

“How would I find my way without GPS? OS Maps Skills”

Geography, Year 7, unit 1 of 5

What previous learning am I building on?	What am I learning that is new?
<p>KS2 National Curriculum: Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. Students will have had a mixed experience of this at KS2.</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - Be able to read and give directions on maps. - Be able to read height on maps. - Be able to measure distance on maps. - Be able to locate an area on a map using 4 fig grid references. - Be able to locate specific places/features on a map using 6-figure grid references.
<p>1 What is Geography?</p> <ul style="list-style-type: none"> • Understand what the study of Geography involves. • Develop the skill of analysing photos to discover the location of places. • Categorise parts of the world into a relevant geographical group. 	
<p>2 Amazing Places</p> <ul style="list-style-type: none"> • To know how to describe some amazing places on the planet. • Describe places using a range of adjectives. • Locate several amazing places around the world on a map by using an Atlas. 	
<p>3 Direction</p> <ul style="list-style-type: none"> • To Learn how to read direction on a map. • Draw an 8-point compass and label accurately (using a Nemonic). • Practice how to use the correct preposition when giving directions ‘to’ and from’. • Practice how to use compass directions to identify places on a fictitious island that I am trapped on. 	
<p>4 Distance - Use of scale</p> <ul style="list-style-type: none"> • To know how to calculate distances between places on a map. • Practice how to draw maps to scale. • Practice how to accurately measure from one point to another (small points and larger areas). 	
<p>5 Height</p> <ul style="list-style-type: none"> • Use of different methods to read height on a 2D map. • Learn how to read layer colouring in an atlas or contour lines and spot heights on an OS map. • Identify height or places of a sketch map of Nevis Island. 	
<p>6 Four Figure Grid References</p> <ul style="list-style-type: none"> • Learn how to use four figure grid references to locate areas on OS maps. • Use four and figure grid references to find places or give co-ordinates for places on a sketch map of Nevis Island. 	
<p>7 Six Figure Grid References</p> <ul style="list-style-type: none"> • Learn how to use six figure grid references to locate specific places on OS maps. • Give six figure grid references for several places on an OS map. 	
<p>8 Map Skills revision</p> <ul style="list-style-type: none"> • To run through a number of practice tasks about height, scale, distance, grid references to prepare for map skills assessment • Using compass directions, scale to measure distance, contour lines to read height and grid references to locate areas. 	

How will I be assessed at the end of this unit?

Answer questions about using direction, reading height, using four figure-grid references and measuring distance. Questions will be based on your case study throughout the unit – Nevis Island.

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Use of a dual coded glossary to support understanding of key words. You will be guided towards understanding the correct word order to use when describing direction: 'to the north of... is...'is to the north of...'	A combination of Seneca Learning Tasks and map skills worksheets.	Get an OS map and design some questions for someone else to answer.	'Mapzone' to play online quizzes and games designed to improve map skills. https://www.ordnancesurvey.co.uk/mapzone/

“Urbanisation - Where Do I Live and Why has it grown?”

Geography, Year 7, unit 2 of 5

What previous learning am I building on?	What am I learning that is new?
<p>human geography, including: types of settlement and land use</p> <p>Students will have had a mixed experience of this at KS2.</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - be able to give a good location description of London. - be able to explain the reasons for London’s settlement site? - be able to explain the influence of physical factors on choice of settlement site (i.e. relief of the land, proximity to water sources, geology, and soil fertility). - be able to describe key features of the urban land use model: Central Business District (CBD): Inner City, Suburbs; Countryside. - be able to know how the functions and age of building vary across the city. - be able to evaluate living in an urban and rural area.
Learning Journey – lesson title and main activities	
<p>1 Where is London?</p> <ul style="list-style-type: none"> • Learn how to give a detailed location description, using national, regional and local scale. • Give a detailed description of the London Borough of Camden in relation its position in the UK, in relation to other counties and its position in London. 	
<p>2. London Skyline Field sketch</p> <ul style="list-style-type: none"> • To draw a field sketch of London’s skyline for Hampstead Heath to gain an insight into the land use of London. 	
<p>3 Where did early settlers choose to live in Britain?</p> <ul style="list-style-type: none"> • To learn the reasons behind the choices that people made in relation to why people chose to live somewhere. • Analyse different types of landscape to decide what types of people may have chosen to live there. • Complete a decision-making exercise related to where it is best for different groups of people. 	
<p>4 Where Shall We Build Londinium?</p> <ul style="list-style-type: none"> • Assess the reasons for London’s location and understand that London’s location depends on several factors. • Read text to gain several reasons for London’s location. • Write a letter to the emperor assessing the suitability of the site. 	
<p>5 How do settlement types & patterns vary?</p> <ul style="list-style-type: none"> • To know the different settlement types and patterns. • Explain why settlement patterns develop that way. • Identify settlement patterns and types from photos and an OS map. • Describe the link between settlement type, size and services provided 	
<p>6 How do land uses differ across London?</p> <ul style="list-style-type: none"> • To recognise (during a local area walk) the main urban land use model. • Using a clipboard, with a worksheet showing the four urban land use zones, walk around the local area and sketch/record the types of housing and land use features that you would find in each zone. 	
<p>7 Why do land uses differ across London? (Field trip)</p> <ul style="list-style-type: none"> • To know how and why land uses differ within cities. • Visit 4 locations in the local area that resemble 4 zones in the urban land use model. • Using a clipboard, with a worksheet showing the four urban land use zones, walk around the local area and sketch/record the types of housing and land use features that you would find in each zone. 	
<p>8 Is London a multi-cultural city?</p> <ul style="list-style-type: none"> • To compare the cultural diversity of our class to London and consider the advantages of multi-culturalism. • Make a choropleth map and draw a cumulative bar graph to show the ethnic diversity in the class. • Identify the benefits of multi-culturalism. 	
<p>9 How has London’s population changed?</p> <ul style="list-style-type: none"> • To know how London’s population has changed and evaluate the impacts of changes. • Draw and interpret a line graph about population changes in London over the last 200 years. • Evaluate the pros & cons of living in an urban area. 	
How will I be assessed at the end of this unit?	

You will be assessed by completing a range of multi-skilled tasks that will test elements of content from the Home Region Unit and will include questions requiring maps skills (learned in unit 1).

How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
<p>Use of a dual coded glossary to support understanding of key words.</p> <p>You will be guided on how to structure an 'Evaluation' Response.</p>	<p>A range of Seneca learning tasks about urbanisation and some individual worksheets that test your ability to recognise settlement patterns.</p>	<p>You can deepen your understanding and challenge yourself by going over materials in revision guide or on platforms like BBC Bitesize, Seneca and Oak National Academy.</p>	<p>Consult your teacher.</p> <p>You can seek additional assistance by making good use of platforms like BBC Bitesize https://www.bbc.co.uk/bitesize/articles/znsdp4j#zxng4xs Seneca, or Oak national Academy.</p>

“Lovely Volcanoes”

Geography Year 7, unit 3 of 5

What previous learning am I building on?	What am I learning that is new?		
<p>KS2 national curriculum expectations are to know the location and characteristics of volcanoes.</p> <p>Students will have had a mixed experience of this at KS2.</p> <p>Prior learning on the use of adjectives that describe the shape of amazing places in unit 1.</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> - Be able to understand volcanoes vocabulary and concepts - Be able to know how to describe volcanoes and their features. - Be able to describe and explain the location of volcanoes around the world. - Be able to explain why volcanoes occur and know different types of plate boundaries. - Be able to assess the benefits and dangers of volcanoes. - Be able to evaluate whether it is better to live near or further from a volcano. 		
Learning Journey – lesson title and main activities			
<p>1. What do volcanoes look like?</p> <ul style="list-style-type: none"> • To describe a volcano in detail using a range of adjectives. • To analyse photos of different volcanoes 			
<p>2. A journey to the centre of the Earth.</p> <ul style="list-style-type: none"> • To know the internal structure of the Earth. • To distinguish the characteristics of the layers of the earth. • To read and understand text on the internal structure of the earth. 			
<p>3. What are the different types of plate boundaries?</p> <ul style="list-style-type: none"> • To know tectonic plate boundaries on a world map. • To distinguish constructive and destructive plate boundaries • To describe the location of volcanoes and their link to plate boundaries • To explain why volcanoes occur. 			
<p>4. What are the main features of a volcano?</p> <ul style="list-style-type: none"> • To draw and label the different features of a volcano. • To make a paper pop-up volcano. • To make a model of a volcano using recyclable material. • To design a poster on Mt Etna 			
<p>5. Was mount Pinatubo eruption a disaster or a success?</p> <ul style="list-style-type: none"> • Active listening skills to record information from a video of Mt Pinatubo eruption • Make a storyboard about the events that took place when Mt Pinatubo erupted. • To evaluate the impacts of volcanic eruptions by looking at Mt Pinatubo as a case study. 			
<p>6. Are volcanoes all really bad?</p> <ul style="list-style-type: none"> • To know volcanoes can provide both benefits and disasters to people. • To assess the benefits of volcanoes 			
How will I be assessed at the end of this unit?			
<p>You will be assessed by completing a range of multi-skilled tasks that will test elements of content from the Volcanoes Unit and will include questions requiring maps skills (learned in unit 1).</p>			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
<p>Use of a dual coded glossary to support understanding of key words.</p> <p>You will be guided on how to structure an ‘Evaluation’ Response</p>	<p>A combination of Seneca Learning Tasks, Satchel one and writing a story on the journey to the centre of the earth.</p>	<p>You can deepen your understanding and challenge yourself by going over materials in revision guide or on platforms like BBC Bitesize, Seneca and Oak National Academy.</p>	<p>Consult your teacher.</p> <p>You can seek additional assistance by making good use of platforms like BBC Bitesize, Seneca, or Oak national Academy.</p> <p>Lovely Volcanoes - Oak National Academy</p>

“What is China Like?”

Geography Year 7, unit 4 of 5

What previous learning am I building on?	What am I learning that is new?		
KS2 National Curriculum: Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region. KS2 regions do not include Asia, however, a place study should have been received. Students will have had a mixed experience of this at KS2.	By the end of this unit, I will: <ul style="list-style-type: none"> - Be able to identify the physical features of China. - Be able to describe how China’s population is distributed. - Be able to describe how China’s climate compare to the UK’s. - Be able to describe how daily life for young people in China compares to daily life for young people in the UK. - What impact has urban change had on China’s housing? 		
Learning Journey – lesson title and main activities			
1 China – location & physical features <ul style="list-style-type: none"> • To know the location and main physical features of China • Describe the location of China using an Atlas • Complete a map handout showing China’s physical features using an Atlas. 			
2 China’s population distribution <ul style="list-style-type: none"> • To know why more people live in some parts of China than others • Describe the population distribution of China using a population map. • Explain the population distribution in China using the physical map from the previous lesson and other source material. 			
3 How does China’s climate compare to the UK ? <ul style="list-style-type: none"> • To know how the climates of Kunming (China) and London compare • Skills: Complete the climate graph for Kunming using the data provided. • Use the climate graph for London to make comparisons. 			
4 Comparing daily life in China & the UK <ul style="list-style-type: none"> • To know how daily life for a pupil in China differs to the UK. • Access a number of resources (diaries, videos, photos, timetables) to record aspects of life in Kunming in the categories of: School; Shopping; Home Life; Transport; Food Entertainment. 			
5 End Year 7 Exam Revision <ul style="list-style-type: none"> • To revise all topics studied in Y7. • Complete a revision sheet. • Participate in taboo word and retrieval question quizzes. 			
How will I be assessed at the end of this unit?			
Assessment of your learning about China will be included in the end of year 7 assessment. The End of Year Assessment will test you on Map Skills; recognising settlement types; reasons for settlement site choices; land use in the urban model; volcanic features, dangers & benefits; The Mount Pinatubo case study; the physical features of China; the climate on China; a comparison of daily life for young people.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will develop your understanding of using comparative connectives in	You design your own Chinese menu and research some Chinese landmarks.	You can deepen your understanding and challenge	Consult your teacher. You can seek additional assistance by making good use of BBC Bitesize ‘Geography KS3: Life in China’ https://www.bbc.co.uk/bitesize/articles/zfqwxg8#zvm7h4j And Oak National Academy https://www.thenational.academy/teachers/programmes/geograp

both oracy and written work.		yourself by going over materials in revision guide or on platforms like BBC Bitesize, Seneca and Oak National Academy.	hy-secondary-ks3/units/china-a-global-superpower/lessons?sid-fe2a65=vWlh7aBGZd&sm=0&src=3
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“Would more chain or independent shops be best for Swains Lane?”

Geography Year 7, unit 5 of 5

What previous learning am I building on?	What am I learning that is new?		
KS2 National Curriculum use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	By the end of this unit, I will: <ul style="list-style-type: none"> - Know what steps we take to conduct a field study. - collect primary data for the investigation. - Be able to present the data in suitable forms. - Be able to analyse the data. - Be able to evaluate the data. 		
Learning Journey – lesson title and main activities			
1 Introducing the field investigation <ul style="list-style-type: none"> • Hypothesis - ‘Swains Lane does not need more independent shops.’ • Locating Swains Lane • Shade in the location of the ‘Swains Lane’ shops on a map (shade in Swains Lane between: 223133 & 224134). • Describe the location of Swains Lane in Camden. 			
2 Collect primary field data <ul style="list-style-type: none"> • Visit Swain’s Lane. • Ensure you have the correct equipment (clipboard, pen, shop type map of Swains Lane). • Walk around and record the types of shop found on the map. 			
3 Present the primary data collected <ul style="list-style-type: none"> • present field data accurately by draw bar graphs and completing a choropleth map. 			
4 Write up findings from the study <ul style="list-style-type: none"> • Complete an analysis, conclusion and evaluation of the information discovered 			
How will I be assessed at the end of this unit?			
You will be assessed by completing all stages of the field study investigation: 1. Introduce the study 2. Collect some data 3. Present the data 4. Analyse the data & conclude the study 5. Evaluate the study.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will be guided towards being able to write up a Geographical investigation in a formal way.	Complete a survey to friends and family about shopping habits.	You can deepen your understanding and challenge yourself by going over looking at the Field Studies Council website https://www.field-studies-council.org/resources/	Consult your teacher. You can seek additional assistance by making good use of BBC Bitesize KS3 Geographical Enquiry https://www.bbc.co.uk/bitesize/articles/zfqwxg8#zm4rdnb

