



Geography: Year 7 Unit 3 British or European

Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)											
8 weeks	Where do you identify with? What countries make up the UK? Why did London grow up where it did? Physical geography of the UK and major cities. What are the main countries, capitals and physical features in Europe? Where do people go on holiday in Europe and what attractions are there? Why do people migrate to other parts of Europe? Arguments for and against the UK staying in Europe.	Compass directions. Grid references. Physical and Human Features. Basic knowledge of what makes a good site and situation for a settlement.											
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)											
Mid Unit assessment – Why is London such a big city (essay) End of Unit Assessment – Should the UK stay in or leave Europe? (Speaking and listening, campaign speech and Debate)	After mid and end of unit assessments. Written draft of speech before performance. End of term assessment	<table border="1"> <tr><td rowspan="10" style="writing-mode: vertical-rl; transform: rotate(180deg);">Case studies</td><td>I can identify and give facts about an event or place</td></tr> <tr><td>I can identify and describe an issue facing a place</td></tr> <tr><td>I can apply a case study to describe causes, impacts and responses</td></tr> <tr><td>I can apply a case study to explain causes, impacts and responses</td></tr> <tr><td>I can explain how management can reduce the impacts of a problem / challenge.</td></tr> <tr><td>I can explain different opinions towards an event or process.</td></tr> <tr><td>I can explain the justification for a particular management strategy.</td></tr> <tr><td>I can evaluate different opinions towards an event or process.</td></tr> <tr><td>I can evaluate the impacts of a process or event for different stakeholders.</td></tr> <tr><td>I can evaluate the sustainability of management choices and provide further suggestions.</td></tr> </table>	Case studies	I can identify and give facts about an event or place	I can identify and describe an issue facing a place	I can apply a case study to describe causes, impacts and responses	I can apply a case study to explain causes, impacts and responses	I can explain how management can reduce the impacts of a problem / challenge.	I can explain different opinions towards an event or process.	I can explain the justification for a particular management strategy.	I can evaluate different opinions towards an event or process.	I can evaluate the impacts of a process or event for different stakeholders.	I can evaluate the sustainability of management choices and provide further suggestions.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Where are the places that I identify with?	BTEOL I will: List places I associate myself with and categorise them. Locate places I associate myself with on a map. Explain how the places I associate with shape my identity.	Students look at the flags and make 2 mind maps to say what they already know about the UK and Europe. Discuss this as a class and consider similarities and differences. A good chance to recap key words such as country, nation, continent.	PowerPoint	Activity 1: Students complete the key word Introduce the definitions of place, space and scale. Teacher models an example of the places he/she is connected to activity (matching the word to the correct definition) then peer assessment – animated answers. Activity 2: Students make a list of places they associate themselves with then sort those places in to the grid diagram to show at what scale they are connected to those places. Feed back to the class (perhaps one student's connections could be modelled) Extension task to explain how they are connected to these places. Activity 3: Students answer questions in sentences in their books/using the grid to explain their local, regional, national and international links. (3 levels of differentiation.	None	Explain that we are learning this so that we have a clear understanding of the geography of the areas that we live in and how geography and politics can help shape our identity.



2	What countries make up the United Kingdom?	<p>BTEOTL I will:</p> <p>Will identify the different parts that make up the UK</p> <p>Will describe how people from different parts of the UK have different identities.</p> <p>Will explain different opinions about our identities around the UK.</p>	<p>Students listen to the national anthems and try to work out which part of the UK they come from (vote on whiteboards, then ask a student to justify his / her answer)</p>	<p>PowerPoint</p> <p>YouTube clips</p> <p>Opinion cards</p>	<p>Activity 1: Teacher explains that there are several countries in the British Isles, under 2 governments and that there are various names for these countries, often used interchangeably, but really there are subtle differences. Explain that some people enjoy being united as part of the UK, but some people would prefer for their country to be independent. Students look at the diagrams of the UK, Britain, British Isles and answer the questions. (3 levels of differentiation)</p> <p>Activity 2: Students work in groups. Each group has a card with an opinion about whether the UK is a good thing or not. Students must decide whether the card they have is for/against the UK and whether or not they agree with that opinion. Feedback to the class.</p> <p>Activity 3: Students write a paragraph in their books to say whether we have a united kingdom or not and justify their answer. Sentence starters available.</p>	<p>Complete your paragraph. Make sure you use at least 2 bits of evidence</p>	<p>Quick test voting plenary to name the British Isles, United Kingdom, England and Great Britain. (5 minutes)</p>
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3	Where are the main cities and physical features in the UK?	BTEOTL I will Will know the difference between human and physical features. Will be able to explain where a range of physical and human features are in the UK Will be able to explain how physical features affect the location of cities	Students look at the pictures and sort them into physical and human features. This could also be done as a voting activity as a whole class, or in pairs using picture cards. Extension question: are any of the things hard to put into a category? Could any be in both? Explain your answer. Students write down the definition of physical and human features and give two examples for each. (10 minutes)	UK maps PowerPoint Writing frames	Activity 1: Explain that today we will be learning about the locations of the seas, rivers and hills in the UK and how these affect where the major cities have been built. Students use the atlas to label a base map to show the major hills, rivers and seas around the UK. Challenge more able students to find the information without telling them the page number. Differentiated version with first letters in place / dots already on the map, and a harder version without the shaded areas on the map so students have to draw them themselves. Activity 2: Students write a paragraph to describe the relationship between physical features and the big cities. 3 levels of differentiation on different worksheets with an example for each level. Sentence starters and key vocabulary available. Extension question about why people might move from the countryside to the cities.	None	Capital city quiz plenary – Could be done as simultaneous assessment e.g. voting with thumbs. (5 minutes)
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4	Why did London develop? (Mini-Assessment Prep)	BTEOTL I will: Will identify places which would be good to build a city. Will describe and explain physical and human factors which caused London to develop. Judge which factors were the most important in London's development. Will be able to categorise the factors into social, economic and environmental factors.	Students look at a picture of Roman London. Using evidence from the picture, why do they think the Romans chose this place?	HW planning sheets PowerPoint Card sorts	Activity 1: Explain that London has grown hugely (from 30 thousand at the time of the picture – which is about the capacity of Upton Park to 13.5million today. Show them the same area of London today, then zoom out so they have a sense of the scale of the growth. Students read the card they have been given and explain why this factor would help London grow. (Cards are differentiated in 3 levels) Activity 2: Diamond 9 activity of why London continued to grow so fast, and which students think is most important. Stretch question to categorise them into social, economic, environmental. Feedback to the class. (15 minutes) This could also be done as a discussion activity with each group explaining one card and feeding back to the class.	Complete the planning sheet for next lesson's essay	Tell me... plenary – Why did London develop in this location and why did it grow so fast?
5	<u>Assessment</u> – Why is London such a big city? PIXL Skill = explaining processes	BTEOTL I will Will identify places which would be good to build a city. Will describe and explain physical and human factors which caused London to develop. Judge which factors were the most important in London's development. Will be able to categorise the factors into social, economic and environmental factors.	5,4,3,2,1 starter to recap information from last lesson. Some discussion to help student's build on each other's answers. (10 minutes)	Key word bank Writing frame	Activity 1: Students look at the success criteria and * the level they are aiming towards. Ask some students to explain what they have to do to get their target level. Activity 2: Students answer the question 'Why is London such a big city?' Writing frame available. Key word bank and connectives bank available. Could also do some shared writing.	None	Self-assessment – highlight the best sentence (linked to the success criteria) and explain why it is your best sentence.



6	What and where is Europe?	<p>BTEOTL I will: Will be able to name at least 5 different countries in Europe Will be able to give interesting facts about countries in Europe Will be able to explain why countries group together.</p>	<p>Students look at an image of the European flag and answer the questions (differentiated to 3 levels) 10 minutes Could use mini-whiteboards for simultaneous feedback / feedback to the class using random names.</p>	<p>PowerPoint Maps of Europe</p>	<p>Activity 1: Explain that during the lesson, students will be working on their locational knowledge of countries and cities in Europe. Students complete the map of Europe, naming the countries (using an atlas or the map in their planners) and making a key. Extension activity to add 5 more countries and find the capital cities of each of the countries. Activity 2: Students use an atlas to find the major physical features in Europe and add them to the map.</p>	<p>Research a country in Europe – find its flag, its capital city and 3 other facts about it</p>	<p>True or false voting plenary e.g. The Pyrenees are in the north of Spain. 5 minutes</p>
7	Where do people visit in Europe?	<p>BTEOTL I will: Will be able to define tourism and describe at least one people like to visit in Europe Will be able to describe several places people like to visit in Europe Will be able to recommend suitable locations for holidays in Europe for different families</p>	<p>Students describe their ideal holiday (where they would go, who they would like to go with, what they would do etc.) 5 minutes Pictures as inspiration</p>	<p>PowerPoint European holiday cards Travel companion cards</p>	<p>Activity 1: Make a brainstorm to show all the things that make a good holiday. Discuss with the students that not everyone has the same requirements from a holiday. Activity 2: Students work in table groups. Each student on the table has information about a different European country, but the same thinking questions to read the sheet and answer the thinking questions. Feedback to the rest of the group. SMSC – Social Activity 3: As a group, read the holiday requirements of the 4 sets of companions. Fill in the table to explain where they should visit and why. Feedback to the class and build questioning to see if students agree with each other.</p>	<p>None</p>	<p>Students reflect on the holidays that can be taken in the different parts of Europe and record where they would most like to visit and why.</p>



8	Why do people migrate to other parts of Europe?	BTEOTL I will: Identify reasons to migrate within Europe Describe reasons to migrate using case study detail Evaluate the most important reasons for migration.	Imagine you are moving to another country with your family (maybe you already have.) How would you feel? Why? Do you want to go? Why/Why not? What would you want life to be like once you got there?	PowerPoint Wojtek's biography	Activity 1: Make a mind map of all the reasons someone might want to move from one country to another. Consider which ones are relevant from moving from one part of Europe to another. Activity 2: Define migration and immigrant. Students read Wojtek's biography. Sort the cards into 2 piles: one for reasons to stay in Poland, one for reasons to move to the UK. (Pictures and a table to structure this for EAL/SEN students) Write down 3 things from each side in their books. Students explain why Wojtek moved. (3 levels of differentiated questions to scaffold this.) Activity 3: Students write a diary entry from the point of view of someone who is migrating from Poland to the UK. Writing frame and sentence starters are available.	Make improvements to your diary entry	Read out some of the diary entries, focus on discussing feelings and reasons for migrating.
9	Is being part of Europe a good thing for the UK? (Preparation)	BTEOTL I will: Will be able to give reasons to stay in or leave Europe. Will be able to explain the reasons to stay in or leave Europe. Will be able to rank the most important reasons to stay in or leave Europe.	Students look at the pictures and try to work out what they will be learning today.	PowerPoint EU resource packs	Activity 1: Explain that the UK is part of Europe and explain briefly the political agreements. Say that some people want to stay as part of Europe and some people want the UK to leave the agreement and become separate again. Students will work in 2 groups for this lesson. Activity 2: Students work in their groups to read the information and work out: whether the person wants to stay in Europe or leave and the reasons for this. SMSC – Social and cultural Activity 3: Students share their information with the other groups in their half.	None	Can you....? Voting plenary with proof.



10	Is being part of Europe a good thing for the UK? (Parliamentary debate)	BTEOTL I will: Will be able to identify advantages and disadvantages of being part of Europe. Will be able to explain the advantages and disadvantages of being part of Europe. Will be able to judge whether being part of Europe is a good thing and justify the decision.	Students complete an opinion line 'Being part of Europe is good for the UK' and justify their answer	PowerPoint	Activity 1: Students are split into the same groups as last lesson and recap their arguments, perhaps on sugar paper or cue cards. They also elect 3 speakers for each side. SMSC – Social Activity 2: The speakers debate (teacher or a more able student can be the Speaker of the House.) Sentence starters for talk displayed on the IWB. Remaining students (the audience/floor) note down 3 points from each side, and also rate the quality of the delivery of the argument using the peer assessment sheets.	Make a campaign poster to persuade people to vote to stay in or leave Europe. (you can choose which)	Students complete an opinion line 'Being part of Europe is good for the UK' and justify whether or not they have changed their opinion since the beginning of the lesson.
11	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer describe and opinion based Qs...give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
12	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?