

Lesson	Learning Objectives - The pupils should learn:	Lesson Content (Students to..) ALL ACTIVITIES ARE SUGGESTED ONLY.	Possible Resources EM also has ppt presentations
<p>1. Where is Russia? What is it like? INTRODUCTORY LESSON</p>	<ul style="list-style-type: none"> To be able to describe Russia's location. To know a little about what Russia is famous for, including challenging stereotypes. <p>G3- adding to their knowledge of a range of places. G3-4 – recalling useful facts about locations. G3 – outlining the context of a location (political, social and cultural).</p>	<p>Show an outline map of Russia; where is this place? Can we find it in the atlas? What continent(s)? Fermi question – how big is it? Give pupils basic questions to investigate the answers to, using the atlas. E.g. Russia has an enclave – what does this mean? How much larger is it compared to the UK? Discuss. Use Russian images from around the room to quickly record what Russia is famous for; follow this up with facts / maps from copies of p. 106-107 and discussion. Russian title page – must describe location and include facts (can be peer assessed against an objectives grid in a subsequent lesson). When they leave the room, they tell the teacher one fact they have learnt about Russia. Homework – title page.</p>	<p>Textbook copies</p> <p>Available from EM: Objectives grid for title page Laminated images of Russia</p>
<p>2. What are Russia's physical features?</p>	<ul style="list-style-type: none"> To be able to use the atlas to label selected physical features in Russia. To be able to describe some of Russia's physical features. To understand that Russia's large size results in significant variation in its physical geography. <p>G3-4 – knowledge of a range of places, at different scales. G3-4 – recalling useful facts about locations. G2 – extract information from different sources, such as an atlas and textbook sources.</p>	<p>Show images of Russia's physical environments - which best fits their perception of Russia and why? All are Russia – what does that tell us? Pairs use physical features cards to label a blank map of Russia, using the atlas as a guide (cards can just be placed on); check answers; stick in pre-labelled map. Differentiated activities to discover more / describe Russia's physical features:</p> <ul style="list-style-type: none"> Lower ability can use a simplified sheet to copy about the true descriptive statements around their map. Most can answer the activities from p. 110-111. <p>Discuss and self-assess answers. Imagine that someone has never visited Russia before – summarise its varied physical features and present to their partner.</p> <p>There is a physical features test available for use, after they have studied the biomes.</p>	<p>Textbook copies</p> <p>Available from EM: Additional copies of p. 110-111 Physical features cards and laminated blank maps Pre-completed physical features maps Lower ability statements sheet</p>
<p>3. What are the extreme</p>	<ul style="list-style-type: none"> To be able to interpret a climate graph. 	<p>Odd one out activity to review the physical features. How cold does it get in Russia? Why is that a trick question?</p>	<p>1-10 cards / white boards</p>

<p>features of Russia's tundra climate?</p>	<ul style="list-style-type: none"> To describe the features of Russia's tundra climate. Where is this climate in Russia and why does its location make it so extreme? To explain how people have adapted to the climate. <p>G3 – 4 using more complex geographical terms e.g. weather, climate and adaptation. G3-4 – knowledge of a range of places, at different scales. G3-4 – recalling useful facts about locations. G3 – 4- explaining how humans and the environment interact. G3 – calculate simple stats. e.g. mean. G3 (4) – interpret climate graphs.</p>	<p>Spend time reviewing the concepts of weather and climate; pupils must be confident about the difference between the two. Use of white board responses / 1-10 cards to support the correct interpretation of a climate graph from the tundra. Predict where this would be in Russia and why. Review the fact that places further from the Equator are colder and why. Could calculate range etc. How would people survive there? Show and discuss images of adaptations. Differentiated activities to interpret the climate graph and explain adaptations on an individual basis (two structured work sheets available). Also need images of adaptations. Discuss and self-assess answers. Pupils summarise a top 3 advice list for visitors to the tundra, including climatic details. Homework – revise for test.</p>	<p>Available from EM: Laminated tundra climate graphs Differentiated worksheets Images of adaptations</p>
<p>4. What are the characteristics of Russia's biomes?</p> <p><u>Can be 2 lessons</u></p>	<ul style="list-style-type: none"> To understand the concept of a biome / global ecosystem (the latter is used in the GCSE specification). To be able to describe the characteristics of Russia's main biomes. To be able to compare the characteristics. <p>G3 – 4 using more complex geographical terms e.g. biome / global ecosystem. G3-4 – knowledge of a range of places, at different scales. G3-4 – recalling useful facts about locations. G5 – compare characteristics.</p>	<p>What would Russia's countryside look like? Would it look like ours? Explain the concept of a biome. Why would Russia have several and yet we have one? Pupils can use images of the 5 main biomes placed around the room to fill in an investigation sheet, which includes differentiation. Review answers and discuss; could use p. 112-113 in the textbook copies. Make links back to the tundra climate graph. Pupils produce a summative piece of work to describe the characteristics, which could be done by annotating a distribution map or as a creative piece of writing. Differentiated tasks available for the teacher to assess:</p> <ul style="list-style-type: none"> Lower ability describe the characteristics and what makes the biomes unique. Higher ability also compare characteristics and explain how the biomes could affect people. <p>Multiple choice questions to review learning so far.</p>	<p>Textbook copies</p> <p>Available from EM: Investigation sheets Biomes images Objectives grids for assessment</p>

<p>5. What is soil and where does it come from? How to humans affect it?</p>	<ul style="list-style-type: none"> To give an outline of what soil is and where it comes from. To understand that soil is a component of a biome. To understand why soil is so important. To describe the structure of soil. Homework – to explain the impacts of human activity on soils. <p>G3 – 4 using more complex geographical terms e.g. soil horizon. G3-5 – to outline / explain the impacts of human activity on the physical environment. G4 – describe theoretical frameworks used by geographers (soil structure).</p>	<p>Show image of soil – what is it? Where does it come from? Why is it essential? Use YouTube clip to explain the concept of soil and soil horizons. Use copies p. the new Geog. 3 textbook p. 20-21 to explore soil further. Label a soil profile and answer activity questions (e.g. p. 21). Homework – either research the impacts of humans on soil or use copies of p. 32-33 and differentiated task sheets to answer questions. These can be self-assessed. Write a short summary as to why soil is so important / quiz on characteristics.</p> <p>CALCULATORS NEXT LESSON WOULD BE USEFUL.</p>	<p>Copies of new Geog. 3 book (EM also has copies) YouTube clip Blank soil profile</p> <p>Available from EM: Differentiated homework questions</p>
<p>6. What's the distribution of Russia's population and why?</p>	<ul style="list-style-type: none"> To be able to interpret a choropleth map, describing the distribution of Russia's population. To be able to give some reasons to explain the distribution. To understand the concept of population density and how it is calculated. To describe Russia's ethnic mix. <p>G4- using more complex key words e.g. distribution, densely populated and sparsely populated and exception. G3 – 4 – to describe a pattern on a choropleth map and identify exceptions. G4-5 – to explain how humans and the environment interact at a range of scales.</p>	<p>Using blank map of Russia and prior knowledge, predict and justify where Russia would be most / least populated. Discuss. Take time to explain the concept of population density and how it is calculated (Doddle) and how choropleth maps can show distribution (use copies of colour map from p. 114); could practice describing distribution by the use of white board responses e.g. north is sparsely populated. Use prior knowledge to explore reasons for the uneven distribution. Differentiated activities:</p> <ul style="list-style-type: none"> Lower ability worksheet and a help sheet of answers to choose from. Higher ability annotate a black and white copy of the population distribution map, annotating it with descriptions and explanations. <p>Briefly look at p. 115 for Russia's ethnic mix. Self-assess answers (go through answers with low ability and give the rest of the class guidance for possible answers on the board).</p>	<p>Textbook copies Doddle Whiteboards Copies of map p. 114</p> <p>Available from EM: Lower ability worksheet and help answers</p>

	G4 – calculate a range of statistics, including ratio (population density).		
7. What are the contrasts between rural and urban Russia?	<ul style="list-style-type: none"> To be able to describe the characteristics of rural and urban areas. To compare the characteristics of rural and urban areas. <p>G3 – 4 use of more complex geographical terms e.g. rural, urban and characteristics. G5 – make comparisons. G3-4 – to outline / describe the social and cultural context of locations.</p>	<p>Multiple choice questions to review prior learning. Where would the urban areas be in Russia? Define rural and urban. Use images (e.g. colour images from EM or from the textbook) to identify rural and urban areas; discuss how they are different. Differentiated worksheets available from EM. Self-assess and discuss answers – which are better, the rural or urban areas? Justify? Use comparisons game sheet to compare rural and urban characteristics. Homework – research the definitions of key words for next lesson (related to Russia’s history).</p>	<p>Textbook copies</p> <p>Available from EM: Rural and urban images Differentiated worksheets Comparisons game sheet Homework research sheet</p>
8. What’s Russia’s history and how does that affect Russia today?	<ul style="list-style-type: none"> To be able to give a simple description of Russia’s history. To consider how its history affects Russia’s characteristics today. <p>G3-4 – to outline / describe the social and cultural context of locations.</p>	<p>Use prior homework task and p. 108-109 textbook to work through Russia’s history. Activities based on the history; a lower ability worksheet is available.</p>	<p>Textbook copies</p> <p>Available from EM: Lower ability worksheet</p>
9. What were the impacts of the Chernobyl disaster? <u>Possibly 2 lessons if script is written</u>	<ul style="list-style-type: none"> To understand a little about the concept of nuclear energy. To describe the negative and positive impacts of using nuclear energy. To know that there are different viewpoints about the use of nuclear and that these might conflict. <p>G3 – 4 using more complex geographical terms e.g. social, economic and environmental impact.</p>	<p>Show Jeremy Clarkson YouTube clip of him running out of petrol in Chernobyl – why was he scared? Explain the concept of nuclear energy and images to discuss the impacts of the disaster; use a nuclear fallout map to describe and explain the pattern and scale of radiation spread. Differentiated cards (lists, which can be cut out if required) of the impacts of nuclear energy.</p> <ul style="list-style-type: none"> Lower ability can stick into their books into negatives and positives. Higher ability can categorise the impacts into positive, negative, social / economic/environmental and who said what; identify conflicts. 	<p>YouTube clip</p> <p>Available from EM: Differentiated lists of nuclear negatives and positives Starter sentences for lower ability Assessment grid for work</p>

	<p>G3-5 – to outline / explain how nuclear energy disaster can have an impact of the environment, at different scales. G3 – consider the viewpoints of different groups of people. G4 – 5 – describe / explain the reasons for conflict. G4 – categorise impacts.</p>	<p>Write a conflict conversation script between two people, one for nuclear and one against; lower ability can have starter sentences. Pupils read through their scripts. Their opinion – should the UK go nuclear or not? Justify in a short summary speech. Teacher assessed against objectives. Use the opportunity to relate this to the ‘assess’ command word at GCSE.</p>	
<p>10. How important is Russia as an energy supplier?</p>	<ul style="list-style-type: none"> To know that Russia has vast reserves of non-renewable energy resources. To understand that this can make other countries dependent upon Russian resources and the issues associated with this. <p>G3-4 using more complex geographical terms e.g. non-renewable resource, supply and oil dependency. G5 – to compose and interpret a proportional flow line map G5 – interpret proportional line graph. G3-5 – describing / explaining the interactions between human and physical geography. G4 – to categorise impacts.</p>	<p>Review of prior learning e.g. quiz quiz trade game. Show a cartoon depicting Russia’s control over energy resources (many available). Discuss. Spend much of the lesson making a proportional flow line map (see sheet) and discuss the issue of oil dependency. Option here to interpret other energy resource graphs e.g. trends of energy consumption on proportional line graphs.</p> <p>Prepare for assessment, assessing the importance of Russia.</p>	<p>Available from PL: Russian superpower energy sheet</p> <p>Available from EM: Quiz quiz trade game</p>
<p>11. What are the human and physical characteristics of the Middle East?</p>	<p>G1 - Labelling a map to identify countries. G3 – measure distances. G5 - Interpreting and comparing climate graphs. G1 – 6 – being aware of / outlining / describing / explaining the cultural and political context of places. G3-4 – select appropriate graphs.</p>	<p>There are two project booklets available and two accompanying instruction sheets. Teachers can work through these as they deem suitable. Much of the project can be self-assessed as they complete the work; the teacher can then do the final assessment and EBI / WWW.</p>	<p>Differentiated project booklets Differentiated instruction sheets</p> <p>Interactions</p>

<p><u>Approximately 4 lessons and 2 homework as a project</u></p>	<p>G3-4 calculate different statistics. G2-4 describe patterns on maps and give exceptions. G3-4 – comparing maps.</p>		<p>EM will make other resources academic year 2018-2019, including a timeline activity for conflict.</p> <p>EM has available many copies of the relevant textbook: Physical geog Fennec fox fact sheet People of the ME A closer look at the Peninsular Conflict</p>
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