



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Britain's population	<p>To describe the population distribution in Great Britain.</p> <p>To explain the population structure of Great Britain and the issues this could create.</p>	<p>Population</p> <p>Sparse</p> <p>Dense</p> <p>Distribution</p> <p>Population pyramid</p> <p>Ageing population</p>	<p>Key definitions.</p> <p>Written description of population distribution.</p> <p>Comparison of population pyramids of the UK in different years.</p> <p>Written explanation of problems and solutions to an ageing population.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Places in the UK, physical features of the UK</p> <p>Extended writing skills</p> <p><b>What comes next:</b></p> <p>populationpyramids.org</p>	Research house prices in different parts of UK
Housing problems in the UK	<p>To describe the housing issues in the UK.</p> <p>To evaluate the solutions to manage the UK's housing problems.</p>	<p>Renting/buying</p> <p>Property</p> <p>Landlord</p> <p>Mortgage</p> <p>Greenfield site</p> <p>Brownfield site</p> <p>Green belt</p>	<p>Analysis of newspaper articles.</p> <p>Highlight positives and negatives of renting and buying.</p> <p>Key terms definitions.</p> <p>Decision making exercise (building on different types of land).</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>Understanding of densely/sparsely populated areas of UK</p> <p><b>What comes next:</b></p> <p>Changing economic activities in UK</p> <p>BBC Bitesize</p>	Research history of the cotton industry in Burnley
Deindustrialisation	<p>To explain how and why industry has declined in Britain.</p> <p>To evaluate how industrial decline has impacted employment in Britain.</p>	<p>Deindustrialisation</p> <p>Employment</p> <p>Secondary industry</p> <p>Manufacturing</p> <p>Decline</p> <p>Globalisation</p> <p>Employment structure</p>	<p>Video analysis of deindustrialisation in Burnley (case study).</p> <p>Key word definitions.</p> <p>Class discussion/debate.</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Human geography: economic activities</p> <p><b>What comes next:</b></p> <p>Links to KS4: Changing UK Economy</p> <p>www.theguardian.com (poverty maps)</p>	Key vocabulary practice



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Inequality in Britain	To describe and explain the north/south divide. To evaluate the methods of solving inequality in Britain.	Inequality Wealth Unemployment Quality of life Standard of living Poverty	Analysing patterns on maps. Written description of inequalities across Britain. Categorising positives and negatives of HS2. Decision making exercise (case study). GCSE exam question.	<b>Pre-requisites:</b> Understanding of areas of UK with industrial decline  <b>What comes next:</b> Links to KS4: Changing UK Economy	Research which countries are Britain's main trade partners (imports/exports)
Britain's global connections	To describe and explain Britain's links with the wider world. To assess how global connections have impacted Britain.	Multicultural Commonwealth Empire Migration Culture Trade Citizenship	Mapping activity of Britain's commonwealth. Written description of Britain's global links. Timeline of Britain's migratory history. Analysis of impacts of migration on Britain. GCSE exam question.	<b>Pre-requisites:</b> KS2: UK trade links  <b>What comes next:</b> Links to KS4: Changing UK Economy Read up-to-date news articles	Research what the EU is (why it started, member countries)
Britain and the EU	To understand the history of Britain's relationship with the EU. To evaluate the impacts of Brexit on Britain.	European Union Brexit Migration Trade Imports Exports	Mapping the EU member countries. Ranking the main aims of the EU. Analysing information and opinions on Brexit. Decision making exercise with written evaluation.	<b>Pre-requisites:</b> Understanding of UK's wider-world links  <b>What comes next:</b> End of topic assessment	Revise for end of topic assessment



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Weather and climate	<p>To describe and explain the differences between weather and climate.</p> <p>To explain the factors influencing weather and different types of precipitation.</p>	<p>Weather</p> <p>Climate</p> <p>Atmosphere</p> <p>Water cycle</p> <p>Convictional</p> <p>Frontal</p> <p>Relief</p>	<p>Key word definitions.</p> <p>Discussion about factors affecting the weather and climate of the UK.</p> <p>Use of maps to describe and explain weather and rainfall patterns.</p> <p>Analysing pictures to link types of rainfall to clouds.</p> <p>GCSE Question.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Climate, water cycle</p> <p><b>What comes next:</b></p> <p><a href="http://www.coolgeography.co.uk">www.coolgeography.co.uk</a></p> <p>BBC Bitesize</p>	Key vocabulary definitions
Pressure systems	<p>To describe and explain what high and low pressure is.</p> <p>Better than expected progress: To recognise different types of weather associated with high and low pressure.</p>	<p>Cold front</p> <p>Warm front</p> <p>Occluded front</p> <p>Isobar</p> <p>Pressure</p> <p>Ecosystems</p>	<p>Key word definitions.</p> <p>Use of weather map to identify different weather features.</p> <p>Using global ecosystem maps make links to the Global Atmospheric Circulation Model.</p> <p>Make a weather forecast using weather maps then analyse its accuracy.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Climate regions around the world, biomes</p> <p><b>What comes next:</b></p> <p>Links between pressure systems and extreme weather</p> <p>News articles on recent extreme weather events</p>	Key vocabulary definitions
Extreme weather in the UK	<p>To describe the impacts of the 2013 St Jude's Day storm.</p> <p>To evaluate how likely extreme weather storms may be in the future.</p>	<p>Precipitation</p> <p>Flooding</p> <p>Impacts</p> <p>Social</p> <p>Environmental</p> <p>Economic</p> <p>Extreme weather</p>	<p>Description of storm route using maps.</p> <p>Photo/video analysis.</p> <p>Categorising impacts into social, economic, environmental.</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>Previous lessons (pressure systems and associated weather)</p> <p><b>What comes next:</b></p> <p>Extreme weather in other parts of the world (tropical storms)</p> <p>BBC Bitesize (tropical storms)</p>	Research Hurricane Katrina (2005)



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Tropical storms	To describe the conditions needed and characteristics of tropical storm formation,  To explain the impacts of tropical storms using a case study.	Hurricane Low pressure Coriolis effect Eye Eye wall Long-term impacts Short-term impacts	Describing distribution of tropical storms.  Sequencing events (storyboard) of formation of tropical storms.  Case study analysis of Hurricane Katrina.	<b>Pre-requisites:</b> Map skills (Year 7) Links to pressure and weather systems  <b>What comes next:</b> Investigating key weather elements BBC Bitesize: What is weather?	Research how different elements of weather are measured
Microclimates	To understand and describe the factors that can impact climates on a small scale.  To apply understanding to examples and judge how microclimate can change.	Microclimate Shelter Relief Aspect	Definitions of key terms.  Written descriptions of factors affecting microclimate.  Application of understanding using a range of maps.  Identifying location of a place on a map using a photograph.	<b>Pre-requisites:</b> Understanding of key weather elements (wind, precipitation, temperature)  <b>What comes next:</b> Fieldwork (how to measure weather) BBC Bitesize: How do we measure weather?	Investigate the microclimate of your house
Microclimate fieldwork	To measure elements of the weather in different locations around the BTRCC site.  To analyse results to come to a conclusion where to situate a new picnic bench.	Microclimate Temperature Wind speed Wind direction Anemometer Thermometer Weather vane Beaufort Scale	Carrying out a range of experiments at different sites within school, to assess suitability of a location for a picnic bench.  Data presentation skills (including graphs and charts).  Writing a proposal for a location of a new picnic bench (including analysis, conclusion and evaluation of results).	<b>Pre-requisites:</b> Understanding of key weather elements (wind, precipitation, temperature) KS2: How to graph fieldwork data  <b>What comes next:</b> End of topic assessment	Revise for end of topic assessment