



Geography: Year 7 Unit 1 – What is Geography?

Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	Introduction to topics and skills in geography. Physical and human features.	None- first lesson of year 7. Baseline is designed to assess prior learning.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Continents and oceans mapping activity	Feedback after first lesson. After continents and oceans mapping activity. Peer assessment every lesson.	<ul style="list-style-type: none"> I can add labels to sketches I can draw diagrams to explain a sequence I can plot data on to maps. I can add detailed annotations to sketches I can identify and give facts about an event or place I can identify and describe an issue facing a place

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure



1	How will I learn in Geography?	BTEOTL I will: Know what kinds of things we learn in geography. Notice and label things about an image. Ask geographical questions about an image.	Students watch the “Have you ever wondered” video to introduce them to some of the topics in Geography.	PowerPoint Geographical images	Activity 1: Introduce ‘noticing’ as an important learning power for Geography. Students look at the picture and make notes about what they notice. One example could be given on the board. Teacher shows example responses and as a class discuss which is the best response and why. Activity 2: Students are given another picture on which they annotate what they notice. Students reflect on their progress. Students generate questions based on the new image.	Students are given another picture on which they annotate what they notice. Students reflect on their progress. Students generate questions based on the new image.	Students are given another picture on which they annotate what they notice. Students reflect on their progress. Students generate questions based on the new image.
2	Baseline Assessment	BTEOL I will: Be able to show off how great I am at Geography		Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
3	Baseline Assessment Run through	To create www and ebis for myself	Review your test – each tell your partner what you think is a www and ebi	Papers Mark schemes	Whole lesson. Run through test. Pupils to grade their work with www and ebis and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebis?



4	What are the different types of geography?	<p>BTEOTL I will: Identify the three main types of geography. Categorise examples of the three types of geography and give their own examples. Explain the links between the three types of geography.</p>	<p>Students create a brainstorm/mind map of all the words they think of when they hear the word 'geography.' This is generating a bank of words to use later. Extension – look for links between these ideas or put them into groups</p>	<p>PowerPoint Image card sorts</p>	<p>Activity 1: Introduce the concept of physical, human and environmental geography (images available as examples.) Students sort the image cards into the different types. Extension: are there any cards which are hard to categorise? Why? Alternatively, this activity could be done as a voting activity, using the coloured pages in the planner / mini white boards, followed by some discussion Students write a short paragraph to define the different types of geography and give some examples.</p> <p>Activity 2: Students look at some photographs and categorise them, before generating questions about them. Students look back at their list of geography words and try to categorise them in to P/H/E. Make a key to ensure this is clear.</p>	<p>Either Make a poster about the 3 types of geography. Add as many pictures as you can from magazines, newspapers, internet. Write some questions to go with your images.</p> <p>Or, collect 3 newspaper clippings about geography and explain whether they are talking about physical, human or environmental geography.</p>	<p>Students discuss and record which skills and attributes are necessary to be a good human/physical/environmental geographer. Some suggestions provided for sorting, although more able students should be encouraged to add their own.</p>
---	--	--	--	--	---	--	--



5	What do we study in Physical Geography?	BTEOTL I will Identify physical features of places. Describe physical features of an area. Compare the physical features of different places using the key words.	Students look at the 3 images and pick out physical features. They can choose whether to make a list or a brainstorm. Feedback to the class and adding of extra ideas in a different colour. Make a key. (5 minutes) * Teacher check homework and does register during this task.	PowerPoint Top to tails Image annotation scaffolds	Activity 1: Students match the key word to the definition on the sheet (this reduces the need for copying.) Extension: Go back to your list of physical features and write the key word that relates to them in brackets. Students mark and correct each other's work using red pens Activity 2: Model 1-2 examples before they begin. One example is created and improved as a class using the shared-writing technique. Students annotate the images using the word bank of physical features from task 1 and the key words. Students write sentences to compare the physical features of the two places. A bank of important word and connectives is provided. Less able students make 2 comparisons, more able students make 5, ensuring they use the key words and discuss similarities and differences. (15 minutes)	<i>What are the ideal types of physical features for humans to live easily? Explain your answers.</i> A hand out with Instructions and differentiated success criteria is in the PowerPoint	True or false voting plenary with a new image. E.g. "The relief in this place is steep"
---	---	---	---	--	---	---	---



6	<p>What do we study in Environmental Geography?</p>	<p>BTEOTL I will Define 'environment' and identify the different types of harm and pollution. Describe different ways that humans can help or harm the environment using specific examples. Explain how humans can care for the environment at different scales.</p>	<p>Students complete the code to find the definition of the word 'environment'</p>	<p>PowerPoint YouTube Statement banks</p>	<p>Activity 1: Students match the type of pollution to its definition. (This reduces copying) Stretch yourself questions – give another example, what problems would each kind of pollution cause in future? Peer marking and correction. Activity 2: Students read the statements and categorise them into positive and negative effects using colours. Make a key. Stretch yourself: How could we stop this pollution happening? Activity 3: Students watch 3 short clips and make a list of all the ways people can help the environment. Stretch yourself: identify what scale each activity operates on. Then they complete the sentences to show how different groups of people can help.</p>	<p>Find out what happens to recycling in Newham worksheet.</p>	<p>Make an outrageous statement about the environment. Pupils to argue against teacher</p>
7	<p>What do we study in in Human Geography? (This may take 2 lessons)</p>	<p>BTEOTL I will: Identify human features of places. Describe the human features of this area Draw and annotate a sketch. Comment on the population structure of this area. Give evidence or examples to back up points.</p>	<p>Students write down the key words, leaving space in their books (print out for SEN students) then draw a diagram to define each one. Students look at the image and make a list of all the human features that can see. Stretch yourself task to use the key words in descriptions.</p>	<p>PowerPoint Description scaffold</p>	<p>Activity 1: Walk down to the playground to draw and annotate a field sketch. (Or use a picture) Activity 2: Write up a description of the human geography of Forest Gate. Key word bank to help. The first sentence will be modelled using the shared writing technique. Stretch yourself question to comment on population structure and give evidence.</p>	<p>Complete a field sketch of your street</p>	<p>Vote with coloured pages to show which outcomes have been met and ask students to justify. Pick best field sketches. Ask class why they are the best</p>



8	Where am I in the world? (Countries, Continents, Oceans, Mountains)	BTEOTL I will: Know the names of the 7 continents and 5 oceans Label the continents and oceans on a world map. Match countries to the continents they are in. Locate major rivers, mountain ranges, deserts and famous places and say what continent or country they are in.	Students come in and listen to the continents and oceans song whilst they complete a word search to find the key words.		Activity 1: Demonstrate how to use the atlas. Students use an atlas to identify and label the world's continents and oceans. Stretch yourself task to find famous features and write sentences to say which country they are in. Extra stretch – categorise into physical and human features. <u>This may take some time!</u>	Revise key language for an assessment	Voting true or false plenary. Get one student each time to explain his/her answer.
9	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer describe Qs...give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
10	Assessment Run through	To create www and ebi for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Mark schemes	Whole lesson. Run through test. Pupils to grade their work with www and ebi and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebi?