

Why Were The World Cups of 2018 & 2022 held in Russia and The Middle East? ” (SPO)

Geography, Year 8, unit 1 of 4

What previous learning am I building on?	
KS2 National Curriculum: Geographical skills using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Students will have had a mixed experience of this at KS2. Conducting a ‘place’ study in Y7 (China).	By the end of this unit, I will know: - Where are Russia and the Middle East? - What are the physical features of Russia and the Middle East? - How and why is population distributed in Russia and the Middle east? - What are the climate and biomes of Russia and the Middle East? - Are Russia and the Middle East appropriate places to host the World Cup?
1 Amazing Places to Explore • Explain why people explore places. • Use reading skills such as skimming and scanning to highlight the dangers that explorers face. • Explain why people risk their lives to be explorers.	
2 Who were the real-World Cup winners ? • Explain factors that affect who does well in the World Cup. • Collect relevant country data using an atlas to ascertain whether this matches the World Cup final positions. • Analyse relevant country data to ascertain whether this matches the World Cup final positions.	
3 Where is Russia? • Identify <i>Russia</i> and neighbouring countries 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.	
4 What is the Physical Geography of Russia like ? • to know the main physical features of Russia.. • Identify a range of physical features on a map. • Locate different biomes and climate zones within Russia and describe them.	
5 Is Russia Too Cold Too Host The World Cup? • to know where people live in Russia and why they live there. • Create a choropleth map to identify where people in Russia live. • Describe where areas of low and high population density are located. • Explain why areas of Russia have low and high population density.	
6 Where do Russia’s population live? • to know where people live in Russia and why they live there. • Create a choropleth map to identify where people in Russia live. • Describe where areas of low and high population density are located. • Explain why areas of Russia have low and high population density.	
7 The 2018 World Cup • to know why Russia was chosen to hold the World Cup. • Identify the location of World Cup stadiums within Russia using a map • Compare key data between Russia and previous World Cup hosts	
8 Where is Qatar? • to know where Qatar is located in the world and the main physical features of the Middle East. • Describe in detail the location of Qatar including longitude and latitude, continent, neighbouring countries and nearby seas/ocean.	
9. What is the Middle East like? • to know the main physical features of the Middle East.	

- Complete a map key for the physical features of the Middle East using a blank map and an atlas.
- Compare the physical features and the Middle East and the UK using an atlas.

10. The Middle East – Climate & Biome

- to know how Climate and Biomes vary across the Middle East.
- Compare the vegetation and climate of the Middle East's three main zones using a map.
- Explain which climate and biome you would prefer to live in.

11. Living in the Middle East

- to know where people live in the Middle East and why they live there.
- Complete a choropleth map to show densely and sparsely populated areas of the middle east.
- Describe and explain the pattern population density in the middle east.
- Identify country capitals in the middle east.

12. The 2022 World Cup

- To know why Qatar was chosen to hold the World Cup.
- Describe the location of the stadiums in Qatar.
- Analyse the reasons why Qatar was chosen to host the World Cup.

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 World Cup; Russia and the Middle East unit.

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. Practise how to structure 'Assess' command words.	A combination of Seneca Learning Tasks and research tasks about Russia and the Middle East.	Read 'Wolf Wilder - Katherine Rundell - urban/rural differences and Russian landscapes. Use Google Earth and other software to explore Russia and the Middle East.	https://www.bbc.co.uk/bitesize/articles/zcrx2v4#z2mx7yc https://www.thenational.academy/teachers/programmes/geography-secondary-ks3/units/russia-how-does-geography-shape-the-country/lessons/the-biomes-of-russia#slide-deck https://www.thenational.academy/teachers/programmes/geography-secondary-ks3/units/the-middle-east-how-have-natural-resources-changed-the-middle-east/lessons

“Glaciation - Climbing Mt Everest” (NCH)

Geography, Year 8, unit 2 of 5

What previous learning am I building on?		What am I learning that is new?	
- Map skills was covered in Y7. Students will have had a mixed experience of this at KS2.		By the end of this unit, I will know: - What are glaciers and how do they form? - How do glaciers erode and shape the land? - What erosional features are created by glaciers? - What depositional features are created by glaciers. - How do humans use glaciated areas? - How can we recognise glaciated features on OS Maps?	
Learning Journey – lesson title and main activities			
1 What are glaciers and where are they located? • Describe and explain what glaciers are and how they differ from ice sheets and ice fields • Give a detailed location description of glaciated areas in the world. • To be able to name and identify the location of glaciated areas on a world map.			
2. How and why glaciers form and behave? • Learn how glaciers form and behave through accumulation and ablation. • Identify and label the features of a glaciated landscape. • Read text and watch video clip to be able to describe and explain what happened to stardust. • Use different literacy strategies to access information on an article.			
3 What erosional features are created by glaciers? • To learn the different features created by glacial erosion and be able to label them on a diagram. • Explain the different types of processes responsible for glacial erosion. • 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.			
4 What depositional features are created by glaciers? • To learn the different features created by glacial deposition and be able to label them on a diagram. • Explain the different types of processes responsible for glacial deposition. • 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.			
5 How do humans use glaciated areas? • To know what human activities are situated on glaciated landscapes. • To skim and scan through a source and complete a table on the human activities in a glaciated valley.			
6 How can we recognise glaciated features on OS maps? • Use six figure grid reference, map symbols and direction on an OS map. • • Plot the location of different tourist activities on a map using the six figure grid reference.			
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 Glaciation 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?
Use of a dual coded glossary to support understanding of key words.	A range of Seneca learning tasks about urbanisation and some	You can deepen your understanding and challenge yourself by going over	Consult your teacher. You can seek additional assistance by making good use of platforms like BBC Bitesize https://www.bbc.co.uk/bitesize/articles/znshp4j#zxng4xs Seneca

You will be guided on how to structure an 'Evaluation' Response. You will be guided on how physical processes occur and what leads to changes in our landscapes.	individual worksheets that test your ability to recognise settlement patterns.	materials in revision guide or on platforms like BBC Bitesize, Seneca and Oak National Academy.	Oak national Academy https://www.thenational.academy/teachers/programmes/geography-secondary-ks3/units/ice-and-glaciers-how-are-cold-places-affected-by-a-warming-planet/lessons/glacial-landforms#slide-deck Here you can find quizzes to test prior knowledge. You can also find PowerPoint slides and a quiz at the end to test your learning Pearsons's qualifications - To stretch yourself for evaluation responses you can view model answers of GCSE students. This website shows what makes a good response to a question and how can other responses be improved, helping you develop your writing skills. Royal Geographical Society: https://www.rgs.org/schools/resources-for-schools/glacial-environments Using this website, you can understand how glaciers impact our lives and therefore, why we learn about glaciers. https://www.vocabulary.com/ This website will help you develop your subject specific vocabulary.
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Using GIS & Geography of Crime (SPO)

Geography Year 8, unit 3 of 5

What previous learning am I building on?	What am I learning that is new?
KS2 national curriculum expectations are to 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. Students will have had a mixed experience of this at KS2. Prior learning on in year 7 with the Swains lanes investigation, which introduced the students to geographical investigations. The previous learning also includes map reading skills, and graphical skills.	By the end of this unit, I will: - Be able to understand what GIS is? - Be to know how GIS is constructed? - Be able to how is GIS used by the police? - Be able understand how can we categorise crime? - be able know what is the pattern of crime like in the UK? - Be able to know where do most crimes occur and why? - Be able to assess who is at risk of crime in our local area? - Be able to explain Why are they at risk? - Be able to evaluate how could crime be reduced in the local area?
Learning Journey – lesson title and main activities	
1. To understand how we can categorise crime and know what GIS is? • To make decision on categorising crime • To understand what GIS is. • Identify parts of GIS. • To know the different uses of GIS. • To evaluate the purpose of GIS.	
2. To understand the patterns of crime in the UK • To read and understand articles describing crime in the UK. • Using maps to identify where crimes happen. • To explain where most of the crime happens in the UK.	
3. To know how UK crime rates are changing. • To describe how UK crime rates are changing. • To use crime data to plot a line graph. • To explain why UK crime rates have changed.	
4. To understand London crime patterns. • To compare two different places in London (Camden and Barnet). • To use maps to identify which parts of London have higher crime rates. • To understand the inner city has more crime than the suburbs. • To explain why crime happens more in the inner city.	
5. To know how to complete a crime survey. • To collect primary quantitative and qualitative data. • To identify possible crimes at 6 different local sites. • To identify solutions to crimes. • To judge which of the sites are more unsafe than others.	
6. Local crime survey analyses • To use primary data to create a bar chart. • To use primary data to assess local areas safety. • To describe 6 different sites and the potential crimes. • To evaluate how crime could be reduced in these areas.	
7. To know how to collect secondary data using ICT	

- To collect secondary data on rates of crime.
- To use technology (a computer) to extract metropolitan police data and graphs.
- To analyse police data and judge rates of crime.
- To compare primary data (crime survey) and the secondary data.

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

You will be assessed by completing a range of multi-skilled tasks and an end of unit written test.

You will also have to

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. Through reading and analysing a news article on crime, which has been adapted to facilitate reading. You will be guided on how to structure an 'Evaluation' Response.	A combination of Seneca Learning Tasks, Satchel one and carousel.	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. Reading Book? Link to Geog investigation RGS/GA	Consult your teacher. You can seek additional assistance by making good use of platforms like BBC Bitesize, Seneca. https://www.bbc.co.uk/bitesize/articles/z3rjwnb#zt8496f

Rivers and water consumption (NCH)

Geography Year 8, 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. Students are building on their understanding of physical processes from earlier geography topics. In particular, the Year 8 glaciation unit introduced processes such as weathering, erosion and transportation, which link closely to how rivers shape the land. Through KS2 place studies, students would have learned about geographical similarities and differences between regions in the UK, Europe and North or South America. In this unit they develop their understanding of how physical features such as rivers and influence where people live and how environments are used.	By the end of this unit, I will know: - How does the water cycle affect rivers? - What is a drainage basin and it's features? - What role do rivers play in water supply? - Do I consume too much water? - How do rivers erode and transport sediment? - What erosional features does a river create? - Why does river flooding occur? - How can river flooding be managed?
Learning Journey – lesson title and main activities	
1 How does the water cycle affect rivers? • 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 What is a drainage basin and its features? • 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 What role do rivers play in water supply? • 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 Do I consume too much water? • 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 How do rivers erode and transport sediments? • To revise all topics studied in Y7. • Complete a revision sheet. • Participate in taboo word and retrieval question quizzes.	
6 What erosional features does a river create? • To revise all topics studied in Y7. • Complete a revision sheet. Participate in taboo word and retrieval question quizzes.	

7 Why does river flooding occur?

- To revise all topics studied in Y7.
- Complete a revision sheet.

Participate in taboo word and retrieval question quizzes.

8 How can a river flooding be managed?

- 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 rivers' key features will be included in the end of year 8 assessment. The End of Year Assessment will test you on the world cup – Russian and the Middle East; Glaciation; Using GIS and Crime; Rivers and water consumption.

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 both oracy and written work.

To research a river of your choice. You will be asked how long it is, where it is located, why is it significant etc...

Homework on how much water your family uses and whether you think your consumption is sustainable

Completing a cross section of a river and its features e.g. meanders, identifying what processes happen on a meander

Completing a murder mystery to help you understand processes such as weathering

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. Add reading book.

Extend your river research.

Consult your teacher.

You can seek additional assistance by making good use of BBC Bitesize 'Geography KS3: Rivers' [River processes and landforms](#) and [River management](#)

Oak National Academy [Rivers: How do rivers shape the land?](#)

Here you can find quizzes to test your prior knowledge. Then, go through lesson slides and use the final quiz to test your full understanding of the topic.

“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: - 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 • 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 • 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 • present field data accurately by draw bar graphs and completing a choropleth map.			
4 Write up findings from the study • 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