



Geography: Year 7 Unit 4: Flooding and drought

Number of weeks	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																
12 lessons (8 weeks)	Water cycle Causes of flooding Effects of flooding (social and economic) using recent case study. Ways to manage flooding How to prevent future floods What is a drought? Why are people fighting over water in some areas? Why does the UK suffer water shortages?	Basic knowledge of the water cycle. Knowing that people have different opinions on the same subject.																
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																
Mid Unit assessment – decision making exercise and essay about how to manage a flood risk. End of unit assessment - Why did we have a hose pipe ban when it was pouring with rain? (drought mystery)	After mid and end of unit assessments. After the causes of flooding lesson.	<table border="1"> <tr><td rowspan="14" style="writing-mode: vertical-rl; transform: rotate(180deg);">Explaining processes</td><td>I can identify features/sequences of processes and formations.</td></tr> <tr><td>I can identify advantages of processes and events.</td></tr> <tr><td>I can identify disadvantages of processes and events.</td></tr> <tr><td>I can describe the distribution of landforms, objects and events.</td></tr> <tr><td>I can describe the features of landforms, events and processes.</td></tr> <tr><td>I can describe the impacts of processes and events</td></tr> <tr><td>I can describe management strategies of events and processes.</td></tr> <tr><td>I can explain the formation of landforms and explain processes.</td></tr> <tr><td>I can explain the impacts of processes and events.</td></tr> <tr><td>I can explain the differences between landforms, processes and events.</td></tr> <tr><td>I can evaluate the impacts of processes and events.</td></tr> <tr><td>I can evaluate the management of processes and events.</td></tr> <tr><td>I can evaluate the impacts of processes and events on different stakeholders.</td></tr> <tr><td>I can evaluate the management of processes and events on different stakeholders.</td></tr> <tr><td>I can suggest new ways to manage a process or event.</td></tr> </table>	Explaining processes	I can identify features/sequences of processes and formations.	I can identify advantages of processes and events.	I can identify disadvantages of processes and events.	I can describe the distribution of landforms, objects and events.	I can describe the features of landforms, events and processes.	I can describe the impacts of processes and events	I can describe management strategies of events and processes.	I can explain the formation of landforms and explain processes.	I can explain the impacts of processes and events.	I can explain the differences between landforms, processes and events.	I can evaluate the impacts of processes and events.	I can evaluate the management of processes and events.	I can evaluate the impacts of processes and events on different stakeholders.	I can evaluate the management of processes and events on different stakeholders.	I can suggest new ways to manage a process or event.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Where does the rain come from?	BTEOTL I will: Describe the water cycle. Describe the water cycle using key terms like evaporation, precipitation. Explain why some things might speed up or slow down the water cycle.	Students look at the images and try to work out what we will be studying in this unit.	Raindrop Rob storyboard PowerPoint	Activity 1: Introduce unit title and discuss what a flood/drought is. Make sure students have these definitions in their books. Students sort the Raindrop Rob cards into the correct order and number the cards in order. Stick them down and add arrows to show it is a cycle. Students label a diagram of the hydrological cycle. (Differentiated version with more answers filled in) Peer marking with red pens. Activity: Then students write a paragraph to explain the cycle in their own words. (More able students could do this in the first person, from Raindrop Rob's point of view) Students look at the images (forest, tarmac, steep slope) and discuss what impact each of these things will have on the speed of the cycle. SMSC – Social Record these ideas in books (sheet available to record answers if required)	None	True or false plenary – voting.



2	Why do rivers flood?	<p>BTEOTL I will: Define 'flood' and describe what is happening to the river in a flood. Identify 3 reasons there might be a flood. Explain in detail why each thing makes a river flood. The best answers will include case study detail.</p>	<p>Students look at the images and the newspaper headline clippings and try to answer the questions. Random name feedback to the class.</p>	<p>Top to tail of causes of flooding PowerPoint</p>	<p>Activity 1: Students work in groups to unjumble the definition of flooding. Then they write the definition in their books. (SEN/EAL could have their own copy to stick down.) Picture of a river channel (with labels) on the slide to help students understand the definition. Activity 2: Students match the cause of flooding to the explanation of why it causes flooding. Peer Marking with red pens. Activity 3: Students read the statement 'flooding is caused by too much rainfall' and decide whether they agree or disagree. This could be done kinaesthetically or in written form.</p>	<p>Go to the Environment Agency's website: http://www.environment-agency.gov.uk and answer the questions.</p>	<p>Class discussion. What causes flooding?</p>
3	What are the effects of river flooding?	<p>BTEOTL I will: Identify effects of flooding. Describe effects of flooding in detail and categorise them. Make links between the different effects of flooding.</p>	<p>UK case study, flooding in Somerset 2013/14. Watch news reports and images. Discuss causes and feelings.</p>	<p>Info sheets PowerPoint Latest flooding news stories</p>	<p>Activity 1: Students read the poem and highlight the effects of the storm/flood. Discuss how some are physical and some are psychological. SMSC Social. Students join the pictures to the word in the poem they represent. Activity 2: Students read info sheets on flooding and complete all tasks on social/economic/environmental impacts. Differentiated available.</p>	<p>None set</p>	<p>Class discussion. What is the greatest impact of flooding and why?</p>



4	How can we cope with flooding?	BTEOTL I will: Describe at least 3 strategies we can use to deal with the effects of flooding. Explain how and why each strategy helps to keep people safe from flooding. Evaluate how effectively each strategy protects people from flooding	Students look at the images on the slide and predict what we will be learning about today. Stretch question to find evidence to support predictions	Scaffolds for flyers Case study cards PowerPoint	Activity 1: Students are split into groups and given a card containing a piece of advice from the Environment Agency about what to do in case of flood. Students discuss when this advice should be followed, by whom, and why it would help us to cope with flooding. SMSC social. Then they swap cards and repeat. Findings are recorded in a table. Activity 2: Students create an advice flyer to explain to people what to do in a flood. Talk through text, audience and purpose first. (Finish for homework)	Complete flood safety flyer/leaflet	Plenary to reflect on learning and think of a one line piece of advice / a slogan to help people remember what to do in a flood.
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5& 6	How can we prevent river flooding in the future?	BTEOTL I will Identify ways to prevent future floods. Describe advantages and disadvantages of different types of flood defences. Evaluate which flood prevention methods are most effective and justify the decision.	Peer mark flyers from homework	Waterville sheets Letter scaffold	<p>Activity 1: Students are given the brief that they need to create a flood defence plan for Waterville. Roles are: Accountant, Environmental officer, Local resident, Cartographer, Civil engineer, Secretary. Each student has a role card containing information which will help them in the discussion. Students create their flood defence plan. Students assess themselves and their group for completion of the task and teamwork etc.</p> <p>Activity 2: Students present their ideas back to the class (if no one can decide, the secretary will present)</p> <p>Activity 3: Students choose a task: Write a letter to the planning officer /complete and annotate a map for the planning office / or create a powerpoint explaining the flood plan they have come up with. Levelled success criteria available.</p>	Complete the presentation / letter / map	Take photos of work. Peer mark www/ebi
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7	What is a drought?	<p>BTEOTL I will: Describe what a drought is and what causes it. Describe effects or problems of drought. Explain how drought affects people in different countries in different ways.</p>	<p>Students look at the picture and describe what they can see, where they think it is and what they think we will be learning about today.</p>	<p>MEDC LEDC Info packs YouTube PowerPoint</p>	<p>Activity 1: Students make a brainstorm to show what water is used for and what problems will result if there is no water. Picture prompts. 8 minutes. Explain the drought cycle to students (visual clues for this)</p> <p>Activity 2: Introduce the idea that there can be drought in MEDCs too. Watch the video of drought in Texas and note down 5 effects. Extension activity to say who is affected</p> <p>Activity 3: Think, pair, share activity to explore the difference in the effects of drought in MEDCs and LEDCs.</p>	<p>Research an area of drought. Find a picture and/or a map of the area. Write down: Whether the country is and MEDC or an LEDC, When the drought happened, How people were affected, What was done to try to reduce the effects of the drought?</p>	<p>Voting plenary (true or false questions) 5 minutes</p>
8	Why are people fighting over water in some parts of the world?	<p>BTEOTL I will: Identify a place where people are fighting over water and locate it on a map. Describe and explain the reasons why people are fighting over water. Suggest solutions to the conflict over water</p>	<p>Students look at the image (of a tribesman in a river with a gun) and describe what they can see. They suggest what they might be learning about. 5 minutes</p>	<p>YouTube clips PowerPoint</p>	<p>Activity 1: Students watch a 2 minute video clip and explain why water is coming to be known as 'blue gold' Students are given a map of the River Omo to stick in their books. As a class, using volunteers, read the background statements Discuss how the situation might lead to conflict.</p> <p>Activity 2: Watch the video about the conflict in the area. Students to write one cause of water conflict on their mini-whiteboards Students answer the differentiated questions using the statement bank of causes.</p>	<p>Revise!</p>	<p>Students report back one thing they have learnt today which they didn't know before.</p>



9	Why does the UK suffer water shortages?	BTEOTL I will: Describe how the amount of water we use has changed over time. Explain why the amount of water we use has changed over time. Describe and explain strategies to help save water in the future	Picture clues...what's the problem we're going to be trying to solve today?	Diagrams Maps PowerPoint	Activity 1: Diagram of relief rain...can anyone explain why high land gets more rain? Activity 2: Maps showing relief, pop density, av. Rainfall. What do you notice. News articles on Thames Water included. Scaffold to write "Why does the UK suffer water shortages?"	Revise!	Take photos, peer mark with www and ebi.
10	Why did we have a hose pipe ban when it was pouring with rain? (drought mystery)	BTEOTL I will: Be able to explain the causes of drought in the UK. Be able to explain the causes and effects of drought in the UK using case study information. Explain the causes, effects and solutions of the UK drought and evaluate its seriousness.	Key words revision word search	Card sort packs PowerPoint	Activity 1: Clue cards set one: What do we think happened? Take feedback from discussion. Activity 2: Clue cards set 2. What do you think happened? Activity 3: Writing frame, what do you think? What happened?	Revise!	Groups to present their findings. What do you think?
11	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer problem solving 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 though 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?