

Lesson No.	Topic and Objectives	Key Activities & Specialist Terminology	Big Think Qs and Stretch	GCSE Q stem/ NC strand	Home work	Lit Num SMSC Codes
<b>September</b>						
1 Term for student s begins Wed 4 <sup>th</sup> September so 4 <sup>th</sup> -5 <sup>th</sup> only.  Possibly some disruption due to transition	<p><b>LESSON 1: To understand what a river is. To begin to understand why rivers are important to people.</b></p> <p><b>LESSON 2: To be introduced to the course of the River Tees. To know what rivers look like on an OS map.</b></p>	<ol style="list-style-type: none"> <li>DO NOW TASK: Country of the week</li> <li>How would pupils explain what a river is? How do they think people use rivers? Do they use rivers in any of these ways?</li> <li>Introduce focus on River Tees and locate it. Look at the two photos of the River Tees, one that is taken at the source, one taken near the mouth. Which image do pupils think is which? Why do they think this? What are the differences?</li> <li>Analyse the satellite image of the River Tees. What is it like? How is it affecting people? How might people use it?</li> <li>REFLECTION TASK: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>DO NOW TASK: Mark the question</li> <li>Using grid references, locate where the photos of the source and the mouth of the River Tees were taken using the OS maps on Map-flap C.</li> <li>Write a paragraph to explain why rivers are important to people.</li> <li>REFLECTION TASK: MINI QUIZ</li> </ol>	Describe the location and landscape of the source of the River Tees using Map-flap C and the images on the spread. What is it like? How can we tell? How is it affecting people? How may people use the River Tees?	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: DESCRIBE</b></p>	Quick quiz 6.1  Monopolise your homework sheet	S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2
2 7 <sup>th</sup> Sept	<b>LESSON 1: To know the terms erosion, transportation, deposition.</b>	<ol style="list-style-type: none"> <li>DO NOW TASK: Country of the week</li> <li>Photo showing a bend in the River Tees – what is happening here? Why?</li> <li>Introduce idea of river having energy and using this to do work – erosion and transportation – diagrams of four types of each.</li> <li>Tackle misconception – weathering and erosion aren't the same thing</li> <li>What happens when rivers don't have enough energy for transportation? Introduce deposition.</li> <li>REFLECTION TASK: retrieval grid</li> </ol>	Looking at photos C and D – what processes are happening? Justify your choices?	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p>	Doddle quiz – River processes mini quiz.  Monopolise your homework sheet	S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2

	<p><b>LESSON 2: To understand how rivers erode, transport and deposit material.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Pupils define key terms and explain how rivers erode landscapes in a paragraph.</li> <li>3. Pupils draw a cartoon strip or mind map to show how a river transports material – Activity sheet 6.3b provides an outline for this.</li> <li>4. Pupils write a paragraph to explain where and why material is deposited in a river.</li> <li>5. REFLECTION TASK: MINI QUIZ</li> </ol> <p>Key terms</p> <ul style="list-style-type: none"> <li>• Abrasion, Attrition, Hydraulic action, Corrosion, Transported, Deposition</li> </ul>		<p><b>GCSE Q stem: DEFINE &amp; EXPLAIN</b></p>		
3 14 <sup>th</sup> Sept	<p><b>LESSON 1: To understand how a river changes from source to mouth. To know what the long profile of a river is.</b></p> <p><b>LESSON 2: To be able to draw a cross-section from an OS map.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Look at Map and long profile A and Photo B – what is the difference between a long profile and a cross-section? Pupils write definitions.</li> <li>3. Spread mentions GIS – check that pupils know what this is and why it is useful to use in this way.</li> <li>4. Pupils draw the long profile of the River Tees, adding key locations from Lesson 6.1, and then write a paragraph about how the gradient changes from source to mouth.</li> <li>5. REFLECTION TASK: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. How to draw a field sketch</li> <li>3. Pupils draw a field sketch of Photo B, label key features.</li> <li>4. Explain how these features are formed.</li> <li>5. REFLECTION TASK: MINI QUIZ</li> </ol> <p>Key Terms</p> <ul style="list-style-type: none"> <li>• Long profile, Cross-profile, V-shaped valley, Interlocking spurs</li> </ul>	<p>Draw two cross sections using Map-flap C, then compare the cross sections to see how the River Tees changes over this distance.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: EXPLAIN</b></p>	<p>Doddle quiz – River profiles mini quiz.</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>



<p>5 28<sup>th</sup> Sept</p>	<p><b>LESSON 1: To know some human and physical causes of river floods.</b></p> <p><b>LESSON 2: To know some ways in which people respond to flood risk.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Read article about flooding of York in 2015. Pupils answer questions about this, including what the Foss Barrier is and why it was opened. Pupils imagine they were evacuated during this flood – how would they feel?</li> <li>3. Diagram showing causes of the 2015 flood, including a map of the Ouse drainage basin. Pupils name main tributaries and divide the causes and identify if they were human or physical causes.</li> <li>4. Pupils reflect on what they learnt about drainage basin processes in Lesson 6.2 and relate these to the 2015 flood.</li> <li>5. REFLECTION TASK: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Case study no.2 looking at causes, effects and how people respond to floods.</li> <li>3. Pupils consolidate learning by explaining what they think the main cause of the flood was and justifying their answer.</li> <li>4. REFLECTION TASK: MINI QUIZ</li> </ol> <p>Key Terms Food, Cause, Effect, Response</p>	<p>Explaining what they think the main cause of the flood was and justifying their answer. <b>More able students could extend this by considering if human or physical causes were most significant.</b></p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: IDENTIFY</b></p>	<p>Doddle quiz – Causes of flooding mini quiz.</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>
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<p>7 12<sup>th</sup> Oct</p>	<p><b>LESSON 1: To identify different erosional coastal landforms. To understand how these landforms are formed and explain how they change over time.</b></p> <p><b>LESSON 2: To identify coastal landforms on OS maps and photos.</b></p>	<ol style="list-style-type: none"> <li>DO NOW TASK: Country of the week</li> <li>Starter: Display image showing hard and soft layers, e.g.</li> <li>On mini whiteboards, ask students to sketch how this will look in years. Discuss with a partner. What will happen to the layers?</li> <li>Coastal images: display different images of landforms from the world, discuss with students what these are and take suggestions of how they are formed. UK examples could include:             <ol style="list-style-type: none"> <li>Headland &amp; Bay: Flamborough Head, Yorkshire/Hengistbury Head, Dorset, etc.</li> <li>Wave-cut platform: Seacombe, Dorset/Reculver, Kent, etc.</li> <li>Caves, arches, stack, stump: Green Bridge of Wales/ Old Man of Stoer/Old Harry, etc.</li> </ol> </li> <li>Sketch and label how these landforms are created from the diagrams in 9.4.</li> <li>Opportunity to link to fieldwork skills, e.g. Practise field sketches by sketching an image from the board, etc.</li> <li>REFLECTION TASK: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>DO NOW TASK: Mark the question</li> <li>Identify these features from an OS map, e.g. From map-flap of Holderness coastline. Opportunity to repeat map skills with grid references,</li> <li>Photo analysis of Photo D Flamborough Head area and students annotate landform and processes.</li> <li>Plenary: put students on the hotspot to rapidly sketch and explain a landform, or use visualiser to show models, or display their animations to others, etc</li> <li>REFLECTION TASK: MINI QUIZ</li> </ol> <p>Key Terms</p> <p>Headland, Bay, Caves, Arches, Stacks, Stumps, Hydraulic action, Abrasion, Erosion, Undercut, Wave-cut platform, Notch, Weathering</p>		<p>Explain how the different land forms (Headlands, Bays, Platforms, Caves etc are used by people and tourism.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: DEFINE, IDENTIFY &amp; ANALYSE</b></p>	<p>Doddle quiz – Erosional coastal landforms</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>
<p>8 19<sup>th</sup> Oct</p>	<p><b>LESSON 1: To identify different types of waves.</b></p>	<ol style="list-style-type: none"> <li>DO NOW TASK: Country of the week</li> <li>Starter: How do waves work? Show an image of a crashing wave and ask students what they think causes the motion. <i>Challenge misconceptions regarding tides.</i></li> <li>Demonstration wave video: <a href="https://www.youtube.com/watch?V=a1sncziegse">https://www.youtube.com/watch?V=a1sncziegse</a></li> <li>Students sketch constructive vs destructive wave diagrams from Source A.</li> </ol>		<p>Independent learning opportunity: students to use what they have learned to identify evidence of longshore drift in</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge,</p>	<p>Doddle quiz – Shaping Coasts mini quiz.</p> <p>Monopolise your</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>

	<p><b>LESSON 2: To understand how transportation occurs through the process of longshore drift.</b></p>	<p>5. Explain that material is moved along the coast by longshore drift, and that this shapes beaches. Ensure no confusion that longshore drift is a transportation method, not erosion.</p> <p>6. REFLECTION TASK: retrieval grid</p> <p>1. DO NOW TASK: Mark the question</p> <p>2. Demonstration longshore drift video: e.g. <a href="https://www.youtube.com/watch?v=29o5ntbxjjs">https://www.youtube.com/watch?v=29o5ntbxjjs</a></p> <p>3. Complete an annotated longshore drift sketch from Diagram C and explain how the process of longshore drift in you own words.</p> <p>4. REFLECTION TASK: MINI QUIZ</p> <p>Key Terms Longshore drift, Waves, Constructive, Destructive, Fetch, Swash, Backwash, Transportation, Dominant wave direction, Prevailing wind</p>	<p>action at a coastline of choice. E.g. Use Google Earth timeline function to see beach shape change over time at Holderness coast/Spurn Head.</p>	<p>Geographical Skills.</p> <p><b>GCSE Q stem: EXPLAIN</b></p>	<p>homework sheet</p>	
<b>October Half Term Monday 26<sup>th</sup> – Friday 1<sup>st</sup> Nov</b>						
<p>9 2<sup>nd</sup> Nov</p> <p><b>Remembrance week so possible disruption</b></p>	<p><b>LESSON 1: To define what is meant by deposition.</b></p> <p><b>LESSON 2: To understand how landforms are created by deposition.</b></p>	<p>1. DO NOW TASK: Country of the week</p> <p>2. Starter: OS map-flap from back of book of Holderness and photo analysis from 9.6 Image B (Holderness coast showing Spurn Point). What has created this landform? Take suggestions; ensure use of key terms (speak like a geographer).</p> <p>3. Define deposition, could link back to geology rock cycle of coastal processes 'break it &gt; move it &gt; make it'. Link back to longshore drift.</p> <p>4. What is a spit? Use Diagram image A and Photo B on 9.6 and discuss.</p> <p>5. Show video demonstration: e.g. <a href="https://www.youtube.com/watch?v=Bs-g57jaqm4&amp;t=51s">https://www.youtube.com/watch?v=Bs-g57jaqm4&amp;t=51s</a></p> <p>6. Photo analysis or field sketch photo of Spurn Head or sketch Diagram A from 9.6 to show how longshore drift and deposition create spits and bars.</p> <p>7. REFLECTION TASK: retrieval grid</p> <p>1. DO NOW TASK: Mark the question</p> <p>2. Analyse how Spurn Head has changed over time through using. Google Earth timelapse, and show drone video footage <a href="https://www.youtube.com/watch?v=oyvqqdgpao">https://www.youtube.com/watch?v=oyvqqdgpao</a></p> <p>3. silent video commentary. Play this clip <a href="https://www.youtube.com/watch?v=3y8akkb3gda">https://www.youtube.com/watch?v=3y8akkb3gda</a> with no sound, ask students to provide the running commentary.</p> <p>4. REFLECTION TASK: MINI QUIZ</p> <p>Key Terms Deposition, Beach, Spit, Bar, Longshore drift, Bay, Lagoon, Tombolo, Prevailing wind, Salt marsh</p>	<p>Extended writing opportunity: write a story of a pebble that begins its life as part of a headland, and then ends up one day at the tip of a spit.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: DEFINE, DISCUSS, ANALYSE</b></p>	<p>Doddle quiz – Depositional Coastal Landforms mini quiz.</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>





<p>12 23<sup>rd</sup> Nov</p>	<p><b>LESSON 1: To understand That the world's Distribution of Glaciers varies Through time. To Understand. How glaciers form And move.</b></p> <p><b>LESSON 2: To Understand what the differences are between advancing and retreating Glaciers.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Begin by defining key ideas – ice age and interglacials.</li> <li>3. Pupils interpret graph A showing ice ages and interglacials over the last 450,000 years.</li> <li>4. Pupils describe the distribution of glaciers during the last ice age and compare this with the current distribution investigated in the previous lesson.</li> <li>5. Introduce and define zones of accumulation and ablation, and crevasses.</li> <li>6. Activity worksheet 13.2a: How ice cycles have changed</li> <li>7. REFLECTION TASK: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Pupils draw a diagram to show how a glacier advances and retreats.</li> <li>3. Pupils draw a sketch from an aerial photo of a glacier photo C and label it to show how it moves and key features labeled.</li> <li>4. Activity worksheet 13.2b: How do glaciers form and move?</li> <li>5. Pupils answer the enquiry question title for the lesson.</li> <li>6. REFLECTION TASK: MINI QUIZ</li> </ol> <p>Key Terms Ice age, Interglacials, Zone of accumulation, Zone of ablation, Crevasses</p>	<p>Explain how and why Glaciers form and move</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q stem: DEFINE, DESCRIBE, EXPLAIN</b></p>	<p>Doddle quiz – Glacial landforms mini quiz.</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>
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<p>13 30<sup>th</sup> Nov</p>	<p><b>LESSON 1: To understand how glaciers erode, transport and deposit material, and change landscapes</b></p> <p><b>LESSON 2: To analyse a topological map</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Pupils explain the process of freeze-thaw weathering.</li> <li>3. The erosion processes of plucking and erosion are introduced and pupils analyse a photo of a glacier to identify how erosion takes place through these processes.</li> <li>4. Explain how glaciers transport and deposit material.</li> <li>5. Complete worksheet 13.3 – How do glaciers erode?</li> <li>6. Reflection Task: retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Pupils analyse map C – a topographic map of the Fox Glacier in New Zealand and a Google Earth image. They locate the glacier using coordinates and identify evidence of erosion and deposition using grid references.</li> <li>3. Pupils draw an annotated sketch map of the glacier.</li> <li>4. Activity worksheet 13.3b: How do glaciers transport and deposit material?</li> <li>5. REFLECTION TASK: MINI QUIZ</li> </ol> <p><b>Key Terms</b>  <b>Plucking, Abrasion, Striations. Moraine, Meltwater, Freeze-thaw weathering</b></p>	<p>Stretch and challenge: pupils draw a cross-section of the Fox glacier; they identify changes along the glacier and where crevasses might form.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q Stem: ANALYSE, IDENTIFY and EXPLAIN</b></p>	<p>Doddle quiz – Glacial landforms mini quiz.</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>
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<p>14 7<sup>th</sup> Dec</p>	<p><b>LESSON 1: To identify and describe glacial erosion landforms: corries, tarns, arêtes, pyramidal peaks, U-shaped valley, hanging valley, truncated spurs, ribbon lakes, fjords.</b></p> <p><b>LESSON 2: To identify and describe glacial erosion landforms: corries, tarns, arêtes, pyramidal peaks, U-shaped valley, hanging valley, truncated spurs, ribbon lakes, fjords</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Introduce a sequence of diagrams to show how landscapes can change before, during and after glacial erosion (diagram A).</li> <li>3. Use diagram D to explain how corries form.</li> <li>4. Explain how arêtes and pyramidal peaks form.</li> <li>5. Pupils identify these glacial erosion features on an OS map of Snowdon map C).</li> <li>6. Explain how U-shaped valleys form. Pupils compare a photo of a V-shaped and U-shaped valley (diagram A) identifying similarities and differences.</li> <li>7. Introduce hanging valleys and truncated spurs and how they are formed.</li> <li>8. Complete Glacial deposition landforms worksheet.</li> <li>9. REFLECTION TASK: Retrieval grid</li> </ol> <ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Introduce ribbon lakes. Pupils draw an annotated field sketch from a photo of ribbon lakes (photo D) to explain how they are formed.</li> <li>3. Introduce fjords. Pupils explain how they are formed.</li> <li>4. Complete Moraine worksheet</li> <li>5. Pupils work with partners and consider what they have learnt in the last three lessons 13.3–13.5, about glacial erosion.</li> <li>6. REFLECTION QUIZ: MINI QUIZ</li> </ol> <p><b>Key Terms</b>  <b>Corries, Tarns, Arêtes, Pyramidal peaks, U-shaped valley, Hanging valley, Truncated spurs, Ribbon lakes, Fjords, Misfit river</b></p>	<p>Pupils draw a field sketch of a photo of a corrie (photo B) and label the key features.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p> <p><b>GCSE Q Stem: COMPARE AND EXPLAIN</b></p>	<p>Pupils draw a field sketch of the Nant Ffrancon Pass (photo B) and label key features</p> <p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>
<p>15 14<sup>th</sup> Dec</p>	<p><b>LESSON 1: To identify and describe glacial depositional landforms: moraines, glacial till, erratics, outwash plains, drumlins.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Country of the week</li> <li>2. Introduce when a glacier deposits material</li> <li>3. Pupils summarise the main features of glacial deposition</li> <li>4. Pupils identify different types of moraine, and how they form</li> <li>5. Pupils categories glacial depositional features – those formed by melting ice, those by meltwater.</li> <li>6. REFLECTION TASK: retrieval grid</li> </ol>	<p>Pupils describe a photo of Geiranger Fjord in Norway and draw a field sketch to show how people use the glacial features.</p>	<p>NC strand: Human and physical geography, Locational Knowledge, Place Knowledge, Geographical Skills.</p>	<p>Monopolise your homework sheet</p>	<p>S03, S06, S07, C1, C2, C3, C5, C6, SP2, SP3, SP 5, SP9, M1, M2</p>

	<p><b>LESSON 2: To identify and describe how people use glacial landforms.</b></p>	<ol style="list-style-type: none"> <li>1. DO NOW TASK: Mark the question</li> <li>2. Introduce tourism in the Lake District and how, as transportation developed, the region became more accessible.</li> <li>3. Pupils analyse a railway poster promoting a visit to the Lake District.</li> <li>4. Explain how Thirlmere is used to supply water to Manchester.</li> <li>5. Introduce Dinorwig HEP station in North Wales. Use diagram B and OS map extract D to explain how glacial landforms are used to help generate electricity.</li> <li>6. Pupils draw an annotated sketch map using the OS map to show glacial landforms in the area and how people use them.</li> <li>7. REFLECTION TASK: MINI QUIZ</li> </ol> <p><b>Key Terms</b>  <b>Glacial till, Erratics, Drumlin, Outwash plains, Terminal moraine, Lateral moraine, Medial moraine</b></p>		<p><b>GCSE Q stem:</b>  <b>IDENTIFY,</b>  <b>ANALYSE,</b>  <b>EXPLAIN</b></p>		
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**Christmas Break Friday 21st Dec – Monday 6<sup>th</sup> Jan**