Lesson	Lesson objectives	Differentiation	Suggested teaching and learning activities	Resources
1-2	**What is Geography?** • Identify the key characteristics. • Assess the impact on the environment • Predict future issues in geography • Summarise key findings about the 3 geographical categories.	**G1** – Has a viewpoint. **G2**- Describes the key characteristics of human Geography. **G3** – Begins to explain using examples the features of human Geography. **G4** – to use a range of resources to identify patterns of human Geography and to compare and contrast. Explain how the impact of human Geography can lead to environmental issues.	• Students to define types of geography – Human/Physical/Environmental. • Students to give examples of what could be classed as geography. • Students to complete a comprehension relay to identify and define key terms associated with geography • Students to complete crosswords	• Foundations Pg. 8 & 9
3	**What is a map/mental map?** • To draw accurate plans and maps. • To understand the difference between plans and maps. • To reflect on how you can improve a mental map.	**G1** – Knows what map is and can state why they are important. **G2** – Can draw a basic plan of their bedroom. **G3** – Can draw a map of their route to school and label clearly. **G4** – Can draw a detailed map of their local area, with a key and north arrow.	• To draw a plan of their bedroom. • Activities on pg 19. • To draw a map of their route to school and label clearly. • Activities pg 21. • Level 6 – to draw a detailed map of their local area, with a key and north point.	• *Geog.1* • Pg. 18-21
4	**What is an OS map?** • What is an OS map? Get them out. • How do we use them? • What do they show? • *Basic introduction into OS mapwork.*	**G1** – Identify some features on an OS map. **G2** – Can explain why OS maps are designed the way they are. **G3** – Begins to locate places and suggests how they are used (grid references etc). **G4** – Understands some OS map skills and begins to use the map accurately.	• Students to share their previous learning about co-ordinates • Students to learn the theory behind 4 figure grid references. • Students to complete the activity using their ordnance survey maps of Liverpool • More able students to attempt 6 figure grid references. • Students to use the Cambridge map on the back cover of Foundations or the	• *Geog.1* Pg. 30

			Warkworth and Amble map pg. 31 in geog.1	
5	**How can we show direction?** • Identify key points on the 16-point compass • Experiment with understanding of direction. • Interpret findings to read direction of a map. • ***Refer to OS maps.***	**G1** - Describes the 8 points on the compass. **G2** - Describes the 16 points on a compass. To explain their route to school. **G3** – Applies knowledge to OS map activities. **G4** – Creates own questions for peers using an OS map.	• Students to Learn how direction can be read from a map. • Students to create a compass rose using the blank outline and information from the book. • Students to complete direction exercises • Students to stand behind chairs and follow instructions to turn in the correct direction according to compass points around the room.	• Foundations Pg. 126 & 127 • Compass Rose • Worksheets
6	**How can we measure distance?** • Identify how scale is shown on a map. • Distinguish between real life size and scale • Peer assess map reading accuracy, • ***Refer to OS maps.***	**G1** - To measure and convert simple distances. **G2** - to measure and convert distances on a range of maps. **G3** - to measure more complicated routes (curved) and convert distances on a variety of maps at different scales. **G4** – Uses knowledge of direction (prior learning) and measuring distance to create own questions using an OS map.	• Students to understand why scale is used. • Students to learn the theory behind measuring scale (straight and curved). • Students to complete treasure map exercise to test skills of scale and direction	• Foundations Pg. 128 & 129 • String • Rulers • Treasure map
7	**How do we use map symbols?** • Identify the need for symbols and how they are used • Categorise map symbols • Invent symbols of their choice. • ***Refer to OS maps.***	**G1** - To recognise and name common map symbols. **G2** - To describe a variety of map symbols. **G3** - To describe a variety of more complex map symbols. **G4** – Use map evidence to support written responses; e.g. *What evidence is there that this place gets many tourists?*	• Students to think; pair share what is a symbol and why are they used on a map? • Students to discuss the symbols they already know. • Students to complete the table using the textbook and key to the ordnance survey map. • Students to create a map from the sketch. Use Pg. 130 to help.	• Foundations Pg. 130 & 131 • Sketch • Coloured pencils
8	**What are grid references?**	**G1** – Basic understanding of co-	• Students to share their previous learning	• Foundations

	• Build on prior knowledge of co-ordinates and expand to discover the use of grid references. • Demonstrate understanding • Compare the use of 4 figure and 6 figure references. • ***Refer to OS maps.***	ordinates (grids, not necessarily maps). **G2** – To read 4 figure grid references. **G3** - To locate places using six figure references on OS maps. **G4** - To devise 4 and 6 figure grid reference questions, and locate places using references on maps of different scales.	about co-ordinates • Students to learn the theory behind 4 figure grid references. • Students to complete the activity using their ordnance survey maps of Liverpool • More able students to attempt 6 figure grid references	Pg.132-134 •
9-10	**How is height shown on a map?** • Describe the 3 methods of showing height. • Rank usefulness and explain why • Create a model to show understanding. • Link to photographs – match up activity? • ***Refer to OS maps.***	**G1** – Can describe why height has to be shown in creative ways on OS maps. **G2** - To recognise contour lines and describe different contour patterns; To explain the different ways in which height is shown on a map. **G3** – Can explain how gradient and slope is shown using contours. **G4** – Creates a model to demonstrate knowledge and understanding.	• Students to understand spot heights, layer colouring and contours. • Students to identify heights on their ordnance survey maps. • Students to create contour models using cardboard	• Foundations Pg. 136-139 Cardboard
11	**How do we use photographs in Geography?** • To identify features on a photograph • To annotate photographs in detail • To draw a field sketch using a photograph. • Photographs are a form of **qualitative** data.	**G1** - To recognise basic features from photographs. **G2** - To explain the different ways in which the land is used. **G3** – To draw an accurate annotated fieldsketch. **G4** – Uses photograph evidence to support written responses; *e.g. What evidence is there that tourists have impacted on this place?*	• Students to identify features on photographs. • Students to draw a field sketch of the photographs. • Students to label in detail.	• Foundations Pg. 12-13

12	**How do we use an OS map?** • Skills practice using OS maps/extracts. • Devise assessment; could be peer assessed.	**G1** – Can answer basic OS map questions (symbols/direction) **G2** - Can answer OS map questions (4 fig/scale). **G3** – Can answer higher OS map skills (six figure references/ measure and convert distances). **G4** – Accurately uses OS map skills, and uses map evidence to support written responses.	• Students to share their previous learning about co-ordinates • Students to learn the theory behind 4 figure grid references. • Students to complete the activity using their ordnance survey maps of Liverpool • More able students to attempt 6 figure grid references. • Students to use the Cambridge map on the back cover of Foundations or the Warkworth and Amble map pg. 31 in geog.1	• Geog.1 Pg. 30
13	**How do we use an Atlas in Geography?** • To use latitude and longitude to find places on a map. • To understand how to use the contents and index pages in an Atlas. • To use primary and secondary data to answer questions.	**G1** – Can locate places on a map. **G2** - Identifies places using atlas references. To name the continent each place is in. **G3** - Gives latitude and longitude references for places. **G4** - Uses a range of resources to identify patterns of Geography and to compare and contrast data.	• Students to use the contents and index of an Atlas to locate places. • Map student holiday destinations for possible display work. • Use references to locate places. • Students to answers questions in activity boxes.	• Foundations Pg. 14-17
14	**What is a cross-section, and how can they be drawn?** • What is a cross-section? • How can they be used in Geography? • Converting OS map contour data into graph.	**G1** -Can identify simple patterns. **G2** – Draws cross section using partly completed sheet. **G3** – Uses OS map to draw cross section. **G4** - Accurately uses OS map skills, and uses map evidence to support written responses.	• Demonstrate using Doddle. • Worksheets available to assist students.	• Foundations
15	**Why are graphs and charts important in Geography?** • Introduce the variety of graphs and charts used in Geography (Line,Bar, Pie, Pictogram,	**G1** – Can extract information from a simple graph. e.g. bar chart. **G2** – Can compose simple graphs,	• Variety of activities in textbooks. • Use 'numeracy week' ideas from elsewhere at KS3 to provide unfamiliar examples. • Doddle animations to demonstrate skills.	•

	Histogram). • Evaluate the appropriateness of each (basic level)	e.g bar chart. Begins to describe simple patterns. **G3/4** – Can select appropriate graphs; can draw more complex charts, e.g, pie. Can describe patterns with clarity.		
16	**Why is numeracy important in Geography?** • How is Geography a numerical subject? • How could investigate something to obtain data? • Why do geographers collect data? • How do geographers analyse data?	**G1** – Can rank and sequence numbers. **G2** – Can complete basic calculations. **G3** – Can calculate simple statistics, e.g. range and mean. **G4** – Can calculate a range of statistics, e.g. ratios, percentages and unit conversions.	• Variety of activities in textbooks. • Use 'numeracy week' ideas from elsewhere at KS3 to provide unfamiliar examples. • Doddle animations to demonstrate skills. • Set homework on Doddle – Geographical Enquiry Quiz.	•
17	**What is GIS?** • What is GIS? • What examples of GIS are there, and why are they useful? • How can we use GIS in Geography?	**G1** – Can locate places on a GIS map. **G2** – Can use simple GIS toold, e.g. zoom/rotate/distance calculators and layers. **G3/4** – Basic GIS application to investigate geographical questions, e.g. appropriate use of layers. E.g. On Mapzone, they ask the question 'Where should the supermarket be built?' and students use GIS to decide.	• Book a computer room. • Use **Doddle** or **Mapzone** (OS Site for children) to teach through ideas. • Get students to use Google Earth, and explain 5 ways they could use it in Geography.	
18	**Revision/Assessment**	•	• End of unit summative assessment	Exam paper