Edward and Thomas Seymour. During his short reign, England became an increasingly devout Protestant. This led to a Catholic rebellion in 1549. Known as the Prayer Book Rebellion, it was led by people who didn't like Edward's new Book of Common Prayer, or the changes he was making to the Church. Mary I - Under Mary I, daughter of the Catholic Catherine of Aragon, England became a Catholic country once again. Many people who had been keen to keep their Catholic faith during the religious upheaval of the previous years celebrated Mary's arrival on the throne. Throwing bonfires and parties. Protestants, however, were persecuted: around 300 were executed during Mary's reign. Others fled abroad. As a result of this brutal persecution, Mary earned the nickname of 'Bloody Mary'. Elizabeth I - Under Elizabeth I, daughter of Anne Boleyn, the religion of England changed again. Elizabeth shifted the country towards a more moderate Protestantism using acts of Parliament, which became known as the Religious Settlement. Elizabeth was opposed by Protestants who wanted even further reform, and Catholics who wished for the return to Rome.
What was the Elizabethan Religious settlement?	With the help of William Cecil, Elizabeth began to reinstate a more moderate form of Protestantism in England. She used Parliament to pass laws to create the Elizabethan Religious Settlement. This settlement made England Protestant, however it compromised on certain areas of religion in the hope of keeping England's Catholics within her new Church. As a result, Elizabeth's settlement has also been called the 'middle way'. Religious tolerance : Elizabeth enacted the Middle Way, a religious settlement that allowed different types of Christianity to practise their faith privately, as long as they recognised her role as Head of the Church. But in reality, Catholics were unhappy that the state religion was now Protestant, and Protestants were unhappy about the compromises allowed to Catholics. And Elizabeth persecuted Catholic priests and nobles who crossed her.
What life was like in "golden age" of culture, wealth and exploration during Elizabethan England?	During her reign, Elizabeth came to be known as 'Gloriana'. This name suggested that she had brought glory to her kingdom. Elizabeth encouraged this idea, and commissioned portraits, plays and poetry to advance it further. Culture - Theatres in England flourished in the Elizabethan period. At the start of Elizabeth's reign, there were no theatres in England. Shakespeare wrote at least 37 plays, which are still performed today. Wealth - In Elizabethan times, the nobility showed off their expanding riches by building new styles of houses. Large windows were placed in these homes. One example of an Elizabethan stately home is Hardwick Hall, in Derbyshire.
The beginnings of the British Empire	The origins of the British Empire can be traced back to the foreign policy of the Elizabethan era. In 1585, the first English colony was founded in North America when Sir Walter Raleigh organised a small settlement at Roanoke. Historians are unsure as to whether the name 'Virginia' comes from Elizabeth's nickname, the 'Virgin Queen', or whether it's a word from the language of the native Algonquin people. Towards the end of her reign, Elizabeth granted a charter to a group of London officials, merchants and investors to send ships to an area that was then called the 'East Indies'. This eventually became the East India Company, which went on to colonise much of India.
Why did England and Spain go to war?	Elizabeth initially wished to maintain a peaceful relationship with other European countries. Elizabeth, though Protestant, also sought to build a positive relationship with Catholic Spain, and King Philip, but this did not last. Philip controlled a vast empire, stretching from the Netherlands to the Americas. Protestant rebels rose up against Catholic Philip's control of the region. Elizabeth eventually bowed to pressure from men like Robert Dudley and provided support to the rebels. All of this angered Philip; he was also horrified by the execution of Mary. In 1588, Philip sent a large number of ships, known as an Armada, to invade England. It was defeated by a combination of storms and the English having ships that were better suited to the conditions. However, the war against Spain would continue into the reign of James I.
Who were Elizabeth I's "Sea Dogs" and their actions in South America and the Caribbean.	Elizabeth I did profit from the trade in enslaved people because of her relationship with privateers such as John Hawkins and Francis Drake. Both became involved in the trade as part of their activities at sea. John Hawkins led a raid that violently captured 300 people in West Africa and transported them to Spanish plantations in the Caribbean.

Adaptive Teaching

Pupils outcomes - pupils should know be able to know and do

- ?????
- I can describe the life of Queen Elizabeth I and understand the challenges she faced to become the last Tudor monarch.
- I can explain Queen Elizabeth I's early experiences, including her time as a prisoner and the impact of her mother's execution.
- I can discuss Queen Elizabeth I's exceptional education and her ability to speak multiple languages by the age of 14.
- I can analyze the succession of Queen Elizabeth I and understand how she became queen despite not being expected to inherit the throne.
- I can evaluate the significance of Queen Elizabeth I's reign and its impact on religion, society, arts, trade, and exploration in England.
- I can examine the religious changes during Queen Elizabeth I's time and the shift towards a more moderate form of Protestantism.
- I can analyze the Elizabethan Religious Settlement and its aim to maintain religious tolerance in England.
- I can explore the cultural achievements of the Elizabethan period, including the flourishing of theaters and the works of William Shakespeare.
- I can assess the economic prosperity and exploration during Queen Elizabeth I's reign and its role in the beginnings of the British Empire.
- I can evaluate the conflicts between England and Spain during Queen Elizabeth I's reign and the reasons behind them.
- I can investigate the actions of Queen Elizabeth I's "Sea Dogs" in South America and the Caribbean, including their involvement in the trade of enslaved people.
- ???????

Duration
14 lessons

22. World history significant societies (Year 8)

The Qing dynasty (1644-1911)

Sequencing

Recapping prior knowledge
Knowledge of basic historical timelines at the start of the Qing dynasty (1644)

- What is a dynasty? Previous series of dynasties, for example the Tang, Song, Yuan, Ming and Qing dynasties
- Familiarity with basic geographical concepts: It would be useful for students to have a basic understanding of geography including knowledge of continents, major countries, and geographical features. This will help them grasp the geographical context of China and Asia.

Lesson Focus	Introduction to Asia's Geography	China's Geographical Location	Mapping Neighbouring Countries	Exploring East Asia	Introduction to the Qing Dynasty	Founding of the Qing Dynasty	Government and Administration	Society and Culture	Conflict and Expansion	Opium Wars and Foreign Influence	Taiping Rebellion	Fall of the Qing Dynasty	Assessment
Enquiry question	Where is Asia located and what are its major physical features? Key Knowledge:	Where is China located within Asia?	What are the neighboring countries of China and where are they located?	What are the countries in East Asia and where are they located?	How did the Qing Dynasty begin and what period did they rule China?	What were the key events that led to the rise of the Qing Dynasty?	How did the Qing Dynasty rule China?	What were the accomplishments of the Qing Dynasty in terms of economic prosperity?	How did the Qing Dynasty expand its territories and what were the major conflicts it faced?	How did the Qing Dynasty navigate the Opium Wars and deal with foreign influence?	How did the Qing Dynasty respond to the Taiping Rebellion and its challenges?	What were the reasons behind the fall of the Qing Dynasty?	Summarize and discuss the key themes, developments, and significance of Elizabethan England.
Lesson aim	To introduce the geography of Asia and build foundational locational knowledge.	To understand the geographical location of China within Asia.	To identify and locate neighboring countries of China.	To develop locational knowledge of countries in East Asia.	To introduce the Qing Dynasty and its historical context.	To understand the conquest of China by the Manchu people and the establishment of the Qing Dynasty.	To explore the structure and functioning of the Qing government.	To examine the social structure, role of women, and cultural developments during the Qing Dynasty.	To understand the territorial expansion and conflicts faced by the Qing Dynasty.	To explore the impact of the Opium Wars on China's relationship with foreign powers.	To study the causes and impact of the Taiping Rebellion on the Qing Dynasty.	To understand the factors leading to the downfall of the Qing Dynasty and its impact.	

This knowledge is needed to

- The republic and peoples republic of china
- students can gain insights into the dynamics of dynastic rule, political systems, and social changes. This can provide a basis for comparing and contrasting the Qing Dynasty with other historical periods

Where is Asia located and what are its major physical features? Key Knowledge:	Asia is the largest continent in the world, located primarily in the eastern hemisphere. Major physical features of Asia include mountain ranges (e.g., Himalayas, Altai Mountains), rivers (e.g., Yangtze, Ganges), and deserts (e.g., Gobi, Arabian).
Where is China located within Asia?	China is situated in East Asia, bordered by countries such as Russia, Mongolia, and India
What are the neighboring countries of China and where are they located?	Neighboring countries of China may include Russia, Mongolia, India, Pakistan, Vietnam, and more.
What are the countries in East Asia and where are they located?	Explore and locate countries in East Asia, such as Japan, South Korea, North Korea, and Southeast Asian nations like Thailand, Vietnam, and the Philippines.
Who the Qing were and what period did they rule China?	The Qing were the last dynasty of emperors to rule China, from 1644 to 1911.
What a dynasty is? And some examples of previous dynasties	A dynasty is a series of rulers who are all from the same family, for example the Tang, Song, Yuan, Ming and Qing dynasties.
Who were the Manchu's	Mostly farmers, but they were also skilled hunters and horseback archer. Nurhaci (1559 - 1626) first united the various tribes of Manchuria and rebelled against Ming rule in 1618.
What were the achievements of the Qing Dynasty?	The Qing was one of largest, wealthiest, and most sophisticated empires on the planet. Lasted for 500 years Their next wars took them into Central Asia, resulting in the conquest of Outer Mongolia, Xinjiang and Tibet. They adopted Chinese ways of governing They commissioned a five-language dictionary to translate Manchu, Mongol, Chinese, Tibetan and Chagatai. They organised the greatest collection of Chinese books ever made, resulting in the Siku Quanshu – a collection of 3952 Chinese works. The introduction of new foods, such as potatoes, tomatoes, and chilli peppers, allowed more land to be farmed Literacy and living standards were high. Chinese goods were sold across the world and were celebrated for their beauty and advanced manufacturing The Qing forced people in China to adopt the queue hairstyle. People in China began wearing fur, eating new foods and wearing styles related to Manchu dress
What was the Self-Strengthening Movement	The Self-Strengthening Movement was an attempt to modernize China by adopting Western technology while preserving traditional Chinese values.
What was the Taiping Rebellion?	The Taiping Rebellion was a large-scale rebellion against the Qing Dynasty led by Hong Xiuquan, with a vision for a more equal and just society.
What were Opium Wars and Foreign Influence?	The Opium Wars were conflicts between China and foreign powers, primarily Britain, over the opium trade and unequal treaties. Foreign influence and territorial concessions increased as a result of the Opium Wars
Can you remember some famous Qing emperors?	Nurhaci, The Kangxi Emperor, The Yongzheng Emperor, The Qianlong Emperor, Cixi
How did the Qing dynasty fall?	By the late 1800s, many in China recognised that the Qing needed to change. In the early 1800s, the Qing dynasty was starting to struggle. Population growth meant there wasn't enough farmland or jobs to support everyone. Poverty led many to rebel against the Qing.
What was the Boxer rebellion?	The Boxer Rebellion was a violent anti-foreign and anti-Christian movement in China, aiming to remove foreign influence and restore traditional Chinese values.

Adaptive Teaching

Pupils outcomes – pupils should know be able to know and do
<ul style="list-style-type: none"> • ????? • I can find China on a map. • I can name some countries next to China. • I can talk about big mountains, rivers, and deserts in Asia. • I can show where different parts of China were during the Qing Dynasty. • I can tell why some places in China were important during the Qing Dynasty. • I can talk about how land and water looked in different parts of Asia. • I can explain how geography affected how the Qing Dynasty grew. • I can compare how places in Asia looked different from each other. • I can say when the Qing Dynasty happened. • I can put important events from the Qing Dynasty in order. • I can talk about what was happening in the world when the Qing Dynasty was around. • I can make a timeline with pictures and dates from the Qing Dynasty. • I can say why the Qing Dynasty was important. • I can talk about the good things the Qing Dynasty did and how it changed China. • I can tell how the Qing Dynasty still affects China today. • I can talk about why people think the Qing Dynasty was special. • I can explain why there were fights and big changes during the Qing Dynasty. • I can tell how one thing happening made something else happen in the Qing Dynasty. • I can say how problems with other countries and inside China made the Qing Dynasty end. • I can talk about how things happening in the past made a difference in the Qing Dynasty. • I can look at pictures and read stories to learn about the Qing Dynasty. • I can think about different ways people saw and thought about the Qing Dynasty. • I can talk about why we need different kinds of proof to understand the Qing Dynasty. • I can share what I found and thought about the Qing Dynasty using the things I saw and read. • ??????

History Scheme of work



Duration
12 lessons

24. Britain in 1745-1901: ideas, political power, industry and empire (Year 8)

Local History Study - The Industrial Revolution - The exploration of Britain's changes over time

Sequencing

Recapping prior knowledge

- What did Britain look like before the Industrial Revolution?

What developments lead to the Industrial Revolution?

- Examples of scientific and technological developments

What was life like for Children during the Victorian Era?

How has being a multi-cultural country changed Britain?

This knowledge is needed to

- How the development of the British empire has created links with other countries (trade)

How did the Industrial Revolution change Britain?

- The development of formal education, transport change and housing developments

Local History study of Salford

- Research into listed buildings including Salford Cathedral and Ordsall Hall which was established in Tudor times and three ancient monument

How Salford benefitted from the industrial revolution

- Study of the transport infrastructure development via Bridgewater Canal.
- The development of population and jobs through the revolution due to the textile industry
- Famous engineers and innovators - James Brindley and Richard Arkwright

Key knowledge needed

What is the industrial revolution? The Industrial Revolution is the name for a time of great change in industry, technology and science

When was the industrial revolution? The Industrial Revolution, which took place between 1750 - 1900, was a period of great change in Britain.

Examples of scientific and technological developments

Energy
Instead of people or animals, some industries began using water and wind as sources of energy. People started using coal for fuel instead of wood or peat. Coal gave out more heat and allowed better quality iron and steel to be made. Coal was also used to heat water to make steam for the newly invented steam engine. Oil and natural gas were used for heating and lighting.

Technology
New machines were invented that could work much faster and on a bigger scale than human hands.

The spinning jenny and power loom allowed the textile industries to grow. The steam engine could provide more energy for large factories. The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily.

Work
Before the Industrial Revolution craftspeople made things in their own homes or in small workshops. The new factory system meant people had to go to a place of work where they would work for a shift. Instead of making something from end-to-end, factory workers would each work specific machines that carried out different stages of a manufacturing process.

Transport
Factories and industries needed more raw materials and made more products. These all needed to be transported. Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved. Canals were introduced to deal with this issue. Canal boats could move large volumes of goods. Roads were improved, especially with the introduction of macadamised road surfaces that were stronger and smoother. Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.

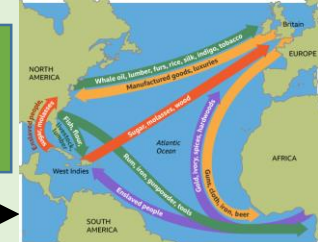
Pupils outcomes - pupils should know be able to know and do

Industrial revolution	<ul style="list-style-type: none"> • I can talk about how things were different a long time ago. • I can describe how Britain changed during the Industrial Revolution. • I can explain what the Industrial Revolution was. • I can name some important inventions from the Industrial Revolution. • I can describe how people's lives were affected by the Industrial Revolution. • I can understand and explain the reasons for the changes that happened during the Industrial Revolution.
Salford local history study during the industrial revolution	<ul style="list-style-type: none"> • I can explain how the Industrial Revolution changed Salford's economy. • I can identify important inventions that helped Salford develop during the Industrial Revolution. • I can describe how new technologies improved transportation in Salford during the Industrial Revolution. • I can explain how Salford's population grew and changed during the Industrial Revolution. • I can identify how Salford's architecture and buildings were influenced by the Industrial Revolution. • I can describe how the Industrial Revolution brought new jobs and opportunities to people in Salford. • I can identify important individuals who played a role in the Industrial Revolution in Salford.



Duration 12 lessons

26. Britain in 1745-1901: ideas, political power, industry and empire Britain's transatlantic slave trade: its effects and its eventual abolition



Sequencing

Recapping prior knowledge

- Basic understanding of historical concepts: Students should have a basic understanding of key historical concepts such as chronology, cause and effect, significance, and primary and secondary sources.
- Students should have some prior knowledge of British history, particularly the time period from 1745 to 1901, including major events, significant figures, and social and economic developments.
- a basic understanding of slavery as a historical institution
- Familiarity with the British Empire and its colonial expansion
- The basics of supply and demand would aid in understanding the economic aspects of the transatlantic slave trade.

Introduction to Britain in the 18th and 19th Centuries	The Transatlantic Slave Trade: Origins and Significance	Life of Enslaved Africans	British Involvement in the Slave Trade	The Triangular Trade	Impact of the Slave Trade on British Economy	The Abolitionist Movement	The Abolition Acts of 1807 and 1833	Harriet Tubman and the Underground Railroad	Legacies of Slavery	Modern Slavery and Human Rights	Review and Reflection
What were the major developments in Britain during the period 1745-1901?	How did the transatlantic slave trade begin, and what were its significant impacts?	What were the experiences and conditions of enslaved Africans during the transatlantic slave trade?	How were the British involved in the transatlantic slave trade?	What was the Triangular Trade, and how did it operate?	Who benefitted from the transatlantic slave trade in Britain?	What caused the abolition of the transatlantic slave trade?	What were the Abolition Acts, and how did they impact the slave trade?	Who was Harriet Tubman, and what was her role in the fight against slavery?	What were the long-term legacies of the transatlantic slave trade?	Does slavery still exist today, and have racist attitudes changed?	What have we learned about Britain's transatlantic slave trade and its effects?
Understand the key historical events and changes in Britain during the 18th and 19th centuries.	Explore the origins and significance of the transatlantic slave trade.	Investigate the life, experiences, and conditions of enslaved Africans.	Examine the role of the British in the transatlantic slave trade and their economic benefits.	Understand the concept and mechanics of the Triangular Trade.	Analyze the economic impact of the slave trade on Britain and identify the beneficiaries.	Investigate the factors and movements that led to the abolition of the slave trade.	Examine the details and consequences of the Abolition Acts of 1807 and 1833.	Explore the life and contributions of Harriet Tubman in the context of the Underground Railroad.	Investigate the lasting impacts and consequences of the transatlantic slave trade on various aspects of society.	Understand the existence of modern forms of slavery and reflect on the progress made in combating racism.	Review and reflect on the key knowledge and understanding gained throughout the scheme of work.

This knowledge is needed to

- A basis for studying subsequent periods, such as the Victorian era, industrialization, and the British Empire's decline.
- The economic impact of the slave trade on Britain can be expanded upon to explore the Industrial Revolution, the growth of capitalism, and the development of global trade networks.
- Lead to discussions on equality, human rights, racism, and efforts to combat discrimination in various contexts

Key knowledge needed

What was the transatlantic slave trade?	The transatlantic slave trade was the largest forced migration in history. Between 1500 and 1800, around 12-15 million people – some historians suggest the figure may have been higher – were taken by force from Africa to be used as enslaved labour in the Caribbean, North, Central and South America. Many enslaved Africans would have been sold in auctions – a further dehumanising act. Often traders and plantation owners would subject them to humiliating and degrading checks.
What did the slaves do?	The labour of enslaved people was used in the Americas to produce goods such as tobacco, cotton, sugar and indigo dye. Traders would also place oil upon enslaved people's skin to make them look healthier and increase their sale price. During this process enslaved people were often branded and the majority were sent to work on plantations, producing labour intensive crops such as sugar, cotton and tobacco.
How did the transatlantic slave trade begin?	In 1492, Christopher Columbus sailed across the Atlantic on behalf of the Spanish crown and arrived in the Caribbean. This discovery made Europeans aware of the Americas for the first time. In the aftermath of this voyage, Portugal and Spain began to develop colonies. This meant that they took control of territories in the Americas in places such as Peru, Mexico and Hispaniola. From 1500 onwards, Portuguese and Spanish traders began to take enslaved West and Central African people to the new colonies in the Americas. The transatlantic slave trade had begun and it would continue for over 300 years.
What was significant about the slave trade?	It is estimated that over 2 million Africans died on the journey to the Americas, in a journey known as the Middle Passage. It is estimated that British slave ships made around 10,000 voyages across the Atlantic, transporting approximately 3.4 million people, of whom only 2.6 million survived the journey.
How were the British involved in the slave trade?	The exploitation of enslaved people made many Europeans, including the British, extremely wealthy. British port cities such as London, Liverpool and Bristol, rapidly expanded due to the wealth acquired by their involvement with the slave trade. Sir John Hawkins and Sir Francis Drake were privateers and the first English traders in enslaved people. From 1607, England began developing colonies in the Americas and began to use enslaved labour within them. The English used enslaved labour in Jamestown, Virginia, Bermuda and Providence Island.
What was the 'Triangular Trade'?	The 'Triangular Trade' is a name given to the three main voyages of the transatlantic slave trade. 1 - Britain to West Africa 2 - Capture and enslavement in West Africa / the middle passage 3 - the journey to the Americas
Who benefitted as a result of the slave trade?	British enslavers profited from the buying and selling of enslaved Africans to work on plantations. Plantation owners bought enslaved people to work on their land for free. This meant plantation owners were able to make huge profits from the goods that were produced. Factory owners built their mills and factories using money made from the slave trade. The availability of cheap cotton produced from enslaved labour meant that Britain's textile industry grew significantly, contributing to Britain's industrial revolution. These factories provided many jobs for ordinary people. West African leaders were active participants in the slave trade, capturing people and selling them to Europeans. African slave sellers grew wealthy by selling captured people to European traders on the coast.
What caused the abolition of the slave trade?	From the 1770s in Britain, a movement developed to bring the slave trade to an end. This is known as the abolitionist movement. In 1807, the British Parliament passed the Abolition of the Slave Trade Act. This ended the buying and selling of enslaved people within the British Empire, but it did not protect those already enslaved. Many enslavers continued to trade illegally. The abolition of enslavement in the British Empire was not wholly achieved until the Slavery Abolition Act 1833.
The abolition movement - The 1807 and 1833 Acts	After over twenty years of campaigning, the Abolition of the Slave Trade Act was passed by the British Parliament in 1807. The Act made it illegal to buy and sell enslaved people throughout the British colonies. However, while the act abolished the trade in enslaved people, it did not end the use of enslaved labour across the British Empire. Plantation owners were still able to use their existing enslaved labour force. The abolition of enslavement in the British Empire was not wholly achieved until the Slavery Abolition Act 1833.
Who was Harriet Tubman?	She is best known for her role as a conductor on the Underground Railroad, a network of secret routes and safe houses that helped enslaved African Americans escape to free states and Canada.
Does slavery still exist today? Have racist attitudes changed?	Slavery, in its traditional form of legal ownership and exploitation of individuals, has been abolished in most countries around the world. However, various forms of modern slavery still persist today. These include forced labor, debt bondage, human trafficking, and other forms of exploitation. Regarding racist attitudes, it is important to recognize that progress has been made in combating racism and promoting equality in many parts of the world. Laws and social norms have evolved to protect individuals from discrimination based on race, and there is a growing recognition of the importance of diversity and inclusivity.

Adaptive Teaching

Pupils outcomes - pupils should know be able to know and do

• ???

Chronology:

- I can explain the important events that happened in Britain between 1745 and 1901.
- I can talk about when and how the transatlantic slave trade started.
- I can understand the different periods of the abolitionist movement and when important laws were passed.

Significance:

- I can explain why the transatlantic slave trade was important in history.
- I can talk about how the slave trade affected the economy of Britain.
- I can understand and discuss the long-term effects of the transatlantic slave trade.

Cause and Effect:

- I can explain why the British were involved in the slave trade and how they benefited.
- I can understand the reasons that led to the abolition of the transatlantic slave trade.

Evidence:

- I can learn about the experiences and conditions of enslaved African people during the slave trade.
- I can analyze evidence to understand the economic impact of the slave trade on Britain.
- I can reflect on what I have learned about the transatlantic slave trade and its effects.

• ????

Useful websites to help teachers
<https://www.bbc.co.uk/bitesize/topics/z2qj6sg/articles/zlfn9g>

History Scheme of work



Duration 14 lessons

28. Challenges for Britain, Europe and the wider world 1901 to the present day (Year 9PM) *The First World War and the Peace Settlement*

Sequencing

Recapping prior knowledge

- The British Empire
- The development of Germany as a new country from 1871 - the speech from Kaiser Wilhelm II
- Alliances that created tension and mistrust between countries - the triple alliance between Germany - Austria - Hungary

The causes of WW1
Did tensions over Africa make a European war more likely?

How were soldiers recruited into the British Army and what was life like on the front line in WW1?

How were animals used in WW1?

The end of WW1 and the treaty of Versailles
What were the terms of the Treaty of Versailles and how did Germany react to this?

This knowledge is needed to

- The 'November Criminals'
- The Great depression and the challenges faced by Germany after WW1
- Uprisings and ongoing tensions leading to World War II

The causes of WW1
How far did the assassination of Archbishop Franz Ferdinand cause the First World War?

How did WW1 advance warfare?

What was life like in Britain during WW1?

Why do we observe Remembrance Day?

Key knowledge needed

Why did WW1 start?	Great Britain, Germany, Austria-Hungary and Russia all ruled many countries (colonies) across the world. They wanted to keep their empires strong and saw other countries taking over new territories as a threat.
How did the war start?	On 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot and killed by a Serbian man who thought Serbia should control Bosnia instead of Austria. Because its leader had been shot, Austria-Hungary declared war on Serbia. As a result: <ul style="list-style-type: none"> > Russia got involved because Russia had an alliance with Serbia. > Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. > Britain declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France
Who was the war between?	The triple alliance (Germany, Austria and Hungary) and The Triple Entente (Great Britain, France and Russia)
How long did the war last?	World War One lasted for four years, from 1914 – 1918, and resulted in the deaths of millions of people.
What were trench conditions like?	Trenches were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop a problem called trench foot.
How were soldiers recruited to the British army?	A huge poster campaign was launched, with the aim of reaching as many potential soldiers as possible. The recruitment campaign was hugely successful. Within six weeks of the outbreak of war, nearly 500,000 British men had volunteered to join the Army. By the end of 1915, 2.5 million men had signed up.
How did WW1 advance warfare	New weapons and technology changed how wars were fought, prolonging World War One for four years, until 1918. New weapons included Machine guns, grenades, gas, tanks and planes were used.
How did life at home change?	Feeding wild animals was seen as a waste of food so it became a crime. Newspapers were stopped from writing anything that didn't support the war. Lots of new jobs were created, such as making weapons in factories. Some women got the chance to have paid jobs for the first time
How did the war end?	World War One ended on 11 November 1918, when Germany surrendered to the allies. Delegates from 32 countries met in Versailles in June 1919 and signed a peace settlement called the Treaty of Versailles. The terms of the Treaty of Versailles punished Germany for their involvement in starting World War One.

Pupils outcomes - pupils should know be able to know and do

- ???
- Chronology:**
 - I can remember the years when World War I started and ended.
 - I can talk about the order of events that happened before and during World War I.
 - I can recognize changes that happened in Britain during World War I and talk about them in a simple way.
- Significance:**
 - I can understand that some countries like Germany, Great Britain, and Russia were important during World War I.
 - I can learn about new weapons used during World War I and how they affected the war.
 - I can talk about why the Treaty of Versailles was an important agreement after the war.
- Cause and Effect:**
 - I can learn about the reasons why World War I started, such as empires and alliances.
 - I can talk about how the Treaty of Versailles affected Germany and what happened next.
 - I can understand that many people wanted to help during the war, and they joined the British Army.
- Evidence/Perspective:**
 - I can join discussions and listen to different ideas about World War I.
 - I can learn from pictures and stories to understand the causes and impacts of the war.
 - I can show that I care about the experiences of soldiers, civilians, and nations during World War I.
- ????

Adaptive Teaching



Duration 14 lessons

28. Challenges for Britain, Europe and the wider world 1901 to the present day (Year 9SF) The First World War and the Peace Settlement

Sequencing

Recapping prior knowledge

- The British Empire
- The development of Germany as a new country from 1871 – the speech from Kaiser Wilhelm II
- Alliances that created tension and mistrust between countries – the triple alliance between Germany – Austria – Hungary

Lesson focus	Introduction to WW1 and its Causes	The Great Empires and their Territorial Ambitions	The Spark: The Assassination of Archduke Franz Ferdinand	The Allies and the Central Powers	The Duration of WW1	Life in the Trenches	Recruitment to the British Army	Advancements in Warfare during WW1	Home Front Changes	The End of WW1 and Germany's Surrender	The Treaty of Versailles	Reflections on WW1	Final Assessment
Enquiry question	Why did WW1 start?	How did the desire to maintain empires lead to tensions between major European powers?	How did the assassination of Archduke Franz Ferdinand lead to the outbreak of WW1?	Who were the main participants in WW1, and how did their alliances shape the conflict?	How long did WW1 last, and what were its consequences on the world?	What were trench conditions like, and how did they affect soldiers during WW1?	How were soldiers recruited to the British Army during WW1, and what motivated men to join?	How did WW1 advance warfare with the introduction of new weapons and technologies?	How did life at home change during WW1, and what were the effects of these changes?	How did WW1 end, and what led to Germany's surrender?	What were the terms of the Treaty of Versailles, and how did it impact Germany?	What are the lasting impacts of WW1, and how did it shape the 20th century?	To assess students' understanding of the key knowledge on WW1 and reflect on the impact of the war on the world.
Lesson aim	To understand why WW1 started and the key factors that led to the outbreak of the war.	To explore how Great Britain, Germany, Austria-Hungary, and Russia's colonial ambitions contributed to tensions leading up to WW1.	To examine the events surrounding the assassination of Archduke Franz Ferdinand and how it triggered a chain reaction of declarations of war.	To identify the major alliances involved in WW1 and understand which countries were part of the Allies and the Central Powers.	To grasp the timeline of WW1 and its lasting impact on global history.	To gain insight into the challenging and harsh conditions soldiers faced in the trenches during WW1.	To understand the methods used to recruit soldiers into the British Army and the scale of voluntary enlistment.	To explore the technological developments that advanced warfare during WW1 and their impact on the course of the war.	To examine the societal changes in Britain during WW1, including rationing, censorship, and new job opportunities for women.	To understand how WW1 ended with Germany's surrender to the Allies.	To analyze the terms and consequences of the Treaty of Versailles on Germany and the aftermath of WW1.	To reflect on the key knowledge acquired during the unit and consider the wider implications of WW1 on the 20th century.	

This knowledge is needed

- to The 'November Criminals'
- The Great depression and the challenges faced by Germany after WW1
- Uprisings and ongoing tensions leading to World War II

Key knowledge needed

Why did WW1 start?	Great Britain, Germany, Austria-Hungary and Russia all ruled many countries (colonies) across the world. They wanted to keep their empires strong and saw other countries taking over new territories as a threat.
How did the war start?	On 28 June 1914, Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, was shot and killed by a Serbian man who thought Serbia should control Bosnia instead of Austria. Because its leader had been shot, Austria-Hungary declared war on Serbia. As a result: <ul style="list-style-type: none"> > Russia got involved because Russia had an alliance with Serbia. > Germany then declared war on Russia because Germany had an alliance with Austria-Hungary. > Britain declared war on Germany because of its invasion of neutral Belgium. Britain had agreements to protect both Belgium and France
Who was the war between?	The triple alliance (Germany, Austria and Hungary) and The Triple Entente (Great Britain, France and Russia)
How long did the war last?	World War One lasted for four years, from 1914 – 1918, and resulted in the deaths of millions of people.
What were trench conditions like?	Trenches were long, narrow ditches dug into the ground where soldiers lived. They were very muddy, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop a problem called trench foot.
How were soldiers recruited to the British army?	A huge poster campaign was launched, with the aim of reaching as many potential soldiers as possible. The recruitment campaign was hugely successful. Within six weeks of the outbreak of war, nearly 500,000 British men had volunteered to join the Army. By the end of 1915, 2.5 million men had signed up.
How did WW1 advance warfare?	New weapons and technology changed how wars were fought, prolonging World War One for four years, until 1918. New weapons included Machine guns, grenades, gas, tanks and planes were used.
How did life at home change?	Feeding wild animals was seen as a waste of food so it became a crime. Newspapers were stopped from writing anything that didn't support the war. Lots of new jobs were created, such as making weapons in factories. Some women got the chance to have paid jobs for the first time
How did the war end?	World War One ended on 11 November 1918, when Germany surrendered to the allies. Delegates from 32 countries met in Versailles in June 1919 and signed a peace settlement called the Treaty of Versailles. The terms of the Treaty of Versailles punished Germany for their involvement in starting World War One.

Pupils outcomes – pupils should know be able to know and do

- ???
- Chronology:
 - I can identify the years when World War I started and ended.
 - I can explain the sequence of events that led to the outbreak of World War I.
 - I can describe the changes that occurred in Britain during World War I and put them in the correct order.
- Significance:
 - I can explain the importance of countries like Germany, Great Britain, and Russia in World War I and how they influenced the conflict.
 - I can understand why the advancements in warfare during World War I were significant and how they impacted the course of the war.
 - I can discuss why the Treaty of Versailles was a crucial agreement that affected Germany and the aftermath of World War I.
- Cause and Effect:
 - I can identify the reasons why World War I started, such as empires, alliances, and the assassination of Archduke Franz Ferdinand.
 - I can describe the consequences of the Treaty of Versailles on Germany and how it led to changes in the nation and the world.
 - I can explain how the recruitment campaign resulted in a large number of volunteers joining the British Army during World War I.
- Evidence/Perspective:
 - I can participate in debates and discussions about World War I, considering different viewpoints and historical evidence.
 - I can use evidence from historical sources to support my explanations of the causes and impacts of World War I.
 - I can show empathy and understanding towards the experiences of soldiers, civilians, and nations during World War I and see things from their perspectives.
- ????

Adaptive Teaching



Duration
12 lessons

30. Challenges for Britain, Europe and the wider world 1901 to the present day (Year 9PM)
The Second World War and the wartime leadership of Winston Churchill

Sequencing

Recapping prior knowledge

- The First World War and the Peace Settlement
- What was life like in Britain during WW1?
- The end of WW1 and the treaty of Versailles

The outbreak of the Second World War

What was Hitler's "Master Race" and how did it affect Jewish people?

What were concentration camps, and who was Anne Frank?

Nazi control of Europe - persecution in the Soviet Union and Germany

The Battle of Britain and aerial Bombardment - what was the Blitz? and consider what the impact was of the Battle of Britain.

Propaganda and 'Blitz Spirit'
What was life like as an evacuee?

This knowledge is needed to

- Challenges for Britain, Europe and the wider world 1901 to the present day

Key knowledge needed

Timeline of WW 2	<p>1939 Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.</p> <p>1940 Rationing starts in the UK. Churchill becomes Prime Minister of Britain. British Expeditionary Force evacuated from Dunkirk. British victory in Battle of Britain forces Hitler to postpone invasion plans</p> <p>1941 Hitler begins Operation Barbarossa - the invasion of Russia. The Blitz continues against Britain's major cities. Japan attacks Pearl Harbor, and the US enters the war.</p> <p>1942 Germany suffers setbacks at Stalingrad and El Alamein. Singapore falls to the Japanese in February - around 25,000 prisoners taken. American naval victory at Battle of Midway, in June, marks turning point in Pacific War. Mass murder of Jewish people at Auschwitz begins.</p> <p>1943 Surrender at Stalingrad marks Germany's first major defeat. Allied victory in North Africa enables invasion of Italy to be launched. Italy surrenders, but Germany takes over the battle. British and Indian forces fight Japanese in Burma.</p> <p>1944 Allies land at Anzio and bomb monastery at Monte Cassino. Soviet offensive gathers pace in Eastern Europe. D Day: The Allied invasion of France. Paris is liberated in August. Guam liberated by the US Okinawa, and Iwo Jima bombed.</p> <p>1945 Auschwitz liberated by Soviet troops. Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May. Truman becomes President of the US on Roosevelt's death, and Attlee replaces Churchill. After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.</p>
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Pupils outcomes - pupils should know be able to know and do

The second world war	<ul style="list-style-type: none"> • I can explain what World War II was and when it took place. • I can describe what life was like for children and families during World War II. • I can identify the main countries involved in World War II and explain why they were fighting. • I can name and describe some of the key events of World War II. • I can understand and explain the impact that World War II had on different countries and groups of people. • I can discuss how people helped each other during World War II and describe the concept of "wartime spirit". • I can explain the significance of key figures such as Winston Churchill and Anne Frank during World War II. • I can compare and contrast life before, during, and after World War II and describe how things changed. • I can discuss the importance of remembrance and why we commemorate World War II today. • I can reflect on the lessons we can learn from World War II and think about how we can work towards a peaceful future.
Wartime leadership of Winston Churchill	<ul style="list-style-type: none"> • I can talk about who Winston Churchill was. • I can name some important things that Winston Churchill did during the war. • I can describe how Winston Churchill helped people during the war. • I can explain why Winston Churchill was a good leader during the war. • I can understand and explain how Winston Churchill's leadership impacted people during the war.



Duration 12 lessons

30. Challenges for Britain, Europe and the wider world 1901 to the present day (Year 9SF) The Second World War and the wartime leadership of Winston Churchill

Sequencing

Recapping prior knowledge

- The First World War and the Peace Settlement
- What was life like in Britain during WW1?
- The end of WW1 and the treaty of Versailles

Lesson focus	Recap to the 20th Century	Causes of World War II	Life during the War	Winston Churchill - The Leader	Churchill's Speeches	Churchill and the Battle of Britain	The Blitz	Allied Leaders in World War II	The Holocaust	D-Day and the End of the War	Legacy of World War II	Final Assessment
Enquiry question	What were the major challenges faced by Britain and the world in the 20th century, and how did they shape the events of the time?	What were the main factors and events that led to the outbreak of World War II, and how did they impact different countries?	How did World War II affect the lives of people in Britain and other countries?	What leadership qualities and strategies did Winston Churchill demonstrate during World War II, and how did they influence the outcome of the conflict?	How did Winston Churchill's speeches inspire and motivate the British people and the Allied forces during the war?	What role did Winston Churchill play in the Battle of Britain, and how did this pivotal air campaign impact the course of the war?	What were the effects of the Blitz on British cities and civilians, and how did people respond to the relentless bombing?	Who were the key Allied leaders during World War II, and how did their cooperation contribute to the eventual victory?	What was the Holocaust, and how did this tragic event impact Jewish communities and other targeted groups?	Why was the D-Day invasion a significant turning point in World War II, and how did it lead to the eventual end of the war?	What were the lasting effects of World War II on Britain, Europe, and the wider world, and how did it shape the post-war international order?	To assess students' understanding of the key knowledge on WW1 and reflect on the impact of the war on the world.
Lesson aim	To understand the major challenges faced by Britain and the world in the 20th century and how they shaped the events of the time.	To explore the main factors and events that led to the outbreak of World War II and their impact on different countries.	To examine the impact of World War II on the lives of people in Britain and other countries, including individuals with disabilities and special needs.	To introduce Winston Churchill and his role as the wartime leader of Britain. To discuss his leadership qualities and strategies.	To analyze some of Winston Churchill's most famous speeches, focusing on his use of language to inspire and motivate.	To explore Winston Churchill's role in the Battle of Britain and the significance of the air campaign.	To examine the impact of the Blitz on British cities and the resilience of the population.	To introduce other key leaders during World War II and their contributions to the war effort.	To discuss the Holocaust and its impact on Jewish communities and other targeted groups.	To learn about the D-Day invasion and its significance in ending the war. To discuss the aftermath of World War II.	To examine the lasting impact of World War II on Britain, Europe, and the wider world, including the formation of the United Nations.	

This knowledge is needed

- Challenges for Britain, Europe and the wider world 1901 to the present day

Key knowledge needed

Timeline of WW 2	<p>1939 Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.</p> <p>1940 Rationing starts in the UK. Churchill becomes Prime Minister of Britain. British Expeditionary Force evacuated from Dunkirk. British victory in Battle of Britain forces Hitler to postpone invasion plans</p> <p>1941 Hitler begins Operation Barbarossa - the invasion of Russia. The Blitz continues against Britain's major cities. Japan attacks Pearl Harbor, and the US enters the war.</p> <p>1942 Germany suffers setbacks at Stalingrad and El Alamein. Singapore falls to the Japanese in February - around 25,000 prisoners taken. American naval victory at Battle of Midway, in June, marks turning point in Pacific War. Mass murder of Jewish people at Auschwitz begins.</p> <p>1943 Surrender at Stalingrad marks Germany's first major defeat. Allied victory in North Africa enables invasion of Italy to be launched. Italy surrenders, but Germany takes over the battle. British and Indian forces fight Japanese in Burma.</p> <p>1944 Allies land at Anzio and bomb monastery at Monte Cassino. Soviet offensive gathers pace in Eastern Europe. D Day: The Allied invasion of France. Paris is liberated in August. Guam liberated by the US Okinawa, and Iwo Jima bombed.</p> <p>1945 Auschwitz liberated by Soviet troops. Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May. Truman becomes President of the US on Roosevelt's death, and Attlee replaces Churchill. After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.</p>
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Pupils outcomes - pupils should know be able to know and do

Chronology:	<ul style="list-style-type: none"> • I can put the events leading to World War II in the right order and explain their significance. • I can describe the timeline of World War II and how it affected people's daily lives. • I can place Winston Churchill's leadership in the context of World War II. • I can understand when the Battle of Britain took place and its importance in World War II. • I can describe the timeline of the Holocaust and its devastating effects. • I can explain when the D-Day invasion happened and its significance in ending the war in Europe.
Significance:	<ul style="list-style-type: none"> • I can understand how Winston Churchill's speeches boosted morale and impacted public opinion. • I can explain why the Battle of Britain was a crucial turning point in World War II. • I can describe the significance of the Blitz in affecting British cities and people. • I can recognize the importance of cooperation among Allied leaders in achieving victory. • I can explain the profound impact of the Holocaust on affected communities and the world. • I can describe why the D-Day invasion was a significant event in World War II. • I can understand the long-term effects of World War II on international relations and global politics.
Cause and Effect:	<ul style="list-style-type: none"> • I can identify the causes of World War II and explain their role in starting the conflict. • I can describe how World War II caused changes in society and daily life. • I can understand how Winston Churchill's decisions influenced the outcome of the war. • I can explain how Winston Churchill's speeches motivated people and impacted the war effort. • I can describe the factors that led to the outcome of the Battle of Britain. • I can explain the consequences of the Blitz on civilians and cities in Britain. • I can understand how cooperation among Allied leaders affected the war's outcome. • I can explain the factors that led to the Holocaust and its devastating consequences. • I can describe how the success of D-Day led to the end of the war in Europe.
Evidence/Perspective:	<ul style="list-style-type: none"> • I can use historical sources to learn about the challenges faced by different countries in the 20th century. • I can analyze personal accounts and sources to understand people's experiences during the war. • I can use various historical sources to form a balanced view of Winston Churchill's wartime leadership. • I can analyze Winston Churchill's speeches to understand how they influenced public opinion. • I can consider different historical accounts and sources to understand the challenges of the Battle of Britain. • I can analyze eyewitness accounts and photographs to understand life during the Blitz. • I can analyze historical documents and consider different viewpoints on the legacy of World War II.





Geography Curriculum



Key Stage 2 Geography Schemes of Work



2. Geography skills: Mapping the world - Seven Continents (Willows)



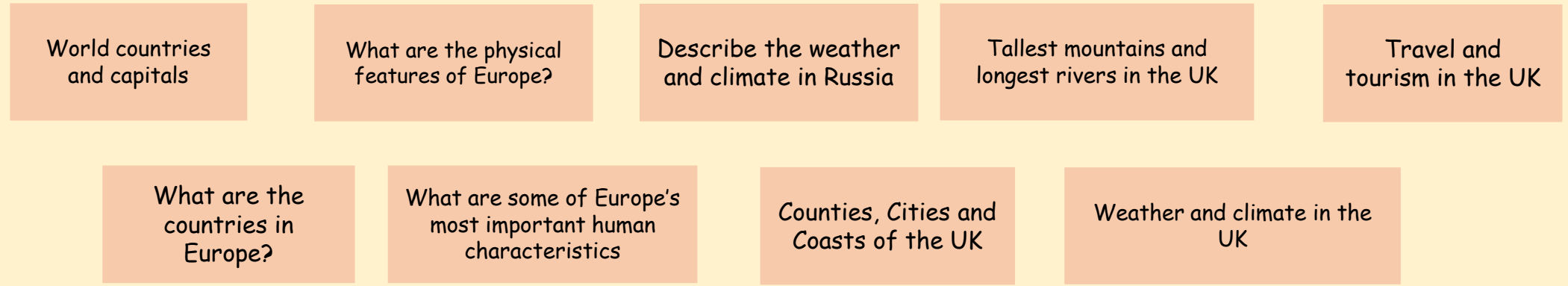
Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> Looks at a globe and describes its shape Describes temperature in terms of hot and cold Identifies an attribute of a habitat, e.g. the Arctic is "Cold" Suggests what they might find in the sea Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest 	<ul style="list-style-type: none"> Points to sea/lands on globe Refers to our planet as 'Earth' Indicates that the land on simple maps is coloured green, brown or yellow Indicates that water on simple maps is coloured blue Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests 	<ul style="list-style-type: none"> States the name of the country in which they live Locates land masses and oceans on a 2D map and a globe Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city Identifies some familiar physical geographic features Lists places in the world they know to have a hot or cold climate Finds the UK on a world map / globe Finds land masses and oceans on a globe Finds Europe on a world map 	<ul style="list-style-type: none"> Locates the world's seven continents and five oceans using a globe Draws a simple map with detail, including a basic key with some support Identifies and simply describes some familiar physical geographic features, in their locality and that of a contrasting non-European city 	<ul style="list-style-type: none"> Identifies hot and cold places on globe Explains where to find the Equator on a globe Locates places and oceans using a simple atlas, map or globe Describes similarities and differences they have found when comparing different places 	<ul style="list-style-type: none"> Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth Recognises that the Equator is an imaginary horizontal line dividing the Earth into two hemispheres

Duration
12 lessons

4. World countries and capitals (Willows)

Building locational knowledge of Europe and the UK

Geography Scheme of work



Key knowledge needed							
What are the World Continents?	Seven continents - Europe, North America, South America, Asia, Africa, Oceania, Antarctica						
What are some famous countries and capitals?	China - Beijing, Japan - Tokyo, Russia - Moscow, Egypt - Cairo, UK - London, Thailand - Bangkok, Germany - Berlin, Spain - Madrid, Ukraine - Kyiv, Italy - Rome, Brazil - Brasilia						
What are the countries in Europe?	44 countries including for example: Russia, Germany, UK, France, Italy, Spain, Ukraine, Poland, Romania, Netherlands, Belgium, Greece, Portugal.						
What are the physical features of Europe?	Europe's longest river is the Volga, which flows through Russia. Europe's second longest river, the Danube, flows through ten countries. Norway has the longest coastline in Europe, stretching over 50,000km in length. The tallest mountain in Europe is Mount Elbrus which is 5,643m high. The Alps mountain range can be found in eight different countries. It is a popular destination for tourists who enjoy winter sports like skiing and snowboarding						
What are some of Europe's most important human characteristics	Key cities in Europe include London (in the United Kingdom), Frankfurt (in Germany), Brussels (in Belgium) and Madrid (in Spain). Tourists visit Europe to see popular landmarks such as the Eiffel Tower (in France), the Colosseum (in Italy) and the Acropolis ruins (in Greece). Europe has a high population density compared to other continents. This means it has a high number of people per square km of land.						
Describe the weather and climate in Russia?	Russia's climate ranges from steppes in the south through humid continental in much of European Russia, and subarctic in Siberia to tundra climate in the polar north. Winters vary from cool along the Black Sea coast to frigid in Siberia. Summers vary from warm in the steppes to cool along the Arctic coast.						
Describe the weather and climate in the UK	The UK's climate is maritime, moist and temperate, with a moderate annual temperature range. Average annual precipitation in the UK typically ranges from approximately 800 mm to 1,400 mm.						
Identify some examples of Counties, Cities and Coasts of the UK?	<table border="1"> <thead> <tr> <th>Counties (examples of)</th> <th>Cities (examples of)</th> <th>Coasts (examples of)</th> </tr> </thead> <tbody> <tr> <td>Lancashire Greater Manchester Leicestershire Cornwall Devon Cheshire Greater London South Yorkshire</td> <td>Bath Birmingham Bradford Lancaster Chester Derby Preston Salford</td> <td>Devon Hampshire Cornwall Highland Kent Cumbria</td> </tr> </tbody> </table>	Counties (examples of)	Cities (examples of)	Coasts (examples of)	Lancashire Greater Manchester Leicestershire Cornwall Devon Cheshire Greater London South Yorkshire	Bath Birmingham Bradford Lancaster Chester Derby Preston Salford	Devon Hampshire Cornwall Highland Kent Cumbria
Counties (examples of)	Cities (examples of)	Coasts (examples of)					
Lancashire Greater Manchester Leicestershire Cornwall Devon Cheshire Greater London South Yorkshire	Bath Birmingham Bradford Lancaster Chester Derby Preston Salford	Devon Hampshire Cornwall Highland Kent Cumbria					
What are the tallest mountains and longest rivers in the UK	River Severn River Thames River Trent Ben Nevis Ben Macdui Braeriach						

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> -Names a place they know, e.g. home, shop -Names a place they have visited -Looks at a globe and describes its shape -Names some buildings -Describes temperature in terms of hot and cold -Names and matches different types of weather on a weather diary 	<ul style="list-style-type: none"> -Points to sea/lands on globe -Indicates that the land on simple maps is coloured green, brown or yellow -Indicates that water on simple maps is coloured blue -Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests -Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc - -Makes a simple pictorial representation of what they have seen 	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -States the name of the country in which they live -States the name of capital city of the country in which they live -Lists and compares features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city -Use basic geographical vocabulary to refer to key physical features, 	<ul style="list-style-type: none"> -Locates the world's seven continents and five oceans using a globe -Names the countries of the UK -Names and locates the seas which surround the UK -Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city -Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city 	<ul style="list-style-type: none"> -Names and locates the capital cities of the UK on a map -Pinpoints the countries of the UK on a map -Classifies the UK as part of the continent of Europe -Identifies and describes familiar human geographic features, e.g. city, farm, village -Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country -Suggests some obvious effects of a human feature on the environment during field work around their setting, e.g. tarmac preventing vegetation growth 	<ul style="list-style-type: none"> -Labels some of the different geographic regions on a map of the UK -Names some European countries which share borders with Russia using maps -Names the county they live in and the names of counties which surround theirs -Finds countries in Europe using a range of maps, together with the name of their capitals -Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism -Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes

Duration
14 lessons

6. Human Geography (Willows)

Biomes and vegetation belts

What are biomes? And what is an ecosystem?

Why do biomes like the rainforest matter?

What impact are humans having on biomes?

- Deforestation
- Climate change

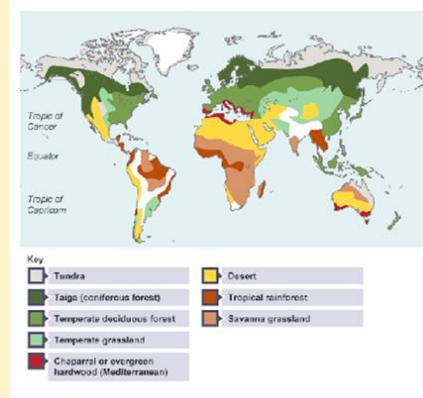
What are the five main biomes worldwide?

- Forest, grassland, desert, tundra and aquatic

How do animals and plants adapt to different habitats?

- Adapting to hot climates - i.e. camels
- Adapting to cold climates - i.e. Polar Bears

What is a vegetation belt?



Key knowledge needed	
What is a biome?	Biomes are large scale ecosystems. They are defined by factors such as climate, soils and vegetation.
What is an ecosystem?	Ecosystems are communities of plants and animals that live in a particular environment. They range from small ecosystems such as a freshwater pond, to global ecosystems such as deserts.
What is a vegetation belt?	Whereas a biome is a large area on the earth's surface that is defined by the types of animals and plants living there, a vegetation belt is just the plant life as a whole within a certain area.
What are the five main biomes worldwide?	Forest, grassland, desert, tundra and aquatic
What are forests?	Forests are found near the equator in Central and South America, parts of Africa and Asia. They are hot and humid and contain a huge variety of plants and animals - around half of all the world's species
What are grasslands?	Grasslands are hot and dry, dominated by grass, scrub and occasional trees. They have two distinct seasons - a dry season when much of the vegetation dies back, and a rainy season when it grows rapidly. They are found in central Africa (Kenya, Zambia, Tanzania), northern Australia and central South America (Venezuela and Brazil).
What are deserts?	Desert is the driest and hottest of areas. The world's largest desert is the Sahara in North Africa. Areas of scrub land that border the desert are called desert scrub.
What is a tundra?	Tundra/Polar surrounds the north and south poles. They have an extremely cold climate, with limited numbers of plants and animals able to survive there.
Why do biomes like the rainforest matter?	lots of different plants and animals live there. Rainforests like the Amazon have lots of natural resources and are also a source of medicines and food.
What impact are humans having on biomes?	<u>Deforestation</u> - is the clearing of large areas of trees due to farming and logging. It is a particular threat to tropical rainforests in places such as the Amazon Basin. <u>Climate change</u> - Human-caused climate change has a drastic impact on the world's biomes. Polar biomes are affected by the rise in global temperatures. The ice caps at the poles are melting at an increasing rate. It is becoming more difficult for animals, such as polar bears and walruses, because they are losing their native habitats. These animals have been forced to migrate further south in search of land and food to sustain themselves

Pupils outcomes - pupils should know be able to know and do	
WT/ OLS 1	<ul style="list-style-type: none"> I can name and describe different types of places where plants and animals live. I can understand how the weather affects where plants and animals live. I can name some different plants and animals that live in different types of places. I can compare and find similarities and differences between different types of places where plants and animals live. I can talk about why it's important to take care of different types of places where plants and animals live.
OLS 2 +	<ul style="list-style-type: none"> I can name and describe different types of biomes and vegetation belts. I can explain how climate affects the distribution of biomes and vegetation belts. I can identify different animals and plants that live in specific biomes and vegetation belts. I can compare and contrast different biomes and vegetation belts. I can explain the importance of preserving different biomes and vegetation belts



Duration ?? lessons

8. Human Geography (Willows)

Natural resources and Sustainable living

Geography Scheme of work

Recapping prior knowledge

- Basic Geography Terminology: Understanding of basic geographical terms like "location," "climate," "natural resources," "minerals," "metals," "fossil fuels," "sustainability," etc.
- Familiarity with Maps
- Awareness of Environmental Concepts: Some understanding of environmental concepts such as pollution, recycling, and the importance of taking care of natural resources.

Lesson Focus	Introduction to Natural Resources		Quarrying and Mining		Agricultural Resources and Farming		Sustainability and Single-Use Plastics		Recycling and Recyclable Materials		Taking Action for Sustainable Living	Reflection and Review
Enquiry question	What are natural resources, and how do they support human life?	In what ways do humans rely on natural resources for their everyday needs?	How does quarrying contribute to our access to essential minerals and materials?	How has mining shaped our access to valuable resources over time?	What natural resources are essential for successful farming?	How does climate affect the success of agricultural practices?	Why is sustainability crucial for the well-being of our planet?	How do single-use plastics affect our environment, and what can we do to mitigate their impact?	What materials can be recycled, and how does recycling benefit the environment?	What actions can we take to make a positive impact on the planet?	How can we collectively adopt sustainable living practices for a better future?	What have we learned about natural resources and sustainable living, and how can we apply this knowledge moving forward?
Lesson aim	To understand the definition and examples of natural resources.	To explore how humans use natural resources for survival.	To comprehend the process of quarrying and its relevance	To learn about mining and its historical significance.	To identify key agricultural resources and their importance.	To understand how climate impacts farming.	To grasp the concept of sustainability and its importance.	To understand the impact of single-use plastics and the concept of recycling.	To comprehend the process of recycling and identify recyclable materials.	To explore practical ways to contribute to environmental well-being.	To encourage students to brainstorm and discuss ways to implement sustainable practices.	

This knowledge is needed to

- Students could delve deeper into broader environmental issues, such as climate change, biodiversity, and conservation.
- Explore how different regions or countries utilize their resources for economic development.
- The study of minerals and geological processes could lead to a deeper understanding of the Earth's structure, plate tectonics, and the formation of various geological features.
- Ecology and Ecosystems: Students can explore how natural resources are interconnected within ecosystems, and how human activities can impact these delicate balances.

Key knowledge needed

What are natural resources?	Natural resources are materials or substances that are produced by the environment Examples include: Minerals like china clay, also known as kaolin Metals like tin and gold Fossil fuels like gas and oil
How do we use natural resources?	Humans use natural resources to survive. They can be used to heat homes, transport people around the world, feed and clothe them. Countries around the world have different natural resources, depending on their location, their geology and climate
What is quarrying?	Quarrying is the surface (ground level) extraction of minerals. The UK continues to quarry industrial and construction minerals such as sand and clay.
What is mining?	Mining is the extraction of minerals below ground from valuable deposits (such as metal ores, coal and gemstones). The UK has a history of mining stretching back to the Bronze age. However, the industry has declined in recent years.
What are agricultural resources?	Agricultural resources are natural resources related to farming. These include: <ul style="list-style-type: none"> Crops, such as wheat and barley, vegetables and fruit Livestock such as cows, sheep, pigs and chickens, which produce dairy, eggs and meat Sheep, cows, pigs and goats, which produce wool and leather for clothes.
What is important for farming?	Farmers rely on expected levels of temperature and rainfall for the crop being produced. Unusual weather events such as drought, flood or heatwaves can destroy crops and harm livestock
What does sustainability mean?	If something is sustainable, it can be carried on for a long period of time. Being sustainable means doing little or no harm to the environment.
What is single-use plastic?	Some plastic objects are only used once then thrown away. These are called single-use plastics. This includes things such as plastic bags, bottles, straws and crisp packets. These objects cannot be recycled and can take hundreds of years to biodegrade. It is not sustainable to keep on using them - and if we do, we could permanently harm the environment.
Where does all the plastic go?	Landfill site Beaches Plastic recycling plant
What is recycling?	When something is recycled it is reused or turned into something else.
What materials are recyclable?	Materials such as glass, metal and paper are quite easy to recycle and certain types of plastic are too.
How can we help the planet?	Examples include Know what a good recycling product is by checking the label on the product. Pick up litter. I think we should cut to zero emissions and install more car charging points. Don't use single-use coffee cups. Stop using plastic bottles. Reduce your carbon footprint. Stop climate change. Recycle as often as you

Adaptive Teaching

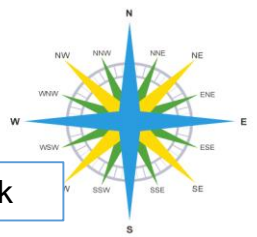
Pupils outcomes - pupils should know be able to know and do

<p>Locational Knowledge:</p> <ul style="list-style-type: none"> I can identify different natural resources like minerals, metals, and fossil fuels on a world map. I can explain how countries have different natural resources based on where they are located and their climate. 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> I can understand how humans affect natural resources through activities like quarrying and mining. I can explain why it's important to practice sustainable living to protect our environment. I can identify different types of natural resources and understand how they are affected by factors like soil type and climate. I can explain how minerals and other natural resources are formed by geological processes.
<p>Place Knowledge:</p> <ul style="list-style-type: none"> I can describe how natural resources influence the characteristics and development of different places. I can name specific locations where activities like quarrying, mining, and farming take place. 	<p>Geography Skills and Fieldwork:</p> <ul style="list-style-type: none"> I can read and interpret maps to locate natural resources. I can participate in hands-on activities like soil analysis and gardening to learn about natural resources.



Key Stage 3 Geography Schemes of Work

Pine and Maple Classes



Duration
12 lessons

15. Map skills and the UK (Year 7 PM)

A focus on Map skills - Compass Points, reading and making maps

Please see D Jones for guidance completing the trips and visits forms to explore the local area when completing geography field work

Sequencing

Recapping prior knowledge

- Pupils should have a foundational level of literacy to read and comprehend written instructions
- Basic numeracy skills and Familiarity with Maps
- Understanding of Direction: A basic understanding of directions (north, south, east, west) will be beneficial, but this is also covered in the scheme of work.
- Basic Technology Skills (for GIS): Awareness of the Local Environment: Some awareness of their immediate surroundings, like the school environment or nearby landmarks

Lesson Focus	Introduction to Geography and its Branches	Understanding Human Geography	Exploring Physical Geography	Environmental Geography and Human Impact	Introduction to Compass and Types	Understanding Maps and Bird's Eye View	Scale and OS Maps	Grid References and Height on Maps	Fieldwork: Reading Distances and Providing Directions on a Map	Fieldwork in Contrasting Locations and Data Analysis	Using GIS and Multiple Sources for Complex Data	12. Review and Reflection
Enquiry question	What is geography and why is it important?	How does geography influence societies, cultures, and economies?	How does physical geography shape landscapes and environments?	How do human activities impact the environment?	What is a compass and how does it help with navigation?	What is a map and how does it represent a bird's eye view?	How do map symbols help convey information on maps?	How do grid references and contour lines work on maps?	How can we apply map skills to read distances and provide directions?	How does fieldwork in different locations provide diverse geographical data?	How can Geographic Information Systems (GIS) enhance data analysis?	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding
Lesson aim	To introduce the concept of geography and its three main branches: human, physical, and environmental geography.	To explore the impact of geography on societies, cultures, and economies around the world.	To investigate the ways in which physical geography contributes to the formation of different landscapes and environments.	To examine the relationship between human actions and their effects on the Earth's environment.	To introduce the concept of a compass and the three different types of compasses.	To understand the purpose and structure of maps and how they provide a top-down perspective of places.	To understand the role of map symbols in representing various features on maps.	To learn how to use grid references to locate points on maps and interpret contour lines for representing height.	To practice using map skills to accurately read distances and provide directions on a map.	To explore the importance of fieldwork in varied locations and analyze collected data.	To understand the role of GIS in analyzing complex geographical data from multiple sources.	

This knowledge is needed to

- Building on the understanding of human, physical, and environmental geography, students can explore more complex topics in each of these areas, such as?
- Fieldwork Skills and Techniques: - Students can engage in more extensive and specialized fieldwork, potentially focusing on specific environments or themes like urban planning, ecological surveys, or cultural studies.

Geography Scheme of work

Key knowledge needed	
What is Geography?	Geography can be split into three areas: human geography, physical geography and environmental geography.
What is human geography:	Human geography is the study of societies, cultures and economies.
What is physical geography:	Physical geography is the study of landscapes and environments.
What is environmental geography?	Environmental geography is the study of how humans impact the Earth.
What is a compass?	A compass is used to work out direction. There are three types of compass: A four-point compass - The four main compass points are north, east, south and west. A compass showing only these four points is a simple four-point compass. An eight-point compass - Sometimes things need to be more precise. To be more precise when giving directions, an eight-point compass can be used. In addition to north, east, south and west, an eight-point compass includes north-east, south-east, north-west and south-west. A sixteen-point compass - To be even more precise, we can use a sixteen-point compass. This includes north-north-east, east-north-east, east-south-east, south-south-east, south-south-west, west-south-west, west-north-west and north-north-west.
What is a map?	A map is a drawing of a place as seen from above (from a bird's eye view). Maps are divided into a series of squares known as a grid. These grids help us to locate features on the map. Maps include a scale to help us work out distance between points on a map. Scale is usually written on a map as a ratio. For example 1:25000. Scale can also be shown using a scale bar.
What is an OS map?	The Ordnance Survey (OS) is the national mapping agency for Great Britain. This organisation produces maps of different areas of the country in great detail.
What are map symbols?	Maps contain a lot of information about the areas of land that they show. There are too many features to label everything using text, so we use map symbols.
What are Four-figure grid references?	A grid reference is a useful tool for identifying any square on a map. This is done by reading the numbers from the eastings and northings. This gives you the grid reference of the square
How do we show height on a map?	To show height on a map, contour lines are used. Contour lines join areas of equal height and are shown in orange on an Ordnance Survey (OS) map. The number written on the contour line shows the height above sea level in metres. The interval between contours is usually five metres, although in mountainous regions it may be ten metres.
What are Geographic Information Systems (GIS)?	Geographic Information Systems (GIS) is specialist software that links geographical data with a map. Geographic Information Systems (GIS) enables users to add layers to show different information and zoom in and out to different scales. GIS is a useful source of secondary data and it can be used to plan geographical enquiries.
What is geography fieldwork?	Fieldwork is when you go outside the classroom and find things out for yourself. When carrying out fieldwork, you will need to think like a geographer. What is the fieldwork? Where and how will you carry it out? And why will you be doing it?
What are sources?	Information can be found in both primary and secondary sources. Fieldwork involves collecting primary sources of information.
What do you need to plan before your visit?	Before visiting an area to do your fieldwork, you need to plan exactly what you are going to do and how you are going to do it. Looking at maps of the area will help you to decide what you could investigate. You could look at human features or physical features - or even both.

Adaptive Teaching

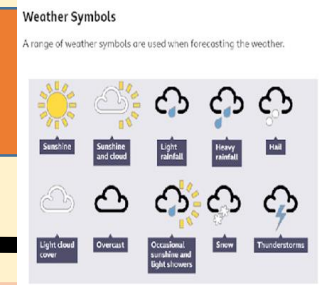
Pupils outcomes – pupils should know be able to know and do	
<ul style="list-style-type: none"> I can demonstrate curiosity in the outside world Finds an object by location Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest Makes a simple pictorial representation of what they have seen Considers their own safety 	
<p>Locational Knowledge</p> <p>I can locate important places on a map of the UK.</p> <p>I can use grid references to find specific points on a map.</p> <p>I can recognize and name major physical features of the UK.</p> <p>I can tell which way is north, south, east, and west using a compass.</p> <p>I can use the compass to give directions.</p>	<p>Human and Physical Geography</p> <p>I can say how the land and weather affect how places look.</p> <p>I can talk about what people do in different places and why.</p> <p>I can tell stories about how people live in different parts of the world.</p> <p>I can explain why it's important to take care of our environment.</p>
<p>Place Knowledge</p> <p>I can describe what my local environment looks like.</p> <p>I can name and explain things I see around my area.</p> <p>I can compare different places and say how they are similar or different.</p> <p>I can point out special and important things in my neighborhood.</p>	<p>Geography Skills</p> <p>I can look at different maps and understand what they show.</p> <p>I can use symbols on a map to find things.</p> <p>I can use a special computer tool to learn more about places (GIS).</p> <p>I can measure how far things are on a map.</p> <p>Fieldwork</p> <p>I can plan a trip outside to explore and learn about a place.</p> <p>I can use my eyes and ears to find out things about a place.</p> <p>I can draw pictures, take notes, and pictures to remember what I found.</p> <p>I can use what I found out to tell others about the place.</p>
<ul style="list-style-type: none"> Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics Presents information gathered during fieldwork using different methods Suggests which type of observations or measurements are needed to answer geographical questions during fieldwork 	

Geography skills and field work progression

Year group	Geography skills	Geography field work
Willows	<ul style="list-style-type: none"> • Following directions (simple positional language / use of compass) • Making simple maps 	<ul style="list-style-type: none"> • Lists physical features of their surrounding area during fieldwork, e.g. vegetation • Records data using simple measurements (temperature and wind speed)
Year 7	<ul style="list-style-type: none"> • Maps - scale and OS maps • Maps - grid references and birds eye view 	<ul style="list-style-type: none"> • Suggests some obvious effects of a human feature on the environment during field work around their setting, e.g. tarmac preventing vegetation growth • Classifies familiar features in their locality as human or physical
Year 8	<ul style="list-style-type: none"> • Maps - reading distances 	<ul style="list-style-type: none"> • Uses secondary sources of information
Year 9	<ul style="list-style-type: none"> • Maps - using GIS and Multiple Sources for Complex Data 	

Duration
10 lessons

17. Weather and Climate (Year 7PM)



Sequencing

Recapping prior knowledge

- The water cycle
- The seasons
- Seasonal changes
- Different types of weather
- Human and physical geography of the UK

What is a weather forecast and how do we measure the weather?

What are the factors that affect climate?

Extreme weather in the UK (extreme hot spell, June/July 2018 and Extreme cold spell Feb 2021)

This knowledge is needed to

- Investigating coasts - erosion
- The geography of Africa and Russia

What are the weather symbols?

Why does it rain?

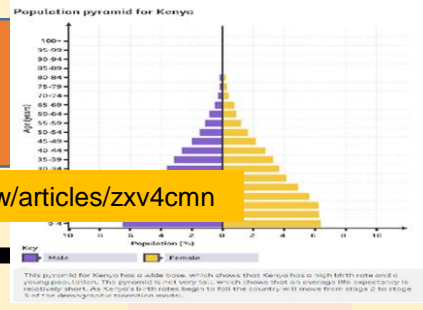
Key knowledge needed	
What is weather and how does this differ from climate?	Weather refers to the day-to-day changes in the atmosphere. For example, some days are rainy and windy whereas others are sunny and warm It differs from climate, which is the average atmospheric conditions found in a given area. Weather measurements can be used to create forecasts
What is a weather forecast?	The UK's weather forecasts are put together using data collected from lots of different locations. UK weather forecasts are becoming more accurate
How do we measure the weather?	There are many instruments that are used to collect weather data. These include rain gauges, thermometers and anemometers.
Why does it rain?	Clouds are made of water droplets. Within a cloud, water droplets condense onto one another, causing the droplets to grow. When these water droplets get too heavy to stay suspended in the cloud, they fall to Earth as rain.
What is climate?	Climate is a description of the average weather conditions in a certain place for the past 30 or so years. Different areas of the world have different climates. We call these climate zones.
What are the climate zones?	The Earth can be divided into climate types. These include polar, temperate, Mediterranean, arid, tropical and mountain climates.
What are the factors that affect climate?	Climate is influenced by lots of different things, including: <ul style="list-style-type: none"> • <i>how near or far a place is from the Equator</i> • <i>how near or far it is from the sea</i> • <i>how high or low the ground is</i> • <i>its position on a continent</i> • <i>Latitude - influences climate. The closer to the Equator you are the more direct energy (heat and light) you receive from the Sun. Further away from the Equator, the tilt of the Earth means that the energy from the Sun is spread out over a wider area.</i>

All (SS/WT)	Most (OLS 1 / 2)	Some (OLS 3 +)
<ul style="list-style-type: none"> • Anticipates one thing they may see outside, e.g. a bird • Describes a familiar indoor and outdoor place • Communicates what they can hear and see in the environment • Collects pictures from a range of sources that relate to a specific subject • Identifying some familiar physical geographic features, e.g. river, beach, mountain • Lists places in the world they know to have a hot or cold climate • Describes water in different weathers, e.g. ice or rain • Suggests the weather they would expect to experience in different seasons • Suggests the types of temperatures they would expect to experience in different seasons • Compares and describes similarities in the seasons • Recognises seasonal changes • Names and sequences the seasons of the year • Links clouds to rain • Explains that temperature is a measure of how hot or cold things are • Describes the effects of weather conditions • Observes and discusses weather in terms of temperature • Compares temperatures, e.g. around the setting • Describes weather conditions using appropriate vocabulary 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features, including for example: Hill, River, Valley, Local Area, Beach, Cliff, Coast, Sea, Ocean, The Seaside, River, Soil, Valley, Forest, Weather, Forest, city, town, village, factory, farm, house, office, port, harbour and shop • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Lists places in the world they know to have a hot or cold climate • Describes water in different weathers, e.g. ice or rain • Suggests the weather they would expect to experience in different seasons • Suggests the types of temperatures they would expect to experience in different seasons • Compares and describes similarities in the seasons • Recognises seasonal changes • Names and sequences the seasons of the year • Links clouds to rain • Explains that temperature is a measure of how hot or cold things are • Describes the effects of weather conditions • Observes and discusses weather in terms of temperature • Compares temperatures, e.g. around the setting • Describes weather conditions using appropriate vocabulary 	<ul style="list-style-type: none"> • Identifies hot and cold places on globe • Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K. • Explains the different stages of the water cycle • Identifies different forms of precipitation • Explains difference between the terms weather and climate • Names months that fall within different seasons



Duration
12 lessons

19. Population (Year 7PM)



<https://www.bbc.co.uk/bitesize/topics/zg7nvcw/articles/zxv4cmn>

Sequencing

Recapping prior knowledge

- Weather and climate
- Map skills

Where are all the people in the world?
What does the word 'population' mean?

What challenges can a growing and ageing population present?

How do countries manage population?
Comparing government population policies between UK, China and India

This knowledge is needed to

- Investigating coasts
- The geography of Africa

Why does population change? How do geographers measure population?

How do geographers measure population?

- Demographic Transition Model
- Population Pyramids

Comparing the population pyramids of Kenya and the UK



Key knowledge needed	
Where are all the people in the world?	There are around seven thousand million people in the world today. Some parts of the world are extremely empty, others are very congested. About one third of the land is covered in desert and a similar proportion is covered by ice and rock. This means that over half of the world's dry land is more or less inhabitable and that most people crowd together in what remains. The highest population are to be found in lowland regions where people can grow crops or keep animals.
What is population?	Population is the number of people in a certain area
Why does population change?	Population is influenced by birth rates, death rates and migration.
What is migration?	Migration includes both immigration, when people move to a country, and emigration, when people move away from a country.
How do geographers measure population?	Population changes can be shown on a Demographic Transition Model (DTM). When looking at population, structure as well as total numbers is important. This means looking at the number of people in each age group and how those numbers are changing. These are known as population pyramids. Countries at different stages of the DTM have different shaped population pyramids.
How do countries manage population?	Governments sometimes create policies to manage their population. There are different ways of managing population such as encouraging people to have more or fewer children or limiting birth rates by law.
What challenges can a growing and ageing population present?	As a nation we're living longer than ever before.. Some health issues are projected to pose a challenge to our health and social care system

Pupils outcomes - pupils should know be able to know and do

WT/ OLS1	<ul style="list-style-type: none"> • I can read and understand different types of population graphs and charts. • I can talk about the things that make the number of people in a place change. • I can explain how where people live is affected by the land and people around them. • I can find and describe the different ways that people move to new places. • I can understand and explain how too many people can cause problems for the environment and society.
OLS2 +	<ul style="list-style-type: none"> • I can define what population means and explain why it is important to study. • I can describe the different factors that affect population growth and decline, such as birth rates, death rates, migration, and natural disasters. • I can interpret and create different types of population data, such as population pyramids, graphs, and charts. • I can compare and contrast different population patterns and trends in different parts of the world, such as urban vs. rural populations, developed vs. developing countries, and ageing populations vs. youthful populations. • I can explain the impact of population growth and decline on the environment, economy, and society.



Duration
12 lessons

21. Investigating coasts (Year 8 PM)

The exploration of Britain's coasts, their uses and the dangers they face



Sequencing

Recapping prior knowledge

- Locational knowledge of UK
- Physical features of the UK

Lesson Focus	1. What is a Coast?	2. UK Surrounding Waters	3. Key Coastal Features	4. Coastline Management	5. Types of Erosion	6. Transportation and Deposition	7. Coastal Landforms - Case Studies	8. Protecting Coastlines - Hard Engineering	9. Protecting Coastlines - Soft Engineering	10. Evaluating Coastal Protection Strategies	11. Review and Reflection
Enquiry question	What defines a coastal area and why are coasts important?	What bodies of water surround the UK, and how do they influence its coastlines?	What processes shape coastlines and what features result from them?	How do human activities impact coastlines, and why is management necessary?	What are the different types of erosion, and how do they affect coastal areas?	How does sediment move and accumulate along the coast, and what landforms result?	How are specific landforms like stumps and spits formed, and where can they be found?	What are hard engineering strategies, and how do they protect coastlines?	What are soft engineering methods, and how do they contribute to coastal protection?	What are the advantages and disadvantages of different protection strategies?	Review the key concepts, events, and knowledge covered throughout the scheme of work.
Lesson aim	To introduce the concept of a coast and its significance.	To identify and locate the surrounding waters of the UK.	To explore the processes that shape coastlines and the resulting landforms.	To understand the necessity of managing coastlines due to human activities.	To define and differentiate between types of erosion	To understand how sediment moves and accumulates along the coast.	To explore specific landforms like stumps and spits.	To understand and evaluate hard engineering strategies for coastline protection.	To explore natural processes used in coastal protection.	To analyze and compare the effectiveness of different protection strategies	Engage in class discussions, quizzes, or interactive activities to assess understanding

This knowledge is needed to

- Rivers - waterfalls form?
- How do waterfalls form?
- River features

Key knowledge needed	
What is a coast?	A coast is a strip of land that meets the sea or the ocean.
What coasts surround the UK?	The UK is surrounded by the North Atlantic Ocean, the North Sea, the Irish Sea and the English Channel.
What are the key features of coasts?	Coastlines are shaped by a number of processes such as erosion, transportation and deposition. These processes can lead to a number of different types of landforms such as caves, arches, stacks and stumps.
How else are coastlines damaged?	Coastlines need to be managed because they are often used by humans for purposes such as housing
What is erosion?	Where rocks are worn away, in this case by the action of waves
What are the different types of erosion?	Hydraulic action/power - when waves crash against a cliff, they force air into cracks in the rock. The force of this trapped air causes the rock to weaken and eventually break. Abrasion/corrosion - This is where sediment being carried by the water wears away the surface, almost like sandpaper. Solution - Chemicals in the water dissolve certain types of rock such as limestone. However, there is some debate about how much coastal erosion this causes. Attrition - Rocks crashing into each other result in them becoming smoother and more rounded.
What is transportation?	When sediment (small fragments of rocks and soil) is moved by waves.
What is deposition?	When water, that is carrying sediment (small fragments of rocks and soil), loses its energy it drops the material it is carrying. This often builds up to form a beach.
What are coastal landforms?	The geology of a coastline influences the landforms we see there. Some rocks are harder than others and so are more resistant to erosion. For example, rocks such as granite are hard and erode much more slowly than softer rocks, such as boulder clay or shale. Examples - https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/z6394xs
How is a stump formed?	Link - https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/z6394xs
How is a spit formed?	Link - https://www.bbc.co.uk/bitesize/topics/z6bd7ty/articles/z6394xs
How can we protect coastlines?	To protect the coast from erosion, we can use hard engineering strategies (building man-made structures such as sea walls) and soft engineering strategies (using natural processes such as beach nourishment).
What are examples of hard engineering strategies?	Sea walls - are concrete barriers built along the seafront that deflect waves back to sea. They also protect the land behind them from flooding. Rock armour - Large rocks or boulders can be placed in front of a cliff to absorb the energy of the waves and slow the rate of erosion. Groynes - Wooden or rock barriers built at right angles to the beach. These trap sediment to build up a larger beach, which absorbs wave energy and reduces erosion Gabions - Gabions are cages of rocks. These provide a barrier between the sea and the land, reducing erosion and providing stability to the shoreline

Adaptive Teaching

Pupils outcomes – pupils should know be able to know and do	
<p>Locational knowledge</p> <p>I can identify and locate major coasts around Britain.</p> <p>I can recognize and name the surrounding waters of the UK.</p> <p>I can describe the geographical features of specific coastal areas.</p>	<p>Human and Physical Geography</p> <p>I can explain the processes of coastal erosion and deposition.</p> <p>I can identify and differentiate between different types of erosion (hydraulic action, abrasion, solution, attrition).</p> <p>I can describe how transportation and deposition contribute to the formation of coastal features.</p> <p>I can recognize the impacts of human activities on coastlines and understand the need for management.</p> <p>I can analyze the advantages and disadvantages of various coastal protection strategies (hard engineering vs. soft engineering).</p>
<p>Place knowledge</p> <p>I can describe the physical characteristics of coasts, including landforms like caves, arches, stacks, and stumps.</p> <p>I can explain the human activities and uses of coastal areas, such as housing, tourism, and industry.</p> <p>I can identify and describe the geographical features of specific coastal areas.</p>	<p>Geography Fieldwork and Skills</p> <p>I can engage in hands-on activities and experiments to understand erosion, transportation, and deposition processes.</p> <p>I can contribute to group discussions, debates, and presentations to develop communication and critical thinking skills.</p> <p>I can analyze case studies and data related to coastal geography to enhance research and analytical skills.</p> <p>I can apply my geographical knowledge to real-world scenarios and propose protection strategies for specific coastal areas.</p>

Duration
12 lessons

23. Rivers (Year 8 PM)

Sequencing

Recapping prior knowledge

- Weather and seasons
- Water and the water cycle
- Hills and mountains
- Names of any streams or rivers they know

Why are rivers important?
Recap the water cycle and the long profile

Erosion and transportation
Describe how rivers shape the land by moving material from one place to another

What are floodplains and how do they form?
Floodplains are also found in the middle course. These are flat areas of land either side of a river channel. At times of high water, floodplains may be covered in water.

What causes flooding and how do we manage this risk?
There are many physical and human causes of river flooding. They include heavy rainfall, steep surfaces, deforestation and urbanisation.

This knowledge is needed to

- Where is Africa and what are the physical and human features of the continent?

What are the features of a Rivers long profile?
Upper course, middle course and lower course

How do waterfalls form?
Describe when rivers flow over hard and soft rock. Vertical erosion wears away soft rock, forming rapids and waterfalls.

What are the features of a drainage basin and how does this work?
Identify the following key features - mouth, tributary, confluence, source, watershed

Case study: River flooding in Todmorden
Link - <https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p#z3ghhcw14>

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
n/a	<ul style="list-style-type: none"> • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that water on simple maps is coloured blue • Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests • Classifies a place as being created by nature, e.g. a cliff, beach • Describes features of the land using appropriate language • Observes and comments on the effect of natural elements, e.g. wind, water, etc • Gives simple reasons why something has eroded in the environment • Looks at examples of rock formations and comments on the shapes/colours they see • Makes a simple pictorial representation of what they have seen 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features, including for example: Hill, River, Valley, Local Area, Beach, Cliff, Coast, Sea, Ocean, The Seaside • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Describes water in different weathers, e.g. ice or rain • Finds information using different sources, e.g. reference books to help name seeds, atlas to find which country is near the sea 	<ul style="list-style-type: none"> • Simply describes the importance of some physical geographic features in their locality • Links clouds to rain • Draws a simple map with detail, including a basic key with some support 	<ul style="list-style-type: none"> • Describe and understand key aspects of rivers and the water cycle • Identifies and describes familiar physical geographic features, e.g. cliff, coast, valley • Explains what could happen if there is too much/not enough of a weather type • Gives an example of water in different states 	<ul style="list-style-type: none"> • Gains information about physical and human geography using range of sources • Identifies and describes what can affect (positively and negatively) different aspects of physical geography • Identifies key features of physical geography, using appropriate vocabulary



Duration
12 lessons

43. The Geography of Africa (Year 8 SF)

Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is Africa and what are the physical and human features of the continent?

Why is the Nile so amazing?

What is Kenya like? And how can issues of uneven development in Kenya be managed?

This knowledge is needed to

- Apply research from secondary sources to a similar SOW on 'geography of Russia'

How is the population distributed in Africa and what factors influence this?

Where is Mount Nyiragongo, and why is it important for the DRC?

Key knowledge needed

Where is Africa?	Africa is surrounded by Europe to the north, the Indian Ocean to the east and the Atlantic Ocean to the west. There are more than 50 different countries in Africa.
What are the physical and human features of the continent?	It is the second largest continent in the world. It is so big, that there are lots of different places and weather in Africa including wet rainforests, hot beaches, dry deserts and cold snow.
How is the population distributed in Africa and what factors influence this?	The largest country by population in Africa is Nigeria. The largest country by area in Africa is Algeria. The longest river in Africa is the River Nile in Egypt. Victoria Falls in southern Africa is the largest waterfall in the world. The Sahara is the world's largest hot desert. Big cities in Africa are Cairo (in Egypt), Lagos (in Nigeria), Nairobi (in Kenya) and Luanda (in Angola).
Comparing Africa and the UK	Scotland and Ethiopia both have areas called the 'highlands'. These are areas of high mountains.
What is Kenya like? And how can issues of uneven development in Kenya be managed?	Kenya lies along the Equator on the east coast of Africa, next to the Indian Ocean. The capital city is Nairobi. It has a population of over 46 million people. It is a very diverse population with over 40 ethnic groups including the Kikuyu, Luo and Maasai. Kenya is an example of a low income country (LIC). Gross National Income (GNI) is \$1,290 per person compared to \$42,000 per person in the UK. Life expectancy is 62 years and infant mortality 36 per 1,000. 75 per cent of the population live in rural areas, most are small scale farmers and most live in poverty. Tourism has already reached a point of decline. Controversial presidential elections in 2007 followed by terrorist attacks in 2013 and 2014 caused a massive decline in visitors. Political instability, violent crime, harassment of tourists, over-commercialism of safari parks and environmental degradation have all discouraged many tourists from visiting the country. 1. Aid is assistance given from one country to another. It includes money, equipment, training and loans. It can be foreign aid from the government of one country to another 2. Non-governmental aid. Christian Aid, together with its partner, Maji na Ufanisi, which means 'Water and Development', has been working in the slums of Nairobi, to provide clean and safe water supplies

Pupils outcomes - pupils should know be able to know and do

WT/O LS1	<ul style="list-style-type: none"> • I can name and describe some countries in Africa. • I can identify some key physical features of Africa. • I can explain some cultural traditions of people living in Africa. • I can describe some challenges that people in Africa may face, such as poverty or access to clean water. • I can understand and explain why Africa is an important continent in the world.
OLS2 +	<ul style="list-style-type: none"> • I can identify and locate the different countries in Africa. • I can describe the physical geography of Africa, such as its deserts, rivers, mountains, and coastlines. • I can explain the importance of Africa's natural resources, such as minerals, oil, and wildlife. • I can describe the different types of climates found in Africa and how they influence the continent's vegetation and agriculture. • I can compare and contrast the different cultures, languages, and religions found in Africa. • I can analyze the challenges facing Africa, such as poverty, disease, and political instability, and propose solutions to address them.



Duration
12 lessons

25. The Geography of Africa (Year 8 PM)

Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is Africa?

What are the human features of the continent?

- Large cities
- Famous landmarks



Why is the Nile so amazing?

What is Kenya like? And how can issues of urbanisation in Kenya be managed?

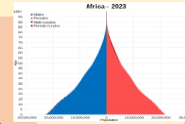
This knowledge is needed to

- Apply research from secondary sources to a similar SOW on 'geography of Russia'

What are the physical features of the continent?

- Biomes and climates of - the Congo rainforest, Mediterranean forest, savannah, Mount Kilimanjaro, Sahara Desert

How is the population distributed in Africa and what factors influence this?



Where is Mount Nyiragongo, and why is it important for the DRC?

Useful teacher resources

- The geography of Africa - <https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z2k6p4j>
- River Nile - <https://www.natgeokids.com/uk/discover/geography/physical-geography/nile-river-facts/>
- Development in Kenya - <https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/4>

Key knowledge needed

Where is Africa?	Africa is the world's second largest continent and contains over 50 countries. Africa is in the Northern and Southern Hemispheres. It is spread across three of the major lines of latitude: the Tropic of Cancer, the Equator and the Tropic of Capricorn. It is surrounded by the Indian Ocean in the east, the South Atlantic Ocean in the south-west and the North Atlantic Ocean in the north-west. Algeria is the largest country by area in Africa and Nigeria is the largest country by population.
What are the physical features of the continent?	Africa is a large continent and it has a range of climate zones and biomes. The Congo rainforest in Africa is one of the world's largest rainforests Biomes and climates of - the Congo rainforest, Mediterranean forest, savannah, Mount Kilimanjaro, Sahara Desert
What are the human features of the continent?	The largest cities in Africa include Lagos (in Nigeria), Kinshasa (in the Democratic Republic of Congo), Cairo (in Egypt) and Johannesburg (in South Africa) Famous human-made landmarks include Victoria Falls Bridge (between Zambia and Zimbabwe), the Great Pyramids of Giza (in Egypt) and Timagad ruins (in Algeria).
How is the population distributed in Africa and what factors influence this?	The population of Africa has grown rapidly over the past century and consequently shows a large youth bulge, further reinforced by a low life expectancy of below 50 years in some African countries. Total population is estimated at more than 1.3 billion. The most populous African country is Nigeria with over 206 million inhabitants. The reason for the uncontrolled population growth since the mid 20th century is the decrease of infant mortality and general increase of life expectancy without a corresponding reduction in fertility rate, due to a very limited use of contraceptives
Why is the Nile so amazing?	the Nile has long been recognised as the longest river in the world - stretching a massive 6,695km. it flows through 11 countries: Tanzania, Uganda, the Democratic Republic of the Congo, Rwanda, Burundi, Ethiopia, Kenya, Eritrea, South Sudan, Sudan and Egypt. The Nile has been an important source of life for people throughout history. Around 5,000 years ago, the Ancient Egyptians relied on the Nile for fresh water, food and transportation. The river flooded every August! And when it did, all the nutrient-rich soil carried in the water spread across the river banks, leaving a thick, moist mud... Perfect for growing crops! It remains an invaluable source of life for Egyptians to this day. More than 95% of the country's population depend on its water: the river and its banks are home to lots of wonderful wildlife, too
What is Kenya like? And how can issues of uneven development in Kenya be managed?	Kenya lies along the Equator on the east coast of Africa, next to the Indian Ocean. The capital city is Nairobi. It has a population of over 46 million people. It is a very diverse population with over 40 ethnic groups including the Kikuyu, Luo and Maasai. Kenya is an example of a low income country (LIC). Gross National Income (GNI) is \$1,290 per person compared to \$42,000 per person in the UK. Life expectancy is 62 years and infant mortality 36 per 1,000. 75 per cent of the population live in rural areas, most are small scale farmers and most live in poverty. Tourism has already reached a point of decline. Controversial presidential elections in 2007 followed by terrorist attacks in 2013 and 2014 caused a massive decline in visitors. Political instability, violent crime, harassment of tourists, over-commercialism of safari parks and environmental degradation have all discouraged many tourists from visiting the country. 1. Aid is assistance given from one country to another. It includes money, equipment, training and loans. It can be foreign aid from the government of one country to another 2. Non-governmental aid. Christian Aid, together with its partner, Maji na Ufanisi, which means 'Water and Development', has been working in the slums of Nairobi, to provide clean and safe water supplies

Pupils outcomes - pupils should know be able to know and do

WT/O LS1	<ul style="list-style-type: none"> I can name and describe some countries in Africa. I can identify some key physical features of Africa. I can explain some cultural traditions of people living in Africa. I can describe some challenges that people in Africa may face, such as poverty or access to clean water. I can understand and explain why Africa is an important continent in the world.
OLS2 +	<ul style="list-style-type: none"> I can identify and locate the different countries in Africa. I can describe the physical geography of Africa, such as its deserts, rivers, mountains, and coastlines. I can explain the importance of Africa's natural resources, such as minerals, oil, and wildlife. I can describe the different types of climates found in Africa and how they influence the continent's vegetation and agriculture. I can compare and contrast the different cultures, languages, and religions found in Africa. I can analyze the challenges facing Africa, such as poverty, disease, and political instability, and propose solutions to address them.



Duration
12 lessons

27. Extreme Earth (Year 9 PM)

The exploration of extreme weather from around the world and what causes this weather. What affect does it have on those that live nearby

Sequencing

Recapping prior knowledge
Weather and climate
Population
Development

Lesson Focus	Introducing Extreme Earth	Hottest Places on Earth	Coldest Places on Earth	Driest Places on Earth	Wettest Places on Earth	Water Cycle and Precipitation	Rivers and Glacial Features	Causes and Effects of Drought	Glaciation Causes and Effects	Human Impact on Extreme Environments	Case Studies of Extreme Environments	Review and Recap
Enquiry question	What does it mean for a place to have an extreme climate?	Why are some places on Earth extremely hot?	What causes extreme cold in certain areas of the planet?	Why do some places receive very little rainfall?	What causes some places to receive exceptionally high amounts of rainfall?	How does the water cycle influence weather patterns and river formation?	What are the connections between precipitation, rivers, and glacial formations?	Why do droughts occur, and what are their impacts on environments?	What factors lead to glaciation, and what are its consequences for landscapes?	How do human activities influence extreme climates, drought, and glaciation?	How do extreme climates and glaciation affect specific regions around the world?	To review key concepts and reflect on the importance of understanding these phenomena for our planet's well-being
Lesson aim	To introduce the concept of extreme climates and establish the objectives of the SOW.	To investigate the hottest places on Earth and understand the factors contributing to extreme heat.	To explore the coldest places on Earth and identify the reasons for extreme cold temperatures.	To examine the driest places on Earth and understand the factors leading to extreme aridity.	To investigate the wettest places on Earth and identify the reasons for extreme precipitation.	To introduce the water cycle and its role in the formation of precipitation and rivers.	To explore how precipitation contributes to river formation and introduce glacial features.	To investigate the causes of drought and understand their effects on ecosystems and communities.	To explore the causes and effects of glaciation and compare them with drought.	To discuss the ways in which human actions can exacerbate or mitigate extreme environmental conditions.	To analyze case studies of regions impacted by extreme climates, drought, and glaciation.	

This knowledge is needed to
The physical geography of Russia
Population in Russia

Key knowledge needed

Extreme Climates	Introduce the hottest, driest, coldest and wettest places on the planet. They will need to think about the location of these places on the planet and use their knowledge to reason why these places may have these extreme climates.
Drought	Investigate the water cycle and how this continuous process creates precipitation and rivers. They will also reflect on what happens to environments when there is drought and who this can affect
Extreme Weather	Explore the different types of extreme weather that can occur around the world and what causes them. Reflect on any extreme weathers they have witnessed themselves and research and investigate instances of extreme weather from around the world
Ecosystems	Where are the major biomes of the world located? Examples of different biomes (such as tropical rainforests and hot deserts)
Tsunami's	Using their knowledge from last lesson, progress to describe how a tsunami is created. They will look in detail at the effects of the 2004 Boxing Day tsunami and the lasting effects it had on the environment and the people living there.
Earthquakes	Explore earthquakes and how the movement of the tectonic plates cause them. They will explore and discuss the effects that earthquakes can have on a community and how earthquakes can be measured using the Richter scale.
Volcanoes	Using their knowledge of tectonic plates, explore volcanoes from around the world. They will learn to distinguish between active, dormant and extinct volcanoes as well as exploring the connection between the tectonic plates and the locations of volcanic activity.



Adaptive Teaching



Pupils outcomes – pupils should know be able to know and do

<p>Locational Knowledge:</p> <ul style="list-style-type: none"> I can identify and locate the hottest, driest, coldest, and wettest places on Earth. I can describe the features and characteristics of extreme environments. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can recognize how natural processes and human activities interact to shape extreme environments. I can explain the causes and effects of drought on physical landscapes and human societies. I can explain the causes and effects of glaciation on physical landscapes and human societies.
<p>Place Knowledge:</p> <ul style="list-style-type: none"> I can explain the unique characteristics and features of extreme climates. I can describe how drought and glaciation impact specific regions, including environments and communities. 	<p>Geography Skills and Fieldwork:</p> <ul style="list-style-type: none"> I can read and interpret maps to locate extreme climates and case study regions. I can analyze and interpret data and information about extreme climates, drought, and glaciation. I can think critically about the impacts of extreme environmental conditions on natural environments and human societies. I can demonstrate basic fieldwork techniques for studying extreme environments.

Duration
6 lessons

29. Climate change (Year 9 PM)

Sequencing

Recapping prior knowledge

- Weather and the seasons
- Ecosystems
- What are the causes and impact of deforestation in the Amazon?

What evidence do we have to show that the climate is changing?

What is the greenhouse effect?

Why are future predictions about climate change uncertain?

How has Bangladesh adapted to the threat of climate change?

This knowledge is needed to

- Energy
- What is fracking and why is it controversial?
- How has climate influenced the distribution of biomes across Russia?

What are the natural causes of climate change?

What are the possible effects of climate change?

How can humans adapt to climate change?

Working towards

- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Identifies a difference when looking at a photograph of a place taken long ago and more recently

Stepping stones

- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests
- Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc
- Classifies a place as being built or created by people, e.g. a shop, office
- Classifies a place as being created by nature, e.g. a cliff, beach
- Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert
- Describes features of the land using appropriate language
- Observes and comments on the effect of natural elements, e.g. wind, water, etc
- Gives simple reasons why something has eroded in the environment

Oakwood Learning Stage 1

- Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city
- Use basic geographical vocabulary to refer to key physical features
- Records ideas using drawing or information and communication technology

Oakwood Learning Stage 2

- Simply describes the importance of some physical geographic features in their locality and that of a contrasting non-European city, e.g. a river for transport or as a food source
- Use basic geographical vocabulary to refer to key physical features
- Suggests ways people have an effect on their surroundings
- Suggests ways in which to improve areas of environmental concern
- Explains that temperature is a measure of how hot or cold things are
- Describes the effects of weather conditions
- Observes and discusses weather in terms of temperature
- Compares temperatures, e.g. around the setting
- Describes weather conditions using appropriate vocabulary

Oakwood Learning Stage 3

- Explains what could happen if there is too much/not enough of a weather type
- Recognises the Sun rises and sets at different times each season
- Recognises the importance of different types of weather, e.g. for crops
- Gives an example of water in different states
- Names a month that falls in each season
- Gives own reasons why the seasons change

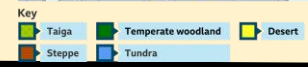
Oakwood Learning Stage 4

- Identifies and describes what can affect (positively and negatively) different aspects of physical geography
- Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.
- Identifies key features of physical geography, using appropriate vocabulary



Duration
12 lessons

31. The Geography of Russia (Year 8 PM)



Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is Russia and what are some of its key human and physical features?

How are biomes distributed across Russia and what are their key features?

What is Russia's role in Europe's energy resources?

This knowledge is needed to

• ?

How is the population distributed across Russia?

How has climate influenced the distribution of biomes across Russia?

Why are some countries not trading some goods and resources with Russia due to the invasion of Ukraine? What impact will this have on all?

Key knowledge needed

Where is Russia?	Russia is the largest country in the world by area and it lies in the Northern Hemisphere and spans the continents of Asia and Europe.
What are some of its key physical features?	<ul style="list-style-type: none"> • Russia is the largest country in the world. It covers an area of 17,098,242 km², which is approximately 70 times greater the size of the UK. The country spans 11 time zones. • Russia is located in the Northern Hemisphere. The climate is largely cold and continental, but wide variations in temperature and precipitation exist due to the size of the country. • Russia contains several biomes, examples of which include: <ul style="list-style-type: none"> • A Taiga biome in Russia, with evergreen forest - Taiga vegetation covers most of the country. This is evergreen forest, with trees such as spruce, fir and pine • Tundra biomes are found in the far north of Russia. Small shrubs, mosses and lichens grow, and these provide food for animals such as reindeer. Larger species of vegetation struggle to exist in the cold, dry conditions found here. • Deserts are located in the far south of Russia. These areas have very little precipitation and so few plants can grow here.
What are some of its key human features?	<p>Russia is the ninth most populous country in the world, with a population of approximately 144 million people. The major language is Russian. Life expectancy is almost 73 years, so the average person in Russia can expect to live beyond retirement age. Literacy rates are above 99 per cent. This means that almost all Russian people can read and write.</p> <p>Population - most people live in the west of the country. This is where the capital city of Moscow and is located, as well as many other larger cities</p> <p>Economy - Russia is a BRICS economy. The BRICS are a group of countries experiencing fast economic growth. Russia's main exports include fossil fuels (such as coal, oil and gas) and wheat. Its imports include aircraft and cars. China, Germany and Belarus are major trading partners.</p>
How is the population distributed across Russia	<p>In recent years, Russia's population has decreased due to low birth rates and a period of lower life expectancy. People in Russia can now expect to live longer.</p> <p>Since 2008, the population has started to grow. This is the result of:</p> <p>Increased birth rates - President Vladimir Putin is aiming to further increase birth rates through providing incentives such as tax breaks for families and free school meals for primary students.</p> <p>Increased life expectancy - People in Russia can now expect to live on average five years longer than they did back in 2008. Life expectancy between men and women varies. On average, women in Russia can expect to live ten years longer than men. This is a pattern that is reflected in many countries.</p>
What is Russia's role in Europe's energy resources?	<p>Russia has large reserves of oil and gas. The country has more natural gas than any other nation, with approximately 20 per cent of the world's total supply. It also has large reserves of oil, equating to around six per cent of the world's total. The country has invested in manufacturing and the oil industry, and has formed new trade links with other countries. Russia has a positive balance of trade.</p> <p>Note as of March 2022: Some countries are not trading some goods and resources with Russia due to the invasion of Ukraine. The economic information in this guide may therefore change</p>

Useful teacher resources

The geography of Russia - <https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4>
 How Russia is changing - <https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/z94txbk>

Pupils outcomes - pupils should know be able to know and do

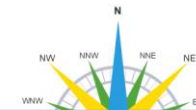
WT/O LS1	<ul style="list-style-type: none"> • I can point to Russia on a map and describe what the country is like. • I can name and describe different types of land in Russia, like mountains and rivers. • I can explain how the weather in Russia affects the people who live there. • I can talk about the different parts of Russia and what makes them important. • I can understand and explain how the geography of Russia affects its economy and people.
OLS2 +	<ul style="list-style-type: none"> • I can understand where Russia is on a map and describe some important things about the country. • I can name and describe different landforms in Russia like mountains, rivers, and plains. • I can explain how the tundra, taiga, and steppe biomes affect Russia's economy and culture. • I can understand and explain how Russia's climate affects its people and industries. • I can analyze different regions of Russia and explain their importance, such as Siberia, the Far East, and European Russia.





Key Stage 3 Geography Schemes of Work

Sycamore and Fir Classes



Duration
12 lessons

32. Map skills and the UK (Year 7 SF)

Please see D Jones for guidance completing the trips and visits forms to explore the local area when completing geography field work

Sequencing

Recapping prior knowledge

- Pupils should have a foundational level of literacy to read and comprehend written instructions
- Basic numeracy skills and Familiarity with Maps
- Understanding of Direction: A basic understanding of directions (north, south, east, west) will be beneficial, but this is also covered in the scheme of work.
- Basic Technology Skills (for GIS): Awareness of the Local Environment: Some awareness of their immediate surroundings, like the school environment or nearby landmarks

Lesson Focus	Introduction to Geography and its Branches	Understanding Human Geography	Exploring Physical Geography	Environmental Geography and Human Impact	Introduction to Compass and Types	Understanding Maps and Bird's Eye View	Scale and OS Maps	Grid References and Height on Maps	Fieldwork: Reading Distances and Providing Directions on a Map	Fieldwork in Contrasting Locations and Data Analysis	Using GIS and Multiple Sources for Complex Data	12. Review and Reflection
Enquiry question	What is geography and why is it important?	How does geography influence societies, cultures, and economies?	How does physical geography shape landscapes and environments?	How do human activities impact the environment?	What is a compass and how does it help with navigation?	What is a map and how does it represent a bird's eye view?	How do map symbols help convey information on maps?	How do grid references and contour lines work on maps?	How can we apply map skills to read distances and provide directions?	How does fieldwork in different locations provide diverse geographical data?	How can Geographic Information Systems (GIS) enhance data analysis?	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding
Lesson aim	To introduce the concept of geography and its three main branches: human, physical, and environmental geography.	To explore the impact of geography on societies, cultures, and economies around the world.	To investigate the ways in which physical geography contributes to the formation of different landscapes and environments.	To examine the relationship between human actions and their effects on the Earth's environment.	To introduce the concept of a compass and the three different types of compasses.	To understand the purpose and structure of maps and how they provide a top-down perspective of places.	To understand the role of map symbols in representing various features on maps.	To learn how to use grid references to locate points on maps and interpret contour lines for representing height.	To practice using map skills to accurately read distances and provide directions on a map.	To explore the importance of fieldwork in varied locations and analyze collected data.	To understand the role of GIS in analyzing complex geographical data from multiple sources.	

This knowledge is needed to

- Building on the understanding of human, physical, and environmental geography, students can explore more complex topics in each of these areas, such as?
- Fieldwork Skills and Techniques: - Students can engage in more extensive and specialized fieldwork, potentially focusing on specific environments or themes like urban planning, ecological surveys, or cultural studies.

Geography Scheme of work

Key knowledge needed	
What is Geography?	Geography can be split into three areas: human geography, physical geography and environmental geography.
What is human geography:	Human geography is the study of societies, cultures and economies.
What is physical geography:	Physical geography is the study of landscapes and environments.
What is environmental geography?	Environmental geography is the study of how humans impact the Earth.
What is a compass?	A compass is used to work out direction. There are three types of compass: A four-point compass - The four main compass points are north, east, south and west. A compass showing only these four points is a simple four-point compass. An eight-point compass - Sometimes things need to be more precise. To be more precise when giving directions, an eight-point compass can be used. In addition to north, east, south and west, an eight-point compass includes north-east, south-east, north-west and south-west. A sixteen-point compass - To be even more precise, we can use a sixteen-point compass. This includes north-north-east, east-north-east, east-south-east, south-south-east, south-south-west, west-south-west, west-north-west and north-north-west.
What is a map?	A map is a drawing of a place as seen from above (from a bird's eye view). Maps are divided into a series of squares known as a grid. These grids help us to locate features on the map. Maps include a scale to help us work out distance between points on a map. Scale is usually written on a map as a ratio. For example 1:25000. Scale can also be shown using a scale bar.
What is an OS map?	The Ordnance Survey (OS) is the national mapping agency for Great Britain. This organisation produces maps of different areas of the country in great detail.
What are map symbols?	Maps contain a lot of information about the areas of land that they show. There are too many features to label everything using text, so we use map symbols.
What are Four-figure grid references?	A grid reference is a useful tool for identifying any square on a map. This is done by reading the numbers from the eastings and northings. This gives you the grid reference of the square
How do we show height on a map?	To show height on a map, contour lines are used. Contour lines join areas of equal height and are shown in orange on an Ordnance Survey (OS) map. The number written on the contour line shows the height above sea level in metres. The interval between contours is usually five metres, although in mountainous regions it may be ten metres.
What are Geographic Information Systems (GIS)?	Geographic Information Systems (GIS) is specialist software that links geographical data with a map. Geographic Information Systems (GIS) enables users to add layers to show different information and zoom in and out to different scales. GIS is a useful source of secondary data and it can be used to plan geographical enquiries.
What is geography fieldwork?	Fieldwork is when you go outside the classroom and find things out for yourself. When carrying out fieldwork, you will need to think like a geographer. What is the fieldwork? Where and how will you carry it out? And why will you be doing it?
What are sources?	Information can be found in both primary and secondary sources. Fieldwork involves collecting primary sources of information.
What do you need to plan before your visit?	Before visiting an area to do your fieldwork, you need to plan exactly what you are going to do and how you are going to do it. Looking at maps of the area will help you to decide what you could investigate. You could look at human features or physical features - or even both.

Pupils outcomes – pupils should know be able to know and do	
<ul style="list-style-type: none"> I can demonstrate curiosity in the outside world Finds an object by location Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest Makes a simple pictorial representation of what they have seen Considers their own safety 	
<p>Locational Knowledge</p> <p>I can locate important places on a map of the UK.</p> <p>I can use grid references to find specific points on a map.</p> <p>I can recognize and name major physical features of the UK.</p> <p>I can tell which way is north, south, east, and west using a compass.</p> <p>I can use the compass to give directions.</p>	<p>Human and Physical Geography</p> <p>I can say how the land and weather affect how places look.</p> <p>I can talk about what people do in different places and why.</p> <p>I can tell stories about how people live in different parts of the world.</p> <p>I can explain why it's important to take care of our environment.</p>
<p>Place Knowledge</p> <p>I can describe what my local environment looks like.</p> <p>I can name and explain things I see around my area.</p> <p>I can compare different places and say how they are similar or different.</p> <p>I can point out special and important things in my neighborhood.</p>	<p>Geography Skills</p> <p>I can look at different maps and understand what they show.</p> <p>I can use symbols on a map to find things.</p> <p>I can use a special computer tool to learn more about places (GIS).</p> <p>I can measure how far things are on a map.</p> <p>Fieldwork</p> <p>I can plan a trip outside to explore and learn about a place.</p> <p>I can use my eyes and ears to find out things about a place.</p> <p>I can draw pictures, take notes, and pictures to remember what I found.</p> <p>I can use what I found out to tell others about the place.</p>
<ul style="list-style-type: none"> Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics Presents information gathered during fieldwork using different methods Suggests which type of observations or measurements are needed to answer geographical questions during fieldwork 	

Adaptive Teaching

Duration
5 lessons

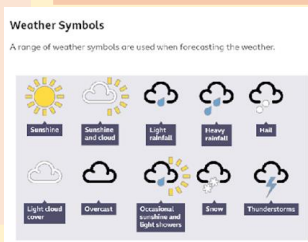
34. Weather and Climate (Year 7 SF)

Sequencing

Recapping prior knowledge

- The water cycle

What is a weather forecast and how do we measure the weather?



What are the weather symbols?

What are the factors that affect climate?

Why does it rain?

Extreme weather in the UK (extreme hot spell, June/July 2018 and Extreme cold spell Feb 2021)

This knowledge is needed to

- Geology
- Ecosystems
- Glaciation

Key knowledge needed

What is weather and how does this differ from climate?	Weather refers to the day-to-day changes in the atmosphere. For example, some days are rainy and windy whereas others are sunny and warm. It differs from climate, which is the average atmospheric conditions found in a given area. Weather measurements can be used to create forecasts.
What is a weather forecast?	The UK's weather forecasts are put together using data collected from lots of different locations. UK weather forecasts are becoming more accurate.
How do we measure the weather?	There are many instruments that are used to collect weather data. These include rain gauges, thermometers and anemometers.
Why does it rain?	Clouds are made of water droplets. Within a cloud, water droplets condense onto one another, causing the droplets to grow. When these water droplets get too heavy to stay suspended in the cloud, they fall to Earth as rain.
What is climate?	Climate is a description of the average weather conditions in a certain place for the past 30 or so years. Different areas of the world have different climates. We call these climate zones.
What are the climate zones?	The Earth can be divided into climate types. These include polar, temperate, Mediterranean, arid, tropical and mountain climates.
What are the factors that affect climate?	Climate is influenced by lots of different things, including: <ul style="list-style-type: none"> how near or far a place is from the Equator how near or far it is from the sea how high or low the ground is its position on a continent Latitude - influences climate. The closer to the Equator you are the more direct energy (heat and light) you receive from the Sun. Further away from the Equator, the tilt of the Earth means that the energy from the Sun is spread out over a wider area.

All (SS/WT)

- Anticipates one thing they may see outside, e.g. a bird
- Describes a familiar indoor and outdoor place
- Communicates what they can hear and see in the environment
- Collects pictures from a range of sources that relate to a specific subject
- Communicating why they are of interest
- Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment
- Refers to our planet as 'Earth'
- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests
- Suggests what they should wear in different types of weather
- Observes and comments on the effect of natural elements, e.g. wind, water, etc

Most (OLS 1 / 2)

- Use basic geographical vocabulary to refer to key physical features, including for example: Hill, River, Valley, Local Area, Beach, Cliff, Coast, Sea, Ocean, The Seaside, River, Soil, Valley, Forest, Weather, office, city, town, village, factory, farm, house, office, port, harbour and shop
- Identifies some familiar physical geographic features, e.g. river, beach, mountain
- Lists places in the world they know to have a hot or cold climate
- Describes water in different weathers, e.g. ice or rain
- Suggests the weather they would expect to experience in different seasons
- Suggests the types of temperatures they would expect to experience in different seasons
- Compares and describes similarities in the seasons
- Recognises seasonal changes
- Names and sequences the seasons of the year
- Links clouds to rain
- Explains that temperature is a measure of how hot or cold things are
- Describes the effects of weather conditions
- Observes and discusses weather in terms of temperature
- Compares temperatures, e.g. around the setting
- Describes weather conditions using appropriate vocabulary

Some (OLS 3 +)

- Identifies hot and cold places on globe
- Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.
- Explains the different stages of the water cycle
- Identifies different forms of precipitation
- Explains difference between the terms weather and climate
- Names months that fall within different seasons



Duration
5 lessons

35. Development (Year 7 SF)

Sequencing

Recapping prior knowledge

- Basic locational knowledge of different continents and countries to compare development
- Pupils need a secure understanding of maths to compare development across different countries

What is development?

What is the human development index?

How is Nigeria is becoming an emerging country?

How do we measure development?

What are the causes of uneven development?

This knowledge is needed to

- The world of work
- Population and urbanisation
- The geography of Africa
- The geography of Russia

Key knowledge needed

What is development?	Development is a measure of economic, social and technological progress within a country.
How do we measure development?	There is no single way to measure how developed a country is. However, development indicators can give some idea of a country's development. The development gap refers to the differences between high income countries (HICs) and low income countries (LICs). Gross National Income (GNI) per capita, Human Development Index (HDI) and literacy rates are development indicators. These help us to compare different countries.
How does the world support lower developed countries?	The World Bank is an international bank that gives advice and lends money to countries to help them to develop. The World Bank uses the terms high income countries (HICs), middle income countries (MICs) and low income countries (LICs) to classify nations according to their level of development.
What are the causes of uneven development?	The development gap is the difference in levels of development between high income countries (HICs) and low income countries (LICs) Historical - Many LICs have a wealth of natural resources. Early European explorers colonised many of these regions, exploiting the resources and the people living there. The colonial powers grew wealthier, whilst many of the colonies became low income countries. This caused a development gap which continued to grow Political - Poor governance and conflict have prevented some countries from developing. Some governments have used their power for personal gain rather than to benefit the country. Wars are expensive. Money is spent on weapons and repairing damage, rather than on healthcare and education. Geographical - Some countries have very hot or very dry climates. This makes it difficult to secure a water supply and grow crops. Warm climates also allow tropical diseases to spread. Some countries are landlocked. This can make it harder to secure water supplies or safe routes to import and export goods. Natural hazards, such as earthquakes and locust swarms, can also prevent a country from developing. This is because countries spend a lot of time and money recovering from the hazard. Socio-economic - Many LICs countries have a youthful population. Younger people will grow up to be the future workforce of a country. However they require a good education and in some countries there is a shortage of schools, teachers and resources. In some countries, children must work from a young age. Many children work for their families, doing tasks such as helping to grow food

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> • Identifies a difference between two familiar outdoor places • Shows an awareness of the purpose of some outdoor places • Names some buildings • Discusses the shops they have visited and what things they have bought there 	<ul style="list-style-type: none"> • Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road • Indicates that some people around the world dress differently to them • Indicates that some people around the world live in different types of buildings • Recognises that some people around the world speak different languages to them • Indicates that some people around the world eat different foods to them 	<ul style="list-style-type: none"> • Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city • Identifies some familiar human geographic features, e.g. shop, office, town • Records ideas using drawing or information and communication technology • Finds information using different sources 	<ul style="list-style-type: none"> • Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city • Identifies and simply describes some familiar human geographic features, e.g. factory, port, harbour • Lists human features of their surrounding area during fieldwork, e.g. offices 	<ul style="list-style-type: none"> • Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country • Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water - UK & Egypt • Identifies and describes familiar human geographic features, e.g. city, farm, village • Identifies and describes familiar physical geographic features, e.g. cliff, coast, valley • Finds out things using secondary sources of information • Locates places and oceans using a simple atlas, map or globe • Classifies familiar features in their locality as human or physical • Describes similarities and differences they have found when comparing different places 	<ul style="list-style-type: none"> • Gains information about physical and human geography using range of sources • Identifies key features of physical geography, using appropriate vocabulary • Identifies key features of human geography, using appropriate vocabulary • Classifies key areas of human geography by their main characteristics • Classifies key areas of physical geography by their main characteristics • Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical or human geographic characteristics



Duration
6 lessons

37. The World of Work (Year 7 SF)

Sequencing

Recapping prior knowledge

- Basic locational knowledge of different continents and countries to compare development
- Pupils need a secure understanding of maths to compare development across different countries

1. Recap - what are settlements?

- Definition of a settlement, types of settlements, factors that influence the location of settlements.
- What are the major cities in the UK?



3. Investigation - what jobs are available in Castle Combe in the Cotswolds?

4. Working in cities

- Jobs mainly include service industries and manufacturing

5. The rise of jobs through the industrial revolution

- The growth of towns and cities
- Highlight the development of the textiles industry in Salford

This knowledge is needed to

- The Industrial Revolution (Year 8 History SOW)

2. What are the different types of jobs that people do?

- Types of jobs in settlements, reasons why settlements attract different types of jobs.
- Primary, secondary and tertiary sector jobs

6. Working outside of cities

- The rise of machinery in industrial cities meant that less people needed to work in factories so they left many cities
- Development of transport links and growth of opportunities across the UK meant that people moved out of cities

Useful teacher resources

The world of work- <https://www.bbc.co.uk/bitesize/topics/zttbcmmn/articles/z3j6trd>

Pupils outcomes - pupils should know be able to know and do

WT/O LS1	<ul style="list-style-type: none"> • I can name some different places where people live, like towns and cities. • I can show where some big cities in the UK are on a map. • I can talk about jobs that people might have in a town or city, like working in a shop or a factory. • I can understand that the Industrial Revolution changed the way people worked in cities a long time ago. • I can explain why some people might want to move out of a city and live in a quieter place.
OLS2 +	<ul style="list-style-type: none"> • I can understand what settlements are and identify different types of settlements, such as rural and urban settlements. I can also identify some factors that influence their location. • I can name some major cities in the UK • I can understand the link between settlements and jobs, and identify some different types of jobs that are available in settlements, such as retail, service, and manufacturing jobs, with the support of visual aids and simplified language. • I can explain the impact of the industrial revolution on jobs in industrial cities and give some examples of the types of jobs created. • I can identify some reasons why people moved out of industrial cities • I can conduct independent research to investigate the types of jobs available in a rural settlement such as Castle Combe, and understand some advantages and disadvantages of working in such a settlement. • I can use critical thinking to analyze the impact of the industrial revolution on people's lives, and identify some changes in the types of jobs available. • I can develop a basic understanding of the primary, secondary, and tertiary sector jobs and their importance in different settlements, using simplified language and visual aids to support my learning.

Key knowledge needed

What is a settlement?	A settlement is a place where people live.
What are the major cities in the UK?	<p>London - the capital and largest city in the UK, known for its historical landmarks, cultural attractions, and diverse population.</p> <p>Birmingham - the second-largest city in the UK, located in the West Midlands and known for its industrial heritage and vibrant arts scene.</p> <p>Manchester - a major city in the north of England, known for its music, sports, and nightlife.</p> <p>Liverpool - a historic port city in the northwest of England, known for its maritime heritage and association with The Beatles.</p> <p>Glasgow - the largest city in Scotland, known for its art, culture, and architecture.</p> <p>Edinburgh - the capital of Scotland, known for its history, culture, and festivals.</p> <p>Bristol - a city in the southwest of England, known for its maritime heritage, street art, and independent spirit.</p> <p>Leeds - a city in the north of England, known for its music, food, and shopping.</p> <p>Sheffield - a city in the north of England, known for its steel heritage, outdoor activities, and cultural offerings.</p> <p>Newcastle - a city in the northeast of England, known for its nightlife, architecture, and football.</p>
What is the link between settlements and jobs?	Each settlement in the UK provides services or resources for people. The jobs people do sometimes depend on where they live. These resources can help generate money for the settlement, which in turn creates jobs for people who live in or close to the area.
What jobs people do	Depending on where people live in the UK, the jobs available can be very different.
What are primary sector jobs?	Includes jobs such as farming, fishing and forestry. These are mainly in the countryside
What are secondary sector jobs?	Includes manufacturing of goods, such as textiles, aircraft, cars and trains.
What are tertiary sector jobs?	Includes services such as banking, tourism, education, health, transport and IT.



Duration
7 lessons

38. The Geography of the Middle East (Year 8 PM)



Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is the Middle East and what are some of its key human and physical features? Look at China specifically and how China is changing

How is population distributed in the Middle East?

How is the UK connected to the Middle East?

This knowledge is needed to

• ?

What is the climate like in the Middle East?

How developed is the Middle East?

What is the importance of oil in the development of the Middle East?

Is tourism a benefit to the UAE?

Key knowledge needed

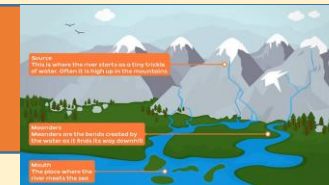
Where is the Middle East?	The Middle East is a region of Asia that is bordered by Asia to the east, Europe to the northwest, Africa to the southwest, and the Mediterranean Sea to the west.
Countries of the Middle East	Some countries of the middle east include: Bahrain, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Turkey, United Arab Emirates. Major cities: Istanbul, Turkey, Tehran, Iran, Baghdad, Iraq, Riyadh, Saudi Arabia
What are some of its key physical features?	<ul style="list-style-type: none"> • Major Biomes: desert, grasslands. Vast deserts span large parts of the region, including the Sahara Desert in North Africa and the Rub' al-Khali desert (also known as the inhospitable-sounding "The Empty Quarter") of the Arabian Peninsula. • There are very few major rivers in the Middle East, due to the lack of precipitation • Major Rivers and Lakes: Tigris River, Euphrates River, Nile River, Dead Sea, Lake Urmia, Lake Van, Suez Canal
What are some of its key human features?	<p>Dams - massive hydraulic projects like the Aswan Dam of Egypt and the Kur River plan of south-central Iran testify to the continued need to conserve water and extend its distribution for agriculture</p> <p>Tourism - The most popular tourist destination in the Middle East is the United Arab Emirates with over 15 million visitors each year. Most visitors stay in the spectacular city of Dubai.</p>
What is the climate like in the Middle East?	The climate of the Middle East is generally hot and arid (dry), however, snow and low temperatures are common in the mountains. Much of the Middle East is desert. Daytime temperatures can reach over 52°C! Some regions of the Middle East have a cooler and wetter climate, where a variety of grasses grow. These areas are known as grasslands
How is population distributed in the Middle East?	The Middle East Population 2023 - 483,004,121 There are a total of 17 countries that make up the Middle East The five most populous countries in the Middle East are: Iran: 81,824,270, Turkey: 79,414,269, Iraq: 37,056,169, Saudi Arabia: 27,752,316, Yemen: 26,737,317 The population of the Middle East is expected to continue rapid growth in the foreseeable future.
How developed is the Middle East?	The economy of the Middle East is very diverse, with national economies ranging. The region is best known for oil production and export, which significantly impacts the entire region through the wealth it generates and through labour utilization. Examples of such plans to diversify include Saudi Arabia's Vision 2030 and the United Arab Emirates' Economic Vision 2030, each of which outline the country's goals to reach the desired level of economic growth and development by 2030.
What is the importance of oil in the development of the Middle East?	Economically, the Middle East is known for its vast oil reserves. Overall, it is estimated that more than 62 percent of all proven oil reserves are found in the Middle East and North Africa.

Pupils outcomes - pupils should know be able to know and do

WT/ OLS1	<ul style="list-style-type: none"> • I can name some animals that live in the Middle East and describe their habitats. • I can identify some important rivers in the Middle East, like the Tigris and Euphrates, and explain their significance. • I can describe what a desert is and identify some of the major deserts in the Middle East, like the Sahara and the Arabian Desert. • I can recognize some of the different types of food that are eaten in the Middle East and describe some of their ingredients and flavors. • I can use simple maps and diagrams to explain the different climates found in the Middle East, like hot and dry, Mediterranean, and desert.
OLS2 +	<ul style="list-style-type: none"> • I can find the Middle East on a map and name some countries and their capital cities, and describe their physical and human features. • I can explain some of the environmental problems in the Middle East, like water shortage, desertification, and climate change. • I can name some of the different types of land in the Middle East, like mountains, deserts, and coastal plains, and explain why they are important to the region. • I can describe how the oil and natural gas industry affects the economy and politics of the Middle East. • I can recognize and describe some of the different religions and cultures found in the Middle East and how they shape the region's history and events. • I can compare and contrast different types of governments found in the Middle East and describe their strengths and weaknesses. • I can explain some of the conflicts and difficulties facing the Middle East today, like terrorism, war, and refugees, and suggest some ways to solve these problems.

Duration
6 lessons

40. Rivers (Year 8 SF)



Sequencing

Recapping prior knowledge

- Weather and seasons
- Water and the water cycle
- Hills and mountains
- Names of any streams or rivers they know

Lesson Focus	1. Introduction to Rivers	2. River Processes and Landforms	3. Human Interaction with Rivers	4. River Systems and Watersheds	5. Flooding and Flood Management	6. Sustainable River Management	7. Review and Reflection
Enquiry question	How do rivers shape the landscape and why are they important?	What are the key processes involved in shaping river landscapes?	How do human activities impact river ecosystems and communities?	How are rivers interconnected within a larger system?	What are the causes and effects of river flooding, and how can it be managed?	How can we balance human needs with the conservation of river ecosystems?	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding
Lesson aim	To introduce students to the basic concepts of rivers and their importance in geography.	To explore the processes that shape rivers and the landforms they create	To investigate how human activities interact with rivers	To introduce the concept of river systems and watersheds.	To explore the causes and consequences of river flooding, as well as strategies for flood management.	To consider sustainable approaches to managing rivers and their environments	

This knowledge is needed to

- Where is Africa and what are the physical and human features of the continent?

Key knowledge needed

What is a river?	A river is a natural body of water that flows over land. <ul style="list-style-type: none"> • Rivers often begin in mountains and hills. • They flow downhill. • Rivers shape land, because they carve out valleys and carry rocks with them. • Usually, rivers flow into a sea or ocean
What are the features of Rivers in the UK?	<ul style="list-style-type: none"> • Many of the first villages were built near rivers, because the rivers provided people with fresh water, fish and transport. For example, England's capital city, London, was built on the River Thames
What are the longest rivers in the UK?	The longest rivers in each of the four UK countries are: <ul style="list-style-type: none"> • River Severn in England • River Tay in Scotland • River Bann in Northern Ireland • River Tywi in Wales
What are the features of a Rivers long profile?	Upper course, middle course and lower course
Why are rivers significant?	Rivers are still essential for people because: <ul style="list-style-type: none"> • they provide us with water. • farmers use the rich soils near rivers to grow their crops. • they are used for travelling and the transportation of materials and goods. • they are visited for recreational activities such as fishing, boating and swimming.
What is Erosion and transportation?	Describe how rivers shape the land by moving material from one place to another
How do waterfalls form?	Describe when rivers flow over hard and soft rock. Vertical erosion wears away soft rock, forming rapids and waterfalls
What is flooding?	There are many physical and human causes of river flooding. They include heavy rainfall, steep surfaces, deforestation and urbanisation.
What are the consequences of flooding?	Consequences of flooding include damage to property, loss of power, injuries and deaths. The impacts of flooding are often more severe in LICs
How can river floods be managed?	River floods can be managed using hard and soft engineering strategies. Hard engineering strategies aim to control natural processes and soft engineering strategies work alongside natural processes. Link - https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p
Case study: River flooding in Todmorden What soft engineering strategies were included in the Calderdale Flood Action Plan?	Todmorden in West Yorkshire has experienced severe river flooding from the river Calder for many years. The town is surrounded by steep hillsides, making the area vulnerable to floods. Storm Eva hit the UK on Christmas Day of 2015. Heavy rainfall led to flooding in Todmorden as well as the surrounding settlements of Hebden Bridge and Mytholmroyd. Over 3,500 homes and businesses were affected and an estimated £150m worth of damage was caused. Link - https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p#z3ghhcw14



Adaptive Teaching



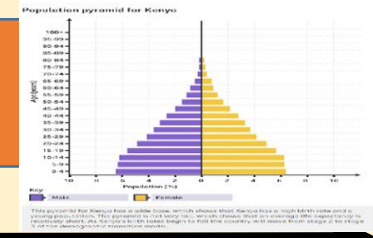
Pupils outcomes – pupils should know be able to know and do

Locational Knowledge: I can identify and locate major rivers around the world. I can identify and describe specific landforms associated with rivers. I can identify examples of human settlements built near rivers. I can identify and locate river basins and watersheds. I can identify regions prone to flooding based on physical geography features. I can identify examples of sustainable river management practices around the world.	Human and Physical Geography: I can understand how erosion, transportation, and deposition shape river landscapes. I can explore the impacts of human activities on river ecosystems. I can explain the concept of upper, middle, and lower courses of a river. I can explore the causes and consequences of river flooding.
Place Knowledge: I can understand the importance of rivers in shaping landscapes and their significance for communities. I can understand the interconnectedness of river systems. I can understand the impacts of flooding on communities and environments. I can understand how sustainable management balances human needs with environmental conservation.	Geography Skills and Fieldwork: I can use maps and diagrams to illustrate the journey of a river from source to mouth. I can analyze images and diagrams of river landforms. I can analyze maps and data to assess the influence of human activities on rivers. I can use maps to trace the flow of water within a river system. I can analyze data on flooding events and management strategies.



Duration
6 lessons

41. Population and Urbanisation (Year 8 SF)



Sequencing

Recapping prior knowledge

- Why people migrate (push and pull factors)
- The effects of migration (positive and negative) - i.e. employment rates, stress on health care systems, economy
- What are cities?

Lesson Focus	1. Where are all the People in the World?	2. What is Population and Why Does it Change?	3. How do Geographers Measure Population?	4. How do Countries Manage Population?	5. Challenges of Growing and Ageing Populations	6. Urbanisation and Challenges in HIC Cities	7 Review and Reflection
Enquiry question	"Why are some areas of the world more populated than others?"	What are the factors that influence changes in population?"	How do we use models and pyramids to understand population?"	What are the different strategies countries use to manage their population	What challenges arise from a growing and ageing population?"	What are the key challenges faced by cities in High-Income Countries	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding
Lesson aim	To understand the distribution of global population and identify factors influencing population density.	To define population and explore the key drivers of population change.	To introduce the Demographic Transition Model (DTM) and population pyramids as tools for population analysis.	To explore policies and approaches used by governments to manage population.	To understand the implications and challenges associated with demographic shifts	To understand urbanisation and explore specific challenges faced by cities in HICs.	

This knowledge is needed to

- Understand how population is distributed in Africa and what factors influence this?
- And how can issues of urbanisation in Kenya be managed?

Where are all the people in the world?	There are around seven thousand million people in the world today. Some parts of the world are extremely empty, others are very congested. About one third of the land is covered in desert and a similar proportion is covered by ice and rock. This means that over half of the world's dry land is more or less uninhabitable and that most people crowd together in what remains. The highest population are to be found in lowland regions where people can grow crops or keep animals.
What is population?	Population is the number of people in a certain area
Why does population change?	Population is influenced by birth rates, death rates and migration.
What is migration?	Migration includes both immigration, when people move to a country, and emigration, when people move away from a country.
How do geographers measure population?	Population changes can be shown on a Demographic Transition Model (DTM). When looking at population, structure as well as total numbers is important. This means looking at the number of people in each age group and how those numbers are changing. These are known as population pyramids. Countries at different stages of the DTM have different shaped population pyramids.
How do countries manage population?	Governments sometimes create policies to manage their population. There are different ways of managing population such as encouraging people to have more or fewer children or limiting birth rates by law.
What challenges can a growing and ageing population present?	As a nation we're living longer than ever before.. Some health issues are projected to pose a challenge to our health and social care system
What is urbanisation?	Urbanisation is the increase in the proportion of people living in towns and cities.
How does urbanisation occur?	Urbanisation occurs because people move from rural areas (countryside) to urban areas (towns and cities). This usually occurs when a country is still developing
What are cities in HICs like?	Cities in HICs are often well-established and have grown over a long period of time HIC cities are located around the globe. Examples include New York in the USA, Montevideo in Uruguay, London in the UK, Seoul in the Republic of Korea, and Sydney in Australia.
How have HIC cities developed over time?	Profits from slavery allowed port cities like London, Bristol, Glasgow, and Liverpool, to grow and become wealthier Many believe that the wealth from slavery enabled the Industrial Revolution to take place. Cities in HICs grew during and after the Industrial Revolution. People moved from the countryside to cities looking for work in factories.
How are the challenges of HIC cities overcome?	HIC cities have many challenges that require careful management. These include: - Waste disposal, Congestion, Pollution and Energy use

<https://www.bbc.co.uk/bitesize/topics/zg7nvcw/articles/zxv4cmn>

Pupils outcomes – pupils should know be able to know and do

<p>Locational Knowledge:</p> <ul style="list-style-type: none"> I can identify regions on a world map that are densely or sparsely populated. I can point out regions where the population is changing. I can use the Demographic Transition Model (DTM) to understand how populations change over time. I can recognize countries with different population management policies. I can identify regions facing challenges due to population changes. I can name major High-Income Cities around the world. 	<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> I can explain how physical features influence where people live. I can identify the social and economic factors that change population. I can analyze how age groups affect population growth. I can understand how government policies can shape a population. I can analyze the challenges that come with population changes. I can discuss the challenges faced by High-Income Cities like waste, congestion, pollution, and energy use.
<p>Place Knowledge:</p> <ul style="list-style-type: none"> I can describe the characteristics of densely and sparsely populated regions. I can explain how birth rates, death rates, and migration impact population. I can interpret different shapes of population pyramids and explain their importance. I can understand how policies affect the structure of a population. I can discuss how an ageing population affects healthcare and society. I can describe the characteristics and growth patterns of High-Income Cities. 	<p>Geography Skills and Fieldwork:</p> <ul style="list-style-type: none"> I can use maps and visual aids to understand where people live. I can analyze and interpret data about populations. I can use models and pyramids to understand population trends. I can evaluate different ways countries manage their population. I can suggest solutions to challenges caused by population changes. I can propose ideas to tackle problems faced by cities in wealthy countries.

Adaptive Teaching

Geography Scheme of work



Duration
5 lessons

43. The Geography of Africa (Year 8 SF)

Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is Africa and what are the physical and human features of the continent?

Why is the Nile so amazing?

What is Kenya like? And how can issues of uneven development in Kenya be managed?

This knowledge is needed to

- Apply research from secondary sources to a similar SOW on 'geography of Russia'

How is the population distributed in Africa and what factors influence this?

Where is Mount Nyiragongo, and why is it important for the DRC?

Key knowledge needed

Where is Africa?	Africa is surrounded by Europe to the north, the Indian Ocean to the east and the Atlantic Ocean to the west. There are more than 50 different countries in Africa.
What are the physical and human features of the continent?	It is the second largest continent in the world. It is so big, that there are lots of different places and weather in Africa including wet rainforests, hot beaches, dry deserts and cold snow.
How is the population distributed in Africa and what factors influence this?	The largest country by population in Africa is Nigeria. The largest country by area in Africa is Algeria. The longest river in Africa is the River Nile in Egypt. Victoria Falls in southern Africa is the largest waterfall in the world. The Sahara is the world's largest hot desert. Big cities in Africa are Cairo (in Egypt), Lagos (in Nigeria), Nairobi (in Kenya) and Luanda (in Angola).
Comparing Africa and the UK	Scotland and Ethiopia both have areas called the 'highlands'. These are areas of high mountains.
What is Kenya like? And how can issues of uneven development in Kenya be managed?	Kenya lies along the Equator on the east coast of Africa, next to the Indian Ocean. The capital city is Nairobi. It has a population of over 46 million people. It is a very diverse population with over 40 ethnic groups including the Kikuyu, Luo and Maasai. Kenya is an example of a low income country (LIC). Gross National Income (GNI) is \$1,290 per person compared to \$42,000 per person in the UK. Life expectancy is 62 years and infant mortality 36 per 1,000. 75 per cent of the population live in rural areas, most are small scale farmers and most live in poverty. Tourism has already reached a point of decline. Controversial presidential elections in 2007 followed by terrorist attacks in 2013 and 2014 caused a massive decline in visitors. Political instability, violent crime, harassment of tourists, over-commercialism of safari parks and environmental degradation have all discouraged many tourists from visiting the country. <ol style="list-style-type: none"> 1. Aid is assistance given from one country to another. It includes money, equipment, training and loans. It can be foreign aid from the government of one country to another 2. Non-governmental aid. Christian Aid, together with its partner, Maji na Ufanisi, which means 'Water and Development', has been working in the slums of Nairobi, to provide

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> • Looks at a globe and describes its shape. • Points to sea/lands on globe • Refers to our planet as 'Earth' 	<ul style="list-style-type: none"> • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that water on simple maps is coloured blue • Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests • Indicates that some people around the world dress differently to them • Indicates that some people around the world live in different types of buildings • Recognises that some people around the world speak different languages to them • Indicates that some people around the world eat different foods to them • Makes a simple pictorial representation of what they have seen 	<ul style="list-style-type: none"> • Locates land masses and oceans on a 2D map and a globe • Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city • Compares elements of physical and human geography between their locality and that of a contrasting non-European city using pictorial sources, e.g. size of rivers • Compares familiar elements of physical geography to their locality and that of a contrasting non-European city • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Records ideas using drawing or information and communication technology 	<ul style="list-style-type: none"> • Locates the world's seven continents and five oceans using a globe • Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city • Simply describes the importance of some physical geographic features in their locality and that of a contrasting non-European city, e.g. a river for transport or as a food source • Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city • Identifies and simply describes some familiar physical geographic features, in their locality and that of a contrasting non-European city • Draws a simple map with detail, including a basic key with some support • Records temperatures, e.g. in different places around the setting 	<ul style="list-style-type: none"> • Identifies hot and cold places on globe • Explains where to find the Equator on a globe • Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country • Identifies and describes simple similarities between a small area of the UK and a small area in a contrasting non-European country • Pinpoints the main key features of physical geography in a small area of the UK and a small area in a contrasting non-European city • Pinpoints the main key features of human geography in a small area of the UK and a small area in a contrasting non-European city • Pinpoints hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> • Classifies key areas of human geography by their main characteristics • Classifies key areas of physical geography by their main characteristics



Duration
5 lessons

44. Geology (Year 8 SF)

Sequencing

Recapping prior knowledge

- Locational knowledge of the UK
- Human and physical geography of the UK

What are the UK's main rock types?

How does weathering affect rocks?

What is the Geology of the Peak District?

This knowledge is needed to

- Coasts- erosion
- Tectonics - plates

What is a rock cycle?

How do we use the different types of rock?

Key knowledge needed

What are the UK's main rock types?	The rocks on Earth are constantly changing due to many different processes. Rock types in the UK - igneous, sedimentary and metamorphic. It is not easy to work out what type of rock lies below ground, except in areas where the soil and vegetation is very thin, eg mountains. This is why geological maps are useful.
What is a rock cycle?	Rocks on Earth do not always stay the same. Rocks are continually changing due to processes such as weathering, erosion and large earth movements. The rocks are gradually recycled over millions of years, changing between the different rock types. This recycling of rocks is a process called the rock cycle.
What are the different ways for rocks to be recycled?	Sedimentary rocks can change into metamorphic rocks due to heat and pressure from the movements of the Earth. Those metamorphic rocks can be weathered, eroded, and the pieces transported away. The pieces of rock could be deposited in a lake or sea, eventually forming new sedimentary rock.
How does weathering affect rocks?	Weathering is one of the many processes that occur in the rock cycle. Weathering breaks down rocks on the surface of the Earth. Another process of the rock cycle is erosion. Erosion is the process of moving the small pieces of rock formed by weathering. Erosion occurs from the action of water or wind.
How do we use the different types of rock?	Uses of igneous rocks - curdling stones, decorative uses Uses of sedimentary rocks - sandstone, limestone Uses of metamorphic rocks - marble (decorative uses), roof tiles



Working towards

- Suggests where to find rocks
- Suggests where to find soil
- Looks at a globe and describes its shape
- Anticipates one thing they may see outside, e.g. a bird
- Identifies some common structures
- Names some buildings
- Handles a magnifying glass and camera

Stepping stones

- Describes features of the land using appropriate language
- Observes and comments on the effect of natural elements, e.g. wind, water, etc
- Gives simple reasons why something has eroded in the environment
- Looks at examples of rock formations and comments on the shapes/colours they see
- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests
- Classifies a place as being built or created by people, e.g. a shop, office
- Classifies a place as being created by nature, e.g. a cliff, beach
- Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert

Oakwood Learning Stage 1

- Identifies some familiar physical geographic features, e.g. river, beach, mountain
- Use basic geographical vocabulary to refer to key physical features

Oakwood Learning Stage 2

- Use basic geographical vocabulary to refer to key physical features
- Suggests ways people have an effect on their surroundings
- Suggests ways in which to improve areas of environmental concern
- Describes the effects of weather conditions

Oakwood Learning Stage 3

- Explains what could happen if there is too much/not enough of a weather type

Oakwood Learning Stage 4

- Gains information about physical and human geography using range of sources
- Identifies and describes what can affect (positively and negatively) different aspects of physical geography



Duration
7 lessons

46. Investigating coasts (Year 8 SF)

The exploration of Britain's coasts, their uses and the dangers they face



Sequencing

Recapping prior knowledge

- Locational knowledge of UK
- Physical features of the UK

What are the features of a coastline?

How do waves shape the land?

- The difference between erosion, transportation and deposition

What are headlands and bays?

How do we prevent coastal erosion?

- Using hard engineering = sea walls, rock armour, groynes, gabions
- Using soft engineering - beach nourishment, dune regeneration, managed retreat

This knowledge is needed to

- Rivers - transportation
- How do waterfalls form?
- River features

What are the factors which influence waves?

The different impacts of erosion

- Stacks, longshore drift and spits

Examples of coastal landforms

Key knowledge needed

What is a coast?	A coast is a strip of land that meets the sea or the ocean
What oceans are the UK surrounded by?	The UK is surrounded by the North Atlantic Ocean, the North Sea, the Irish Sea and the English Channel.
What is a wave?	When the wind blows over the sea, it creates waves.
What are the factors which influence waves?	The size and energy of the wave depends on certain factors: <ul style="list-style-type: none"> • the fetch - how far the wave has travelled • the strength of the wind • how long the wind has been blowing for
How do waves shape the land?	Coastlines are shaped by a number of processes such as erosion, transportation and deposition.
What is erosion?	Where rocks are worn away, in this case by the action of waves.
What is transportation?	When sediment (small fragments of rocks and soil) is moved by waves.
What is deposition?	When water, that is carrying sediment (small fragments of rocks and soil), loses its energy it drops the material it is carrying. This often builds up to form a beach.
What are the sea defences?	Many coastal towns, such as Blackpool, have built sea defence walls to make the coast stronger and slow down the erosion.

Useful teacher resources

BBC Bitesize- <https://www.bbc.co.uk/bitesize/topics/z6bd7ty>
 Twinkl- <https://www.twinkl.co.uk/teaching-wiki/coast#:~:text=The%20coast%20is%20the%20land,and%20currents%20help%20create%20coastlines,>

Pupils outcomes - pupils should know be able to know and do

WT/O LS1	<ul style="list-style-type: none"> • I can talk about the coast of Britain and why it is important. • I can describe the different ways that people use Britain's coasts. • I can explain some of the dangers that are present on Britain's coasts. • I can understand and explain why it is important to protect Britain's coasts. • I can describe how different parts of Britain's coasts are different from each other.
OLS2 +	<ul style="list-style-type: none"> • I can locate Britain's coasts on a map and describe their physical and human features. • I can identify and explain the uses of Britain's coasts, including ports, beaches, and tourist attractions. • I can understand and explain the dangers that Britain's coasts face, such as erosion, flooding, and pollution. • I can analyze the impact of human activity on Britain's coasts, such as coastal development, fishing, and tourism. • I can understand and explain the importance of preserving Britain's coasts and the measures taken to protect them from the dangers they face.

Duration
7 lessons

47. Tectonics (Year 8 SF)



Sequencing

Recapping prior knowledge

• ?

1. What is the structure of the Earth?

3. What are the different plate boundaries?

5. How can we predict, protect and prepare for volcanic eruptions?

7. How can we measure, predict and protect against earthquakes?

9. What were the responses to the 2011 Japanese earthquake and tsunami?

This knowledge is needed to

• ?

2. How do the Earth's plates move?

4. What are composite and shield volcanoes?

6. What are the positive and negative impacts of volcanoes?

8. What are tsunamis and how do they form?

Key knowledge needed

What is the structure of the Earth?	The Earth is made of different layers: the core, mantle and crust.
What is the Plate tectonic theory?	The crust of the Earth is not made up of one solid piece - it is split into plates which float on the upper portion of the mantle. These plates move slowly and either move apart, towards or past each other. The point at which these plates meet is known as a 'plate margin'. It is at the plate margins where the most tectonic activity and tectonic hazards, such as volcanoes and earthquakes, occur
How do the Earth's plates move?	There are two theories as to why these plates move. The first, and most common, theory is that the plates move due to convection currents in the Earth's mantle. This is where the heat from the Earth's core causes magma to rise. As it nears the Earth's surface, it then cools and sinks. This circular motion causes the plates in the crust to move. The second theory is known as 'slab pull' where it is thought that the movement is caused by the weight of heavier denser plates sinking into the mantle and dragging other sections of the plate with it.

Useful teacher resources

BBC Bitesize- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks3-plate-tectonics/zrc992p>
 BBC Bitesize - <https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/zrcgr2p#:~:text=The%20Earth%20is%20made%20of,to%20earthquakes%20and%20volcanoes%20forming.>

Pupils outcomes - pupils should know be able to know and do

WT /OL S1	<ul style="list-style-type: none"> I can identify different types of volcanoes and earthquakes. I can explain how volcanoes and earthquakes happen. I can describe the effects of volcanoes and earthquakes on people and the environment. I can understand how scientists monitor and predict volcanic and earthquake activity. I can explain why some places are more at risk of volcanoes and earthquakes than others.
OLS 2 +	<ul style="list-style-type: none"> I can explain how the Earth's plates move and describe the types of plate boundaries. I can describe how different landforms are created by tectonic activity at plate boundaries. I can explain how earthquakes are caused by tectonic plate movements and describe how they are measured. I can explain how volcanic eruptions occur and describe their impacts on people and the environment. I can describe how tectonic activity affects populations and the environment around the world. I can analyze case studies of past tectonic events and evaluate their impacts. I can explain the importance of preparing for, predicting, and reducing the risks of tectonic hazards.



Duration
7 lessons

49. Ecosystems (Year 9 SF)



Sequencing

Recapping prior knowledge

- Biomes and vegetation belts
- Natural resources and Sustainable living
- Basic Geography
- Terminology: Students should be familiar with basic geography terms like climate, habitat, species, and environment.
- Familiarity with Maps and Globes.
- Knowledge of Environmental Factors: Basic knowledge of factors like temperature, having some understanding of the variety of life on Earth and the different types of plants and animals will be beneficial.

Lesson Focus	Introduction to Ecosystems	Types of Ecosystems and Biomes	Major Biomes of the World	Flora and Fauna in Biomes	Importance of Rainforests, with a Focus on the Amazon	Threats to Rainforests and Conservation Efforts	Review and Reflection
Enquiry question	What are the key elements that make up an ecosystem?	How do factors like temperature, precipitation, and soil fertility influence the types of life that thrive in a particular biome?	Where are the major biomes located around the world, and what are their defining characteristics?	How do plants and animals adapt to survive in their specific biome?	Why are rainforests like the Amazon considered vital for global biodiversity and human well-being?	What are the main causes of deforestation in the Amazon, and what can be done to protect it?	To review key concepts about ecosystems and rainforests, and reflect on conservation efforts.
Lesson aim	To introduce the concept of ecosystems and their components.	To differentiate between various types of ecosystems, focusing on biomes.	To identify and locate the major biomes of the world.	To understand the different plants and animals that inhabit each biome.	To understand the significance of rainforests, specifically the Amazon.	To recognize the causes and impacts of deforestation in the Amazon.	

This knowledge is needed to

- Understand what evidence do we have to show that the climate is changing?
- What are the possible effects of climate change?
- How are biomes distributed across Russia and what are their key features?
- Climate Change and Global Warming: Understanding the impact of climate change on ecosystems and how human activities contribute to these changes
- Geographical Information Systems (GIS): Learning about the use of technology to analyze and visualize spatial data, which can be applied in the study of ecosystems.

Key knowledge needed

What are biomes?	Biomes are large-scale ecosystems. What lives in each biome depends on: <ul style="list-style-type: none"> • how warm or cold it is • how dry or wet it is • how fertile the soil is
What are the six types of biome and what are their features?	<ul style="list-style-type: none"> • Rainforest - Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. • Deserts - Deserts are dry all year round • Savannah - The savannah is hot all year round with a long, dry season. • Woodlands - are habitats where the main plants found are trees, but mosses, ferns and lichen can also be found. • Grasslands - are areas of land that are vast and open. Grasses are the main plants. • Tundra - The tundra is the coldest of all the biomes. There is very little rain or snow and the temperatures are freezing
Where are the major biomes of the world located?	<ul style="list-style-type: none"> • See here - https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p • See here - https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zhh6trd
What plants and animals live in each biome?	<ul style="list-style-type: none"> • See here - https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p
Why do biomes like the rainforest matter?	Lots of different plants and animals live there. Rainforests like the Amazon have lots of natural resources and are also a source of medicines and food.
Why do global biomes vary?	The characteristics of global biomes are determined by several factors <ul style="list-style-type: none"> • Latitude - Biomes closer to the equator are hotter as the sun's radiation is more concentrated here due to the curvature of the Earth • Altitude - Higher land is cooler and wetter. • Continentality - Places closer to the sea have milder and often wetter biomes than those inland. • Ocean currents - Warm ocean currents bring milder temperatures and higher precipitation. Cold ocean currents bring cooler temperatures and lower precipitation. A cold ocean current flowing along the south-west coast of Africa created the Namib desert.
What is the structure of the Amazon rainforest?	Rainforests have four main layers: the emergent, the canopy, the under canopy and the forest floor.
Why is the nutrient cycle important in the rainforest?	https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zp9thcw
How have plants and animals adapted to survive in the Amazon?	Some areas of rainforest are vast with indigenous tribes who have never had contact with the outside world.
What are the causes and impact of deforestation in the Amazon? How can the Amazon be conserved?	There are many causes of rainforest deforestation, which leads to loss of habitats, soil erosion, flooding and global warming. International agreements, 'debt for nature' swaps and selective logging and replanting of trees can all be used to help reduce deforestation.

Adaptive Teaching

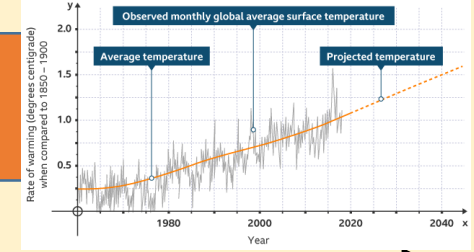
Pupils outcomes – pupils should know be able to know and do

<p>Locational Knowledge: I can identify different types of ecosystems. I can locate and name major biomes around the world. I can recognize the Amazon rainforest and understand its significance</p>	<p>Human and Physical Geography: I can explain how factors like temperature, precipitation, and soil fertility influence the types of life in a biome. I can discuss how human activities impact rainforests. I can recognize the causes and impacts of deforestation in the Amazon. I can analyze how human actions contribute to deforestation.</p>
<p>Place Knowledge: I can describe the key components of an ecosystem. I can explain how plants, animals, and the environment interact in an ecosystem. I can differentiate between various types of ecosystems, including biomes. I can explain why rainforests like the Amazon are important for biodiversity and human well-being. I can describe the unique features and climates of each major biome. I can discuss the distribution of flora and fauna in different biomes.</p>	<p>Geography Skills and Fieldwork: I can use maps and resources to find and learn about different biomes. I can discuss ways to protect rainforests, including international agreements and conservation methods.</p>



Duration
6 lessons

50. Climate change (Year 9 SF)



Sequencing

Recapping prior knowledge

- Weather and the seasons
- Ecosystems
- What are the causes and impact of deforestation in the Amazon?

Lesson Focus	What is Climate Change?	Why is the Climate Changing?	Evidence of Climate Change	Greenhouse Gases and Human Activity	Current and Projected Temperatures	The Greenhouse Effect and Managing Climate Change	7 Review and Reflection
Enquiry question	What is climate change and how does it occur naturally?	Why have temperatures been increasing more rapidly in recent years?	What forms of evidence support the existence of climate change?	How do human activities contribute to the concentration of greenhouse gases?	What are our current average temperatures and what are the projections for the future?	How does the greenhouse effect work, and what can be done to manage climate change?	Review the key concepts, events, and knowledge covered throughout the scheme of work. Engage in class discussions, quizzes, or interactive activities to assess understanding
Lesson aim	To define climate change, understand its natural occurrence, and explore its causes.	To understand recent temperature trends and the role of human behavior in climate change.	To explore various forms of evidence that demonstrate the reality of climate change.	To understand the role of greenhouse gases and how human activities release them.	To investigate current temperatures and future projections, and discuss potential impacts.	To understand the greenhouse effect, explore strategies for managing climate change, and discuss adaptation measures.	

This knowledge is needed to

- Energy
- What is fracking and why is it controversial?
- How has climate influenced the distribution of biomes across Russia?

Key knowledge needed	
What is climate change?	Climate change refers to changes in the Earth's average temperature. These changes occur naturally over time,
Why is the climate changing?	In recent years, temperatures have been increasing more rapidly than in the past. Global temperatures are around 1 °C higher than they were around 300 years ago. Most scientists think that human behaviour is increasing the amount of greenhouse gases in the atmosphere, which is causing more rapid changes to the climate.
What are the natural causes of climate change?	Climate change occurs naturally through things like volcanic eruptions, changes in the Earth's orbit and variations in the Sun's energy.
What clear evidence is there that climate change is taking place?	Tree rings - The rings found within a tree trunk can show how old the tree is and what the climate was like during the life of the tree Ice core samples - Ice cores are drilled out of ice sheets or glaciers. The tiny air bubbles within the ice contain gases found in the atmosphere in the past. Ice cores from Antarctica have provided information about the climate from as far back as 800,000 years ago. Ice cover - Ice sheets and glaciers change in size in response to global temperatures
What are greenhouse gases?	Humans are increasing the concentration of greenhouse gases, such as carbon dioxide and methane, within the atmosphere Greenhouse gases can be released by human activity, such as: - burning of fossil fuels, which releases carbon dioxide into the atmosphere. - deforestation, as trees absorb carbon dioxide and store carbon. - food waste, which creates methane when it breaks down.
What is our average temperature and projected temperature in the future?	Link - https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/z773ydm
What is the greenhouse effect?	The greenhouse effect is a natural process that keeps the planet warm. Without it, humans would not be able to live on Earth.
How can climate change be managed?	Climate change can be managed by limiting or preventing the amount of greenhouse gases that we produce. Examples of this are renewable energy, such as solar panels, and new technology, such as electric vehicles. Adaptation - learning to live with climate change. Examples of this include building flood defences to protect against rising sea levels, and developing new crops that are drought-resistant.
What is the impact of climate change?	A change to the location of the Earth's climate belts, which would make it difficult for some countries to grow food. flooding of coastal and low-lying communities. the spread of tropical diseases, like malaria, to places that are further north and south.



Adaptive Teaching



Pupils outcomes – pupils should know be able to know and do	
<p>Place Knowledge:</p> <ul style="list-style-type: none"> I can identify and describe places in the world affected by climate change. I can explain how climate change impacts specific environments like polar regions or coastal areas. I can recognize places where people are taking steps to adapt to climate change. 	<p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> I can explain how natural processes like volcanic eruptions contribute to climate change. I can describe how human actions, like burning fossil fuels, speed up climate change. I can talk about how climate change affects animals, people, and the spread of diseases.
<p>Locational Knowledge:</p> <ul style="list-style-type: none"> I can locate areas around the world that are vulnerable to climate change. I can show where greenhouse gases come from and where they are found in the world. I can point out places where scientists have found evidence of climate change, like ice cores and tree rings. 	<p>Geography Skills and Fieldwork:</p> <ul style="list-style-type: none"> I can use maps and pictures to find places affected by climate change. I can look at tree rings and ice cores to learn about climate change. I can work with others to come up with ideas to deal with climate change. I can explore my local area to see how climate change is affecting plants and trees.

Duration
5 lessons

52. Glaciation (Year 9 SF)

Sequencing

Recapping prior knowledge

- Continents and oceans
- The water cycle

What are glaciers?

What are the impacts of glacial retreat?

How can glacial landscapes be managed

This knowledge is needed to

- Energy
- Physical geography

The impact of glaciation - i.e. corries and glacial troughs

What are the opportunities and challenges associated with glacial landscapes?

Key knowledge needed	
What are glaciers?	Glaciers are large masses of frozen ice that move slowly downhill. They cover about 10% of the Earth's surface in cold regions such as Antarctica and the Arctic as well as in high mountain ranges such as The Alps, Andes and Himalayas.
How are glaciers made?	Glaciers are made up of snow that has built up over many years. The weight of the layers of snow become compressed into ice. This process, for most glaciers, takes over a hundred years.
Where can glaciers be found?	91% of all glaciers are found in Antarctica, 8% in Greenland with the remainder being found across every continent except Australia.
What is glacial retreat?	Glacial retreat is when glacial melt occurs faster than new seasonal snow and ice have time to accumulate.
What is the impact of glaciation	As glaciers move, they wear away the surrounding land through erosion. Glaciers sometimes transport material over long distances before eventually depositing it. Corries and glacial troughs are examples of glaciation occurring.
What are the glacial processes?	As glaciers move a number of processes take place. These are erosion, transportation and deposition. As glaciers move, they wear away the land around them through a process called erosion. The eroded material is then transported by the glacier before finally being deposited, or 'dropped off'.
What is erosion, transportation and deposition?	Erosion - Although glaciers move very slow, they are very powerful. As they move, they erode the land around them in two ways. Abrasion - rocks trapped in the glacier rub against the valley floor wearing it away like sandpaper. Transportation - Eroded material, such as rock, is moved by the glacier. This material is known as moraine. Some is frozen inside the glacier; some is carried on the top of it and some is pushed in front. This is called transportation. Deposition - As ice starts to melt, this moraine is dropped off and this is now known as till or boulder clay. This process is called deposition. Glaciers are capable of transporting even heavy boulders. When these are deposited they are known as erratics.
What are glacial landforms?	Glacial landforms are formed as a result of the erosion and deposition process. There are lots of glacial landforms that can be found in the UK, for example in Snowdonia in Wales.
What are the opportunities and challenges associated with glacial landscapes?	Glaciated areas have many uses that can provide benefits to the area but can also lead to challenges. Positives - attracting tourism for outdoor activities such as mountain climbing/hiking/snowboarding, quarrying (rock trade) Negatives - increased traffic with tourism, farming difficulties, quarrying (pollution)

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> • Looks at a globe and describes its shape • Describes temperature in terms of hot and cold • Suggests what they might find in the sea • Identifies an attribute of a habitat, e.g. the Arctic is "Cold" 	<ul style="list-style-type: none"> • Points to sea/lands on globe • Refers to our planet as 'Earth' • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that water on simple maps is coloured blue • Observes and comments on the effect of natural elements, e.g. wind, water, etc. • Gives simple reasons why something has eroded in the environment 	<ul style="list-style-type: none"> • Locates land masses and oceans on a 2D map and a globe • Describes structures using terms related to shape and position • Identifies some familiar physical geographic features, e.g. rivers, beaches, mountains, glaciers • Lists places in the world they know to have a hot or cold climate • Describes water in different weathers, e.g. ice or rain • Records ideas using drawing or information and communication technology 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features • Suggests ways in which to improve areas of environmental concern • Describes weather conditions using appropriate vocabulary 	<ul style="list-style-type: none"> • Pinpoints hot and cold areas of the world in relation to the Equator and the North and South Poles • Identifies and describes familiar physical geographic features, e.g. cliff, coast, valley • Gives an example of water in different states • Finds out things using secondary sources of information • Locates places and oceans using a simple atlas, map or globe • Recognises familiar landmarks on aerial photographs and plan perspectives • Describes similarities and differences they have found when comparing different places 	<ul style="list-style-type: none"> • Identifies the positions of the Arctic and Antarctic Circles • Gains information about physical and human geography using range of sources • Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K. • Identifies key features of physical geography, using appropriate vocabulary • Draws simple conclusions using observations



Duration
5 lessons

53. Energy (Year 9 SF)

Sequencing

Recapping prior knowledge

- Development
- Examples of developed and under developed countries
- Uneven development

What is the global distribution of energy use and production?

What are the advantages and disadvantages of non-renewables?

What is fracking and why is it controversial?

This knowledge is needed to

- Development - Russia supply of energy across Europe

What is energy security and energy poverty?

What are the advantages and disadvantages of renewables?

What are the advantages and disadvantages of nuclear energy?

Key knowledge needed

What is Energy?	Energy powers our homes, industries and transport systems
What are the different types of Energy?	This is often electricity but can also be fuels like wood and petroleum.
What is energy consumption?	Energy use is often measured per capita.
Which countries are the highest consumers of energy?	Iceland, Canada, the United States and wealthier nations in the Middle East are amongst the highest consumers of energy per capita. Iceland is able to exploit geothermal power and many Middle Eastern countries have large reserves of oil
What are non-renewable energy sources?	Non-renewable energy resources cannot be replaced and so they will eventually run out. Examples include fossil fuels and nuclear power.
What are renewable energy sources?	Renewable energy sources can be replaced quickly. Examples include wind power, hydroelectric power (HEP), and solar energy.
What are the advantages and disadvantages of non-renewables?	https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z3bgvwx
What is energy poverty?	lack of access to electricity and dependence of the household energy needs on burning solid biomass using inefficient and polluting ways.
What is energy security?	Energy security describes access to reliable and affordable sources of energy. Countries like Russia and Canada, with surplus energy, are energy secure. Those with an energy deficit, like the USA, suffer energy insecurity.
What is fracking?	is the process of extracting natural gas from shale rock layers deep within the earth. Horizontal drilling allows for the injection of highly pressurised fracking fluids into the shale area. Scientists are divided as to the safety of these methods.
What are the advantages and	https://www.bbc.co.uk/bitesize/topics/zjsc87h/articles/z3bgvwx#z8dbvwx6

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> • Names some buildings • Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest • Points out and simply describes the information contained in a photo or picture 	<ul style="list-style-type: none"> • Makes a simple pictorial representation of what they have seen • Identifies some different types of homes • Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc 	<ul style="list-style-type: none"> • Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city • Lists places in the world they know to have a hot or cold climate • Finds information using different sources 	<ul style="list-style-type: none"> • Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city • Suggests ways people have an effect on their surroundings • Suggests ways in which to improve areas of environmental concern 	<p>Describe and understand key aspects of rivers</p> <ul style="list-style-type: none"> • Describe and understand key aspects of the distribution of natural resources including energy <p>Identifies and describes simple similarities between a small area of the UK and a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> • Finds out things using secondary sources of information 	<ul style="list-style-type: none"> • Gains information about physical and human geography using range of sources



Duration
14 lessons

55. The Geography of Russia (Year 8 SF)



Sequencing

Recapping prior knowledge

- World continents and countries
- Physical and Human features
- Rivers
- Development

Where is Russia and what are some of its key human and physical features?

How are biomes distributed across Russia and what are their key features?

What is Russia's role in Europe's energy resources?

This knowledge is needed to

?

How is the population distributed across Russia?

How has climate influenced the distribution of biomes across Russia?

Why are some countries not trading some goods and resources with Russia due to the invasion of Ukraine? What impact will this have on all?

Key knowledge needed

Where is Russia?	Russia is the largest country in the world by area and it lies in the Northern Hemisphere and spans the continents of Asia and Europe.
What are some of its key physical features?	<ul style="list-style-type: none"> Russia is the largest country in the world. It covers an area of 17,098,242 km², which is approximately 70 times greater the size of the UK. The country spans 11 time zones. Russia is located in the Northern Hemisphere. The climate is largely cold and continental, but wide variations in temperature and precipitation exist due to the size of the country. Russia contains several biomes, examples of which include: <ul style="list-style-type: none"> A Taiga biome in Russia, with evergreen forest - Taiga vegetation covers most of the country. This is evergreen forest, with trees such as spruce, fir and pine Tundra biomes are found in the far north of Russia. Small shrubs, mosses and lichens grow, and these provide food for animals such as reindeer. Larger species of vegetation struggle to exist in the cold, dry conditions found here. Deserts are located in the far south of Russia. These areas have very little precipitation and so few plants can grow here.
What are some of its key human features?	<p>Russia is the ninth most populous country in the world, with a population of approximately 144 million people. The major language is Russian. Life expectancy is almost 73 years, so the average person in Russia can expect to live beyond retirement age. Literacy rates are above 99 per cent. This means that almost all Russian people can read and write.</p> <p>Population - most people live in the west of the country. This is where the capital city of Moscow and is located, as well as many other larger cities</p> <p>Economy - Russia is a BRICS economy. The BRICS are a group of countries experiencing fast economic growth. Russia's main exports include fossil fuels (such as coal, oil and gas) and wheat. Its imports include aircraft and cars. China, Germany and Belarus are major trading partners.</p>
How is the population distributed across Russia?	<p>In recent years, Russia's population has decreased due to low birth rates and a period of lower life expectancy. People in Russia can now expect to live longer.</p> <p>Since 2008, the population has started to grow. This is the result of:</p> <p>Increased birth rates - President Vladimir Putin is aiming to further increase birth rates through providing incentives such as tax breaks for families and free school meals for primary students.</p> <p>Increased life expectancy - People in Russia can now expect to live on average five years longer than they did back in 2008. Life expectancy between men and women varies. On average, women in Russia can expect to live ten years longer than men. This is a pattern that is reflected in many countries.</p>
What is Russia's role in Europe's energy resources?	<p>Russia has large reserves of oil and gas. The country has more natural gas than any other nation, with approximately 20 per cent of the world's total supply. It also has large reserves of oil, equating to around six per cent of the world's total. The country has invested in manufacturing and the oil industry, and has formed new trade links with other countries. Russia has a positive balance of trade.</p> <p>Note as of March 2022: Some countries are not trading some goods and resources with Russia due to the invasion of Ukraine. The economic information in this guide may therefore change</p>

Useful teacher resources

The geography of Russia - <https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4>
 How Russia is changing - <https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/z94txbk>

Pupils outcomes - pupils should know be able to know and do

WT/ OLS1	<ul style="list-style-type: none"> I can point to Russia on a map and describe what the country is like. I can name and describe different types of land in Russia, like mountains and rivers. I can explain how the weather in Russia affects the people who live there. I can talk about the different parts of Russia and what makes them important. I can understand and explain how the geography of Russia affects its economy and people.
OLS2 +	<ul style="list-style-type: none"> I can understand where Russia is on a map and describe some important things about the country. I can name and describe different landforms in Russia like mountains, rivers, and plains. I can explain how the tundra, taiga, and steppe biomes affect Russia's economy and culture. I can understand and explain how Russia's climate affects its people and industries. I can analyze different regions of Russia and explain their importance, such as Siberia, the Far East, and European Russia.

Archive schemes of work

Duration
6 lessons

49. Ecosystems (Year 9 SF)

Sequencing

Recapping prior knowledge

- Biomes and vegetation belts
- Natural resources and Sustainable living

Where are the major biomes of the world located?

How do high and low pressure systems influence the world's biomes?

Why is the nutrient cycle important in the rainforest?

What are the causes and impact of deforestation in the Amazon?

This knowledge is needed to

- Understand what evidence do we have to show that the climate is changing?
- What are the possible effects of climate change?
- How are biomes distributed across Russia and what are their key features?

What are the features of the major biomes of the world?

What is the structure of the Amazon rainforest?

How have plants and animals adapted to survive in the Amazon?

How can the Amazon be conserved?

Working towards

- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Identifies a difference between two familiar outdoor places
- Describes temperature in terms of hot and cold
- Names and matches different types of weather on a weather diary
- Points out and simply describes the information contained in a photo or picture

Stepping stones

- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests
- Classifies a place as being created by nature, e.g. a cliff, beach
- Matches pictures of known animals to their normal habitats
- Shows an awareness of place/habitat, e.g. conkers and acorns found near trees
- Links plants to simple habitats, e.g. seaweed to sea, oak tree to forest, cactus to desert, etc.
- Observes and comments on the effect of natural elements, e.g. wind, water, etc

Oakwood Learning Stage 1

- Use basic geographical vocabulary to refer to key physical features
- Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city
- Compares elements of physical and human geography between their locality and that of a contrasting non-European city using pictorial sources, e.g. size of rivers
- Compares familiar elements of physical geography to their locality and that of a contrasting non-European city, e.g. weather and vegetation

Oakwood Learning Stage 2

- Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city
- Simply describes the importance of some physical geographic features in their locality and that of a contrasting non-European city, e.g. a river for transport or as a food source
- Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city
- Identifies and simply describes some familiar physical geographic features, in their locality and that of a contrasting non-European city

Oakwood Learning Stage 3

- Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country
- Identifies and describes simple similarities between a small area of the UK and a small area in a contrasting non-European country
- Pinpoints the main key features of physical geography in a small area of the UK and a small area in a contrasting non-European city
- Pinpoints the main key features of human geography in a small area of the UK and a small area in a contrasting non-European city

Oakwood Learning Stage 4

- Simply describes the differences and similarities in lives of people in a region of the UK, a region in a European country and a region within North or South America
- Simply describes the importance of some physical geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. rivers and vegetation belts
- Identifies and simply describes some human geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. economic activity and trade links
- Identifies and simply describes some physical geographic features, in a region of the UK, a region in a European country and a region within North or South America, e.g. climate zones, biomes



Oceans and seas (Willows)

Exploring a globe

Suggests what they may find in the sea

Where are the world's oceans?

Why are our oceans important?

Identifying sea and land on a globe

What is a ocean?

Describes water in different weathers - i.e. ice or rain

What lives in the ocean?

Why are the oceans under threat?

Working towards

- Looks at a globe and describes its shape
- Describes temperature in terms of hot and cold
- Identifies an attribute of a habitat, e.g. the Arctic is "Cold"
- Suggests what they might find in the sea
- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Handles a globe

Stepping stones

- Points to sea/lands on globe
- Indicates that the land on simple maps is coloured green, brown or yellow
- Indicates that water on simple maps is coloured blue
- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests

Oakwood Learning Stage 1

- Locates land masses and some oceans on a 2D map and a globe
- Describes water in different weathers, e.g. ice or rain
- Finds land masses and oceans on a globe

Oakwood Learning Stage 2

- Locates the world's five oceans using a globe
- Explains that an island is surrounded by water
- Classifies the UK as an island

Oakwood Learning Stage 3

- Explains where to find the Equator on a globe
- Locates places and oceans using a simple atlas, map or globe

Oakwood Learning Stage 4

- Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth
- Recognises that the Equator is an imaginary horizontal line dividing the Earth into two hemispheres



Villages, towns and cities (Willows)



Where are the world's people?

What affects where people live?

Where do I live?

Identifying key human and physical features of my local area

What is a settlement?

What makes up a city?

What human and physical features can I find in my settlement?

How are cities and villages different to live in?

Contrasting my local area to another non European place

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> Names a place they know, e.g. home, shop Names a place they have visited Describes a familiar indoor place Describes a familiar outdoor place Identifies a difference between two familiar indoor places, e.g. their bedroom and the bathroom Identifies a difference between two familiar outdoor places Shows an awareness of the purpose of some indoor places Shows an awareness of the purpose of some outdoor places Names some buildings Discusses the shops they have visited and what things they have bought there 	<ul style="list-style-type: none"> Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road Knows number of their house and the name of their street Identifies some different types of homes Identifies the features of the place where they live Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc 	<ul style="list-style-type: none"> States the name of the country in which they live Names some local places Use basic geographical vocabulary to refer to key physical features Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city Identifies some familiar human geographic features, e.g. shop, office, town 	<ul style="list-style-type: none"> States their address including their house number, street and town Draws a simple map with detail, including a basic key with some support 	<ul style="list-style-type: none"> Pinpoints the countries of the UK on a map Names and locates the capital cities of the UK on a map Identifies and describes simple differences between a small area of the UK and a small area in a contrasting non-European country Creates a recognisable map with symbols in a key of a familiar place Classifies familiar features in their locality as human or physical Describes similarities and differences they have found when comparing different places 	<ul style="list-style-type: none"> Simply describes the importance of some physical geographic features in a region of the UK, a region in a European country and a region within North or South America Gains information about physical and human geography using range of sources Gives position coordinates on a 2D grid

Maps and directions (Willows)

Collecting first hand evidence and using maps/globes

Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest

Why do geographers do fieldwork?

Why maps are important and how they are used

Demonstrate curiosity in the outside world

Recognises the terms North, South, East and West and relates to position

Finds items from simple positional and directional clues

What type of enquiries are geographers currently doing?

Create a simple map of roads in my community or local school

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> Anticipates one thing they may see outside, e.g. a bird Describes a familiar indoor and outdoor place Identifies some common structures e.g. runs or points to the wall/fence when asked to Communicates what they can hear and see in the environment Finds an object by location, e.g. find me a member of staff from the office Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. 	<ul style="list-style-type: none"> Classifies a place as being built or created by people, e.g. a shop, office Classifies a place as being created by nature, e.g. a cliff, beach Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment Adds detail to a map of a familiar place, e.g. furniture in their bedroom Finds items from simple positional and directional clues 	<ul style="list-style-type: none"> Recognises the terms North, South, East and West and relates to position Describes position using the terms "right" and "left" correctly Describes position using simple vocabulary, e.g. above, behind, close, left, right Uses simple symbols on their map Draws a simple map, e.g. of their bedroom Describes their route to their setting, e.g. names types of buildings they pass Describes how to get to a place in their setting using simple geographical 	<ul style="list-style-type: none"> Draws a simple map with detail, including a basic key with some support Follows a set of instructions to move the position of themselves or an object Gives instructions to someone else to follow, to move themselves or an object Describes movement using the language of direction, e.g. backwards, left 	<ul style="list-style-type: none"> Describes the location of features and routes on a map using the terms "North", "South", "East" and "West" Creates a recognisable map with symbols in a key of a familiar place Recognises familiar landmarks on aerial photographs and plan perspectives 	<ul style="list-style-type: none"> Describes a location using the eight points of a compass with support Plots specified points on a 2D grid Gives position coordinates on a 2D grid Names places on an Ordnance Survey Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical or human geographic characteristics



Weather and seasons (Willows)

Where is the earth's water?

Why does it rain?

Seasonal changes

Clothing and weather

Why is the world's weather changing?

What is weather made of?

What are the reasons for seasons?

Differences between summer and winter

Comparing hot and cold climates around the world

A simple weather diary and temperatures

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> Looks at a globe and describes its shape Describes temperature in terms of hot and cold Names and matches different types of weather on a weather diary Identifies an attribute of a habitat, e.g. the Arctic is "Cold" 	<ul style="list-style-type: none"> Indicates that water on simple maps is coloured blue Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests Identifies obvious differences between summer and winter Suggests what they should wear in different types of weather Observes and comments on the effect of natural elements, e.g. wind, water, etc 	<ul style="list-style-type: none"> Lists places in the world they know to have a hot or cold climate Describes water in different weathers, e.g. ice or rain Suggests the weather they would expect to experience in different seasons Suggests the types of temperatures they would expect to experience in different seasons Compares and describes similarities in the seasons Recognises seasonal changes Names and sequences the seasons of the year 	<ul style="list-style-type: none"> Links clouds to rain Explains that temperature is a measure of how hot or cold things are Describes the effects of weather conditions Observes and discusses weather in terms of temperature Compares temperatures, e.g. around the setting Describes weather conditions using appropriate vocabulary 	<ul style="list-style-type: none"> Identifies hot and cold places on globe Explains what could happen if there is too much/not enough of a weather type Recognises the Sun rises and sets at different times each season Recognises the importance of different types of weather, e.g. for crops Gives an example of water in different states Names a month that falls in each season Gives own reasons why the seasons change 	<ul style="list-style-type: none"> Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K. Explains the different stages of the water cycle Identifies different forms of precipitation Explains difference between the terms weather and climate Names months that fall within different seasons



My changing world (Willows)

What is sustainability?

How do we produce energy?

The changing natural processes of the Earth, such as climate

Ways people have an effect on their surroundings

Ways in which to improve areas of environmental concern

Describe examples of sustainable and unsustainable practice

Examples of non-renewable and renewable energy

The pro's and cons of fossil fuels

The significance of youth voice (Greta Thunberg fact file)

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc 		<ul style="list-style-type: none"> Simply describes the differences and similarities in lives of people in their locality with the lives of someone in a contrasting non-European city Identifies and simply describes some familiar human geographic features in their locality and that of a contrasting non-European city Identifies and simply describes some familiar physical geographic features, in their locality and that of a contrasting non-European city 	<ul style="list-style-type: none"> Suggests some obvious effects of a human feature on the environment during field work around their setting, e.g. tarmac preventing vegetation growth 	<ul style="list-style-type: none"> Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes



Duration
6 lessons

40. Rivers (Year 8 SF)

Sequencing

Recapping prior knowledge

- Weather and seasons
- Water and the water cycle
- Hills and mountains
- Names of any streams or rivers they know

Why are rivers important?
Recap the water cycle and the long profile

Erosion and transportation
Describe how rivers shape the land by moving material from one place to another

What are floodplains and how do they form?
Floodplains are also found in the middle course. These are flat areas of land either side of a river channel. At times of high water, floodplains may be covered in water.

What causes flooding and how do we manage this risk?
There are many physical and human causes of river flooding. They include heavy rainfall, steep surfaces, deforestation and urbanisation.

This knowledge is needed to
• Where is Africa and what are the physical and human features of the continent?

What are the features of a Rivers long profile?
Upper course, middle course and lower course

How do waterfalls form?
Describe when rivers flow over hard and soft rock. Vertical erosion wears away soft rock, forming rapids and waterfalls.

What are the features of a drainage basin and how does this work?
Identify the following key features - mouth, tributary, confluence, source, watershed

Case study: River flooding in Todmorden
Link - <https://www.bbc.co.uk/bitesize/topics/zs92tfr/articles/zmycr2p#z3ghhcw14>

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
n/a	<ul style="list-style-type: none"> • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that water on simple maps is coloured blue • Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests • Classifies a place as being created by nature, e.g. a cliff, beach • Describes features of the land using appropriate language • Observes and comments on the effect of natural elements, e.g. wind, water, etc • Gives simple reasons why something has eroded in the environment • Looks at examples of rock formations and comments on the shapes/colours they see • Makes a simple pictorial representation of what they have seen 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features, including for example: Hill, River, Valley, Local Area, Beach, Cliff, Coast, Sea, Ocean, The Seaside • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Describes water in different weathers, e.g. ice or rain • Finds information using different sources, e.g. reference books to help name seeds, atlas to find which country is near the sea 	<ul style="list-style-type: none"> • Simply describes the importance of some physical geographic features in their locality • Links clouds to rain • Draws a simple map with detail, including a basic key with some support 	<ul style="list-style-type: none"> • Describe and understand key aspects of rivers and the water cycle • Identifies and describes familiar physical geographic features, e.g. cliff, coast, valley • Explains what could happen if there is too much/not enough of a weather type • Gives an example of water in different states 	<ul style="list-style-type: none"> • Gains information about physical and human geography using range of sources • Identifies and describes what can affect (positively and negatively) different aspects of physical geography • Identifies key features of physical geography, using appropriate vocabulary



Duration
12 lessons

21. Investigating coasts (Year 8 PM)

The exploration of Britain's coasts, their uses and the dangers they face

Sequencing

Recapping prior knowledge

- Locational knowledge of UK
- Physical features of the UK

Erosion

Begin to form an understanding of how coasts are formed, including looking at the processes of erosion and deposition. They will locate coastal areas they have been to on a map and investigate different coastal areas around the country.

Costal Defences

Express why coastal management strategies are necessary before looking at some specific systems such as groynes, gabions and revetments. They will consider some of the advantages and disadvantages of using coastal management systems.

Describing Coastal Areas

Give the students the role of travel agents as they plan and present different types of coastal holidays in the UK and abroad. They will consider what the client wants from a holiday and plan a trip accordingly, using their knowledge of coasts.

This knowledge is needed to

- Rivers - transportation
- How do waterfalls form?
- River features

Physical Features

Understand what coastal erosion is and how it affects coastlines. They will look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability.

Britain's Beaches

Identify particular beaches in the UK based on their personal experiences. They will look at photos of different types of beaches and discuss their similarities and differences using geographical vocabulary. They will consider both the human and physical features of Britain's beaches.

Changes in Land Use

Look at a proposal to build a new hotel on an unspoiled area of coast from different viewpoints. They will then debate the effect this would have on the local environment and decide if the hotel should be built or not, giving reasons for their choices.

All (SS/WT)

- Looks at a globe and describes its shape
- Identifies a difference when looking at a photograph of a place taken long ago and more recently
- Describes temperature in terms of hot and cold
- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Points out and simply describes the information contained in a photo or picture
- Classifies a place as being created by nature, e.g. a cliff, beach
- Gives simple reasons why something has eroded in the environment
- Looks at examples of rock formations and comments on the shapes/colours they see
- Labels a simple diagram

Most (OLS 1 / 2)

- States the name of some countries that have volcanoes/extreme weather
- Compares elements of physical and human geography between their locality and that of a contrasting non-European city using pictorial sources, e.g. size of rivers
- Use basic geographical vocabulary to refer to key physical features,
- Records ideas using drawing or information and communication technology
- Identifies the different coasts of the UK
- Describe the difference between natural and human coasts
- Highlight the impact of erosion
- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Points out and simply describes the information contained in a photo or picture
- Classifies a place as being created by nature, e.g. a cliff, beach
- Gives simple reasons why something has eroded in the environment
- Labels a simple diagram

Some (OLS 3 +)

- States an increasing range of countries that have volcanoes
- Finds out things using secondary sources of information
- Describe and understand key aspects of volcanoes
- Identifies and describes what can affect (positively and negatively) different aspects of physical geography
- Describes what effects a regions physical position in the world has on its physical and human geography
- Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics



Duration
12 lessons

14. How did a Norman become King of England?

(The Norman Conquest - Church, state and society in Medieval Britain 1066-1509) (Year 7)

Activating prior learning
New knowledge

Sequencing

Useful websites to help teachers
<https://www.bbc.co.uk/bitesize/topics/zshtyrd>

Recapping prior knowledge

- Basic timeline of British history periods (romans, Saxons/Vikings, medieval Britain and onwards)
- Developed a more secure chronological understanding of Medieval Britain 1066-1509
- The death of Edward the Confessor (1042 - 1066)

Recap Anglo-Saxon period 410 - 1066

- Recap a simple timeline of British History
- Recap what life was like in Anglo-Saxon England

The death of Edward the Confessor and who were the contenders to the throne?

- The succession crisis
- Contenders - Harold Godwinson, Harald Hardrada and William of Normandy

The Battle of Hastings in 1066

- Who fought in the Battle of Hastings?
- The events of the battle including the Battle of Stamford Bridge
- What happened after the Battle of Hastings?

Why did William have a hard time as King?

- Describe William the Conqueror's coronation and his challenges as King of England.
- Explore how William established Norman control in England, including dealing with Viking threats and rebellions

What was a Norman Castle like, and why were they important?

- Stone keep castle
- Motte-and-Bailey castle
- Concentric castle

How much did England change during the Norman Conquest?

- Land ownership/religion and the church/doomsday book?

This knowledge is needed to

- Understand society changes in medieval Britain 1066 - 1509

Key knowledge needed

Where was Normandy?	Normandy in the 11th century was a region located in northwestern France
What is the Norman conquest?	1066 is one of the most famous years in English history. It included the death of two kings, two invasions, and consequences that would last for hundreds of years.
Why was the death of Edward the Confessor significant?	Normally, there is a clear line of succession, and it is obvious who the next monarch will be. This was not the case when Edward died. He had no children.
Who were the contenders to the throne?	The three main rival contenders for the throne were Harold Godwinson, Harald Hardrada and William of Normandy, who each claimed that they were the rightful heir to the English throne.
So who was crowned king and why did this lead to conflict?	On 6 January 1066, the day after Edward the Confessor died, the Witan met to decide who should be crowned king. The Witan were a group of powerful rulers whose job was to advise the King. They decided that Harold Godwinson should be crowned, and his coronation took place on the same day.
What was the battle of Stamford Bridge?	Harold Godwinson had defeated Harald Hardrada at the Battle of Stamford Bridge on 25 September 1066.
What was the battle of Hastings 1066	Three days later, William of Normandy invaded England, seeking to claim the throne. William and Harold fought at the Battle of Hastings on 14 October. William was victorious and was crowned King of England on Christmas Day, 1066.
Why did William win?	Tiredness: Harold's army had to march north to fight Harald Hardrada at Stamford Bridge, before turning back to march to the south to face William at Hastings. Many of the English army had been killed and the those who were left would have been extremely tired. Tactics: William's army pretended to retreat, tempting Harold's army into losing their strong defensive position to run after them. William's army was then able to turn round and attack Harold's weakened position. Army strength: William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers. This gave his side a big advantage in the range of tactics and attacks they could carry out. Leadership: William was on horseback and had an overview of the whole battlefield. When a rumour went round his army that he had been killed, he lifted his helmet to show them he was still alive. In contrast, Harold was on foot and was unable to stop his army losing their discipline and chasing down Senlac Hill after William's retreating soldiers

Pupils outcomes - pupils should know be able to know and do

- I can locate Normandy on a map and understand its significance in the Norman Conquest.
- I can explain what the Norman Conquest was and why it was important in English history.
- I can describe why the death of Edward the Confessor was significant and how it led to a struggle for the English throne.
- I can identify the contenders to the throne and understand their claims to be the rightful heir.
- I can explain why Harold Godwinson was crowned king and how this decision led to conflict.
- I can describe the Battle of Stamford Bridge and understand its impact on the Norman Conquest.
- I can explain the events and significance of the Battle of Hastings in 1066.
- I can explain why William of Normandy was victorious in the Battle of Hastings.
- I can describe the challenges William faced as the new King of England after the Norman Conquest.
- I can identify the changes introduced by William to establish Norman control in England.
- I can explain the long-lasting effects of the Norman Conquest on England, such as changes in land ownership, the introduction of Norman laws, and the building of castles.
- I can reflect on and discuss the significance and impact of the Norman Conquest in English history.



Duration
6 lessons

41. Population and Urbanisation (Year 8 SF)

Sequencing

Recapping prior knowledge

- Why people migrate (push and pull factors)
- The effects of migration (positive and negative) - i.e. employment rates, stress on health care systems, economy
- What are cities?

Where are all the people in the world and in the UK?
The Demographic Transition Model (DTM)

What challenges can an ageing population present?

What do population pyramids show?

What are the opportunities associated with living in urban areas?

How can we make cities more sustainable?

This knowledge is needed to

- Understand how population is distributed in Africa and what factors influence this?
- And how can issues of urbanisation in Kenya be managed?

What challenges can a growing population present?
How Governments create policies to manage population

What are the factors that influence population distribution? (push and pull factors)

What strategies have been used to try and control population growth?

What is urban sprawl and what are the impacts of it?

Working towards	Stepping stones	Oakwood Learning Stage 1	Oakwood Learning Stage 2	Oakwood Learning Stage 3	Oakwood Learning Stage 4
<ul style="list-style-type: none"> • Names a place they know, e.g. home, shop • Names a place they have visited • Names some buildings • Discusses the shops they have visited and what things they have bought there 	<ul style="list-style-type: none"> • Communicates in simple terms about where they live, e.g. in a big flat, by lots of trees, along a road • Indicates that the land on simple maps is coloured green, brown or yellow • Indicates that some people around the world live in different types of buildings • Identifies some different types of homes • Identifies the features of the place where they live 	<ul style="list-style-type: none"> • States the name of the country in which they live • States the name of capital city of the country in which they live • Use basic geographical vocabulary to refer to key physical features • Identifies some familiar human geographic features, e.g. shop, office, town • Identifies some familiar physical geographic features, e.g. river, beach, mountain • Identifies features of their setting on an aerial photograph 	<ul style="list-style-type: none"> • Names the countries of the UK • Simply describes the importance of some physical geographic features in their locality • Identifies and simply describes some familiar human geographic features in their locality • Suggests ways people have an effect on their surroundings 	<ul style="list-style-type: none"> • Identifies and describes simple differences between a small area of the UK • Identifies and describes simple similarities between a small area of the UK • Describe and understand key aspects of types of settlement • Finds out things using secondary sources of information 	<ul style="list-style-type: none"> • Simply describes the differences and similarities in lives of people in a region of the UK • Simply describes the importance of some physical geographic features in a region of the UK • Identifies and simply describes some human geographic features in a region of the UK • Gains information about physical and human geography using range of sources • Identifies key features of physical geography, using appropriate vocabulary • Identifies key features of human geography, using appropriate vocabulary



Duration
12 lessons

32. Map skills and the UK (Year 7 SF)

Sequencing

Recapping prior knowledge

- Identifying continents and oceans
- Using and making maps
- Mapping the world

Develop locational knowledge of the world using an atlas

- the equator, tropic of capricorn/cancer, Greenwich meridian, locating places using longitude and latitude, recap the seven continents and major oceans

Carrying out fieldwork in the local environment

- reading distances and providing direction on a map

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

- using Geographical Information Systems and multiple sources of increasingly complex information

This knowledge is needed to

- Understand the key features of human geography of Africa, Russia and the Middle East

What are OS maps?

Aerial views and plan perspectives

What are grid references?
Explore 'what3words' app

Working towards

- Demonstrates curiosity in the outside world
- Communicates what they can hear in the environment
- Communicates what they can see in the environment
- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Points out and simply describes the information contained in a photo or picture

Stepping stones

- Makes a simple pictorial representation of what they have seen
- Completes a simple chart to show their findings
- Records data through pictures, e.g. weather information using pictures of the sun and rain
- Uses cameras to take still and moving pictures
- Adds detail to a map of a familiar place
- Follows and gives directions around the room and the setting

Oakwood Learning Stage 1

- Recognises the terms North, South, East and West and relates to position
- Describes position using the terms "right" and "left" correctly
- Uses simple symbols on their map
- Records ideas using drawing or information and communication technology
- Identifies features of their setting on an aerial photograph
- Finds the UK on a world map
- Finds the UK on a globe
- Finds land masses and oceans on a globe
- Finds basic information using simple atlas, e.g. the countries in the United Kingdom
- Draws a simple map, e.g. of their bedroom

Oakwood Learning Stage 2

- Draws a simple map with detail, including a basic key with some support
- Describes movement using the language of direction, e.g. backwards, left
- Records their observations, e.g. drawings, photographs or notes
- Lists physical features of their surrounding area during fieldwork, e.g. vegetation
- Lists human features of their surrounding area during fieldwork, e.g. offices
- Asks and answers simple questions about the data they have gathered

Oakwood Learning Stage 3

- Explores the information they have collected, e.g. compares their results with a peer
- Answers questions about the results they have gathered
- Creates a chart to record result
- Locates places and oceans using a simple atlas, map or globe
- Describes the location of features and routes on a map using the terms "North", "South", "East" and "West"
- Creates a recognisable map with symbols in a key of a familiar place
- Recognises familiar landmarks on aerial photographs and plan perspectives
- Classifies familiar features in their locality as human or physical

Oakwood Learning Stage 4

- Plots specified points on a 2D grid
- Gives position coordinates on a 2D grid
- Names places on an Ordnance Survey
- Records their findings using tables or charts
- Draws simple conclusions using observations
- Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical or human geographic characteristics



Duration
6 lessons

50. Climate change (Year 9 SF)

Sequencing

Recapping prior knowledge

- Weather and the seasons
- Ecosystems
- What are the causes and impact of deforestation in the Amazon?

What evidence do we have to show that the climate is changing?

What is the greenhouse effect?

Why are future predictions about climate change uncertain?

How has Bangladesh adapted to the threat of climate change?

This knowledge is needed to

- Energy
- What is fracking and why is it controversial?
- How has climate influenced the distribution of biomes across Russia?

What are the natural causes of climate change?

What are the possible effects of climate change?

How can humans adapt to climate change?

Working towards

- Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest
- Identifies a difference when looking at a photograph of a place taken long ago and more recently

Stepping stones

- Compares photographs of unfamiliar places using simple geographical vocabulary, e.g. deserts, rain forests
- Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc
- Classifies a place as being built or created by people, e.g. a shop, office
- Classifies a place as being created by nature, e.g. a cliff, beach
- Describes vegetation they see in a photograph of different places, e.g. by a road, in a garden, in a desert
- Describes features of the land using appropriate language
- Observes and comments on the effect of natural elements, e.g. wind, water, etc
- Gives simple reasons why something has eroded in the environment

Oakwood Learning Stage 1

- Lists features of physical and human geography which are similar and different between their locality and that of a contrasting non-European city
- Use basic geographical vocabulary to refer to key physical features
- Records ideas using drawing or information and communication technology

Oakwood Learning Stage 2

- Simply describes the importance of some physical geographic features in their locality and that of a contrasting non-European city, e.g. a river for transport or as a food source
- Use basic geographical vocabulary to refer to key physical features
- Suggests ways people have an effect on their surroundings
- Suggests ways in which to improve areas of environmental concern
- Explains that temperature is a measure of how hot or cold things are
- Describes the effects of weather conditions
- Observes and discusses weather in terms of temperature
- Compares temperatures, e.g. around the setting
- Describes weather conditions using appropriate vocabulary

Oakwood Learning Stage 3

- Explains what could happen if there is too much/not enough of a weather type
- Recognises the Sun rises and sets at different times each season
- Recognises the importance of different types of weather, e.g. for crops
- Gives an example of water in different states
- Names a month that falls in each season
- Gives own reasons why the seasons change

Oakwood Learning Stage 4

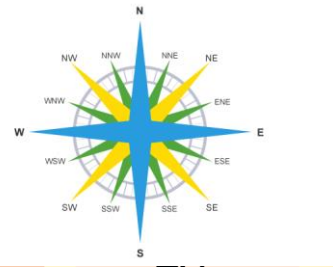
- Identifies and describes what can affect (positively and negatively) different aspects of physical geography
- Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.
- Identifies key features of physical geography, using appropriate vocabulary



Duration 12 lessons

15. Map skills and the UK (Year 7 PM)

A focus on Map skills - Compass Points, reading and making maps



Sequencing

Recapping prior knowledge

- Identifying continents and oceans
- Using and making maps
- Direction
- Mapping the world

Why maps are important and how they are used?

Map symbols and map making
 Recap the main features of a map. Students can create their own maps now with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.

Using an atlas
 Locational knowledge of the world using an atlas (the equator, tropic of Capricorn/cancer, Greenwich meridian, locating places using longitude and latitude, recap the seven continents and major oceans)

Aerial views and plan perspectives
 Explore what aerial views are and identify some different locations based on aerial photographs. Look at what plan perspectives are and challenge them to create a variety of plan perspectives about rooms they know. Their classroom for example.

Demonstrate curiosity in the outside world

Finds items from simple positional and directional clues

Carrying out fieldwork in the local environment - reading distances and providing direction on a map

Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data (using Geographical Information Systems), using multiple sources of increasingly complex information

This knowledge is needed to

- Understand key features of locational knowledge of Africa, Russia and the Middle East

Key knowledge needed	
What is Geography?	Geography can be split into three areas: human geography, physical geography and environmental geography.
What is human geography?	Human geography is the study of societies, cultures and economies.
What is physical geography?	Physical geography is the study of landscapes and environments.
What is environmental geography?	Environmental geography is the study of how humans impact the Earth.
What is a compass?	A compass is used to work out direction. There are three types of compass: A four-point compass - The four main compass points are north, east, south and west. A compass showing only these four points is a simple four-point compass. An eight-point compass - Sometimes things need to be more precise. To be more precise when giving directions, an eight-point compass can be used. In addition to north, east, south and west, an eight-point compass includes north-east, south-east, north-west and south-west. A sixteen-point compass - To be even more precise, we can use a sixteen-point compass. This includes north-north-east, east-north-east, east-south-east, south-south-east, south-south-west, west-south-west, west-north-west and north-north-west.
What is a map?	A map is a drawing of a place as seen from above (from a bird's eye view). Maps are divided into a series of squares known as a grid. These grids help us to locate features on the map. Maps include a scale to help us work out distance between points on a map. Scale is usually written on a map as a ratio. For example 1:25000. Scale can also be shown using a scale bar.
What is an OS map?	The Ordnance Survey (OS) is the national mapping agency for Great Britain. This organisation produces maps of different areas of the country in great detail.
What are map symbols?	Maps contain a lot of information about the areas of land that they show. There are too many features to label everything using text, so we use map symbols.
What are Four-figure grid references?	A grid reference is a useful tool for identifying any square on a map. This is done by reading the numbers from the eastings and northings. This gives you the grid reference of the square.
How do we show height on a map?	To show height on a map, contour lines are used. Contour lines join areas of equal height and are shown in orange on an Ordnance Survey (OS) map. The number written on the contour line shows the height above sea level in metres. The interval between contours is usually five metres, although in mountainous regions it may be ten metres.
What are Geographic Information Systems (GIS)?	Geographic Information Systems (GIS) is specialist software that links geographical data with a map. Geographic Information Systems (GIS) enables users to add layers to show different information and zoom in and out to different scales. GIS is a useful source of secondary data and it can be used to plan geographical enquiries.
What is geography fieldwork?	Fieldwork is when you go outside the classroom and find things out for yourself. When carrying out fieldwork, you will need to think like a geographer. What is the fieldwork? Where and how will you carry it out? And why will you be doing it?
What are sources?	Information can be found in both primary and secondary sources. Fieldwork involves collecting primary sources of information.
What do you need to plan before your visit?	Before visiting an area to do your fieldwork, you need to plan exactly what you are going to do and how you are going to do it. Looking at maps of the area will help you to decide what you could investigate. You could look at human features or physical features - or even both.

Adaptive Teaching

Pupils outcomes – pupils should know be able to know and do	
<ul style="list-style-type: none"> Anticipates one thing they may see outside, e.g. a bird Describes a familiar indoor and outdoor place Identifies some common structures e.g. runs or points to the wall/fence when asked to Communicates what they can hear and see in the environment Finds an object by location, e.g. find me a member of staff from the office Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc. Classifies a place as being built or created by people, e.g. a shop, office Classifies a place as being created by nature, e.g. a cliff, beach Considers their own safety, e.g. suggests how to keep safe when pond dipping, working with tools or undertaking an experiment Adds detail to a map of a familiar place, e.g. furniture in their bedroom Finds items from simple positional and directional clues 	
<ul style="list-style-type: none"> Recognises the terms North, South, East and West and relates to position Describes position using the terms "right" and "left" correctly Describes position using simple vocabulary, e.g. above, behind, close, left, right Uses simple symbols on their map Draws a simple map, e.g. of their bedroom Describes their route to their setting, e.g. names types of buildings they pass Describes how to get to a place in their setting using simple geographical terminology Draws a simple map with detail, including a basic key with some support Follows a set of instructions to move the position of themselves or an object Gives instructions to someone else to follow, to move themselves or an object Describes movement using the language of direction, e.g. backwards, left 	
<p>Locational Knowledge</p> <p>I can locate important places on a map of the UK. I can use grid references to find specific points on a map. I can recognize and name major physical features of the UK. I can tell which way is north, south, east, and west using a compass. I can use the compass to give directions.</p>	<p>Human and Physical Geography</p> <p>I can say how the land and weather affect how places look. I can talk about what people do in different places and why. I can tell stories about how people live in different parts of the world. I can explain why it's important to take care of our environment.</p>
<p>Place Knowledge</p> <p>I can describe what my local environment looks like. I can name and explain things I see around my area. I can compare different places and say how they are similar or different. I can point out special and important things in my neighborhood.</p>	<p>Geography Skills</p> <p>I can look at different maps and understand what they show. I can use symbols on a map to find things. I can use a special computer tool to learn more about places (GIS). I can measure how far things are on a map. Fieldwork I can plan a trip outside to explore and learn about a place. I can use my eyes and ears to find out things about a place. I can draw pictures, take notes, and pictures to remember what I found. I can use what I found out to tell others about the place.</p>

Duration
12 lessons

27. Extreme Earth (Year 9 PM)

The exploration of extreme weather from around the world and what causes this weather. What affect does it have on those that live nearby?

Sequencing

Recapping prior knowledge

- Weather and climate
- Population
- Development

Extreme Climates

Introduce the hottest, driest, coldest and wettest places on the planet. They will need to think about the location of these places on the planet and use their knowledge to reason why these places may have these extreme climates.

Extreme Weather

Explore the different types of extreme weather that can occur around the world and what causes them. Reflect on any extreme weathers they have witnessed themselves and research and investigate instances of extreme weather from around the world

Tsunami's

Using their knowledge from last lesson, progress to describe how a tsunami is created. They will look in detail at the effects of the 2004 Boxing Day tsunami and the lasting effects it had on the environment and the people living there.

Volcanoes

Using their knowledge of tectonic plates, explore volcanoes from around the world. They will learn to distinguish between active, dormant and extinct volcanoes as well as exploring the connection between the tectonic plates and the locations of volcanic activity.

This knowledge is needed to

- The physical geography of Russia
- Population in Russia

Drought

Investigate the water cycle and how this continuous process creates precipitation and rivers. They will also reflect on what happens to environments when there is drought and who this can affect

Ecosystems

Where are the major biomes of the world located? Examples of different biomes (such as tropical rainforests and hot deserts)

Earthquakes

Explore earthquakes and how the movement of the tectonic plates cause them. They will explore and discuss the effects that earthquakes can have on a community and how earthquakes can be measured using the Richter scale.

Glaciation

All (SS/WT)	Most (OLS 1 / 2)	Some (OLS 3 +)
<ul style="list-style-type: none"> • Looks at a globe and describes its shape • Identifies a difference when looking at a photograph of a place taken long ago and more recently • Describes temperature in terms of hot and cold • Collects pictures from a range of sources that relate to a specific subject communicating why they are of interest • Points out and simply describes the information contained in a photo or picture • Classifies a place as being created by nature, e.g. a cliff, beach • Gives simple reasons why something has eroded in the environment • Looks at examples of rock formations and comments on the shapes/colours they see • Labels a simple diagram 	<ul style="list-style-type: none"> • States the name of some countries that have volcanoes/extreme weather • Compares elements of physical and human geography between their locality and that of a contrasting non-European city using pictorial sources, e.g. size of rivers • Use basic geographical vocabulary to refer to key physical features, • Records ideas using drawing or information and communication technology • Describes the effects of volcanoes 	<ul style="list-style-type: none"> • States an increasing range of countries that have volcanoes • Finds out things using secondary sources of information • Describe and understand key aspects of volcanoes • Identifies and describes what can affect (positively and negatively) different aspects of physical geography • Describes what effects a regions physical position in the world has on its physical and human geography • Suggests the type of map to use when looking for specific information about a country's or region's key physical or human characteristics

