

Lesson	Learning Objectives - The pupils should learn:	Lesson Content (Students to..). These activities are suggestions only.	Possible Resources
<p>1. What do we mean by the UK? What are the perceptions of the UK?</p>	<ul style="list-style-type: none"> To identify the location of the UK on the world map. To know that the UK is in Europe. Know the difference between the British Isles, UK and Great Britain. To know some of the perceptions which people have of the UK, but these are likely to be stereotypical. <p>G1 – locate the UK on a map. G2 – describing locations. G3 – describe similarities and differences between the British Isles, UK and Great Britain.</p>	<ul style="list-style-type: none"> Clues to guess which country we are learning about (choose unusual clues – why do these surprise them?). Explore location by using a world map; use compass directions to other countries, oceans etc. Good opportunity here to review latitude and longitude. BI, UK and GB are all the same place, aren't they? Discuss using p. 116-117 This is Geography 1. Notes using the B.U.G analogy. Discuss perceptions of the UK and the concept of stereotyping; possible use of p. 114-115. <p>Homework – learn B.U.G.</p>	<p>World map (atlas / journals) This is Geography 1</p>
<p>2. Where is the UK in relation to other countries? How are we interdependent?</p>	<ul style="list-style-type: none"> To know the continents and that the UK is in Europe. To identify and label a number of other countries on the world map. To know that we are interdependent – we rely on other countries for food- and why. <p>G2 – knowledge of global features. G3 – using appropriate key terms (interdependent). G3 – describing how the environment and people interact (we rely on different types of climate).</p>	<ul style="list-style-type: none"> Review B.U.G. and location of the UK. Use Doodle to review continents; label on a world map. Use the Kelloggs food sheets to identify where some of our food comes from and why. Annotate their own maps with countries, foods and explanations. Discuss the concept of interdependence and why it is needed; higher ability could consider the issues associated with this. Written work to reinforce. Countries / continents review plenary. 	<p>Doodle continents Kelloggs foods sheets Blank world maps World maps</p>

<p>3. Where is the UK in Europe? What is meant by the UK?</p>	<ul style="list-style-type: none"> To identify and label the countries of Europe. To describe the UK's location in Europe and in relation to seas / oceans. To know an outline concept of the EU and its purpose. <p>G2 – knowledge of global features. G2 – 3 – awareness of / outline of the political context of locations.</p>	<ul style="list-style-type: none"> Quiz to see what countries pupils already know in Europe – how many can they identify? Could use a large blank map and labels for a whole class activity. Discuss how we could remember locations by their shapes, e.g. Italy. Label countries, oceans and seas on a blank map. Devise ways of remembering these. Quiz on locations, using compass directions. Show EU flag – which country is this? Or is that a trick question? Briefly consider the EU, member countries and reasons for membership (possible copies of most up-to-date Interactions book). 	<p>Europe maps Blank Europe maps New Interactions book (copies of)</p>
<p>4. What are the physical features of the UK?</p>	<ul style="list-style-type: none"> To identify and label the main physical features of the UK – mountains, rivers and seas. To describe the UK's varied physical features. To have a sense of scale e.g. how much smaller the UK is compared to other countries and how much smaller our mountains are. <p>G2 – describing the physical features of locations. G3-4 – making comparisons (similarities and differences).</p>	<ul style="list-style-type: none"> Europe map quiz. Activity around the room (cards with descriptions and pictures on) to investigate and label the UK's physical features, matching them to the letters shown on copies of the UK map from p. 116 This is Geography 1. Lower ability can be given a list to choose from. Review as a class using labels and a large blank map of the UK; encourage pupils to make comparisons between contrasting areas e.g. uplands and lowlands. Make comparisons to other countries / physical features. E.g. how many UK's would fit into the USA? How much smaller are our mountains? How would we work that out? <p>Homework. Describing the UK's physical features. Lower ability can have a gap completion exercise. Higher ability can write their own 'promotional' description using starter sentences; make comparisons if they can. Structured peer assessment next lesson.</p>	<p>Copies of the UK map from p. 116 This is Geography 1</p> <p>Available from EM: Large blank UK map Cards with descriptions and pictures of physical features.</p>

<p>5. Why is population unevenly distributed?</p>	<ul style="list-style-type: none"> To understand the concept of population density, densely populated and sparsely populated. To have a go at simple ratios: calculating simple population densities. To understand the range of negative and positive factors which determine population density. <p>G3 – appropriate use of more complex key terms. G4 – calculate ratios. G3 – 4 – explaining how people and the environment interact.</p>	<ul style="list-style-type: none"> Possible starter with different images of crowded / non-crowded places – why are some places more populated than others? Use of Doodle to help introduce the concept of population density, densely and sparsely populated. Have a go at calculating simple ratios, so pupils understand the concept of people per km squared. Connections p. 86-87 to explain factors affecting population density. Homework / class work sheets to reinforce understanding: most do New Connection sheet 5.4a and higher ability sheet 5.4b. 	<p>Doodle Connections New Connections sheet 5.4a and 5.4b</p>
<p>6. How is population unevenly distributed across the UK? Why?</p>	<ul style="list-style-type: none"> To understand the concept of population distribution. To interpret patterns on choropleth maps. To interlink the UK's physical features and population distribution. <p>G4 – confident use of more complex key terms. G3-4 – explaining how people and the environment interact. G3 – describing patterns on maps.</p>	<ul style="list-style-type: none"> Review of key terms and assess previous homework / class work. Display a choropleth map and explain the concept of these (could use Connection p. 84). Complete sheet 5.3 New Connections (choropleth map of the UK); pupils annotate with descriptions (give starter sentences). Higher ability to interrelate with their physical features maps to explain the population distribution. Discuss. Must ensure that some of the main cities are shown on their map, ready for next lesson. 	<p>New Connections sheet 5.3 Connections</p>

<p>7. How were sites for early settlements chosen? What are the different patterns of settlement?</p>	<ul style="list-style-type: none"> To understand the term settlement and relate this to their understanding of a city. To know and justify why the sites were settlement were chosen on the basis of physical geography. To interpret simple settlement patterns. <p>G3 – use of more complex key terms. G3-4 – explaining how people and the environment interact. G2 – describing simple patterns on maps.</p>	<ul style="list-style-type: none"> Review the concept of settlement and relate to the cities they labelled on their map last lesson. What did Liverpool look like over 1000 years ago, before people? Discuss predictions. Why did people settle there? P. 46 Foundations and top of EM’s settlement site sheet. Could make use of New Foundations sheet 4.4 (electronic copy) as a pair work activity to reinforce. Homework – old Foundations assessment sheet 4.1a; very good for requiring pupils to justify their decisions. Settlement patterns p. 47 Foundations; discuss reasons for the patterns. Complete EM’s settlement site sheet. 	<p>Foundations New Foundations sheet 4.4 (electronic copy)</p> <p>Available from EM: Settlement site activity sheet Old Foundations assessment sheet 4.1a (EM has a useful sticker template for assessing this work)</p>
<p>8. What are the most populated cities in the UK?</p>	<ul style="list-style-type: none"> To know some of the UK’s most populated cities. To be able to rank data. To be able to draw and describe a ranked bar chart of the largest cities. To suggest reasons for the locations for the largest cities. <p>G1 – ranking numbers. G3 – to select an appropriate graph. G2 – compose a simple bar chart. G4 – explaining how people and the environment interact. G5 – identify limitations.</p>	<ul style="list-style-type: none"> Show city data. Practice saying the numbers our loud. What could we do with this data? Show distorted map of the UK – what does this show? Relate to population density and factors which affect this. Rank city data and decide which type of graph is best to use. Draw a ranked bar chart and describe it. Could give lower ability a part complete graph / ask higher ability to explain the different sizes with reference to prior knowledge. Discuss the trustworthiness of the city sizes figures – why do these change? Why might they be unreliable to an extent? 	<p>City size data Graph paper</p>
<p>9. What’s the pattern of land use in a city?</p>	<ul style="list-style-type: none"> To know the 4 main land use zones. 	<ul style="list-style-type: none"> Use Basics / Foundations p. 52-52 to describe the characteristics of the land use zones; relate to Liverpool. 	<p>Foundations / Basics Geog. 1 OS maps</p>

<p>How does this change?</p> <p><u>2 LESSONS</u></p>	<ul style="list-style-type: none"> To describe the features of the main land use zones. To know how the land use zones change along a transect out of the city. To identify land use zones on a map. To know that land use changes and begin to suggest reasons for this. <p>G4- using more complex key terms. G3 – clearly describe patterns on maps. G4 – describe how changes bring about changes to places over time. G3 – G4 – describe similarities and differences.</p>	<ul style="list-style-type: none"> Pupils use a copy of the land use transect from Basics to label the features of each land use zone. Lower ability can describe the characteristics and higher ability can make comparisons. Explain how to identify the land use zones from OS maps (give notes / use p. 36 Geog. 1). Group work task to guess which zone in which in different areas of Liverpool, using the OS map. Spot the difference activity to discuss how land use changes and why. 	<p>Available from EM: Copies of spot the difference from Basics Land use zone task sheet Transect of the land use zones</p>
<p>10. How can we solve the housing issue?</p>	<ul style="list-style-type: none"> To know that there is a housing shortage. To know the meanings of brownfield and greenfield sites. To explain some advantages / disadvantages of each. <p>G3 – using more complex key terms. G3 – describe how human actions can impact upon the environment. G3-4 describe similarities and differences / G5 – make comparisons</p>	<ul style="list-style-type: none"> Introduce the housing issue. Show image of a brownfield site and of a greenfield site; initial vote as to where they should build new homes and give reasons. Re-visit this later. Use p. 42-43 Geog. 1 or copies of the newer version to discuss the advantages / disadvantages of each site (could do a sorting activity). Simple decision-making activity, preferably using an example of a brownfield site potentially (or actually) used for housing in Liverpool. Higher ability to make comparisons between a contrasting greenfield site and lower ability can just list advantages / disadvantages. 	<p>Geog. 1 books</p>
<p>11. How can we create more</p>	<ul style="list-style-type: none"> To explain the ways in which typical houses waste energy and resources. 	<ul style="list-style-type: none"> Use a source to identify how a typical house is wasteful. 	<p>YouTube clips Modified GCSE textbook resources</p>

<p>sustainable housing?</p>	<ul style="list-style-type: none"> To identify and explain the features of more sustainable housing and cities. <p>G3 – using a more complex key term. G3 – describe the impacts which people have on the environment.</p>	<ul style="list-style-type: none"> Find YouTube clips of sustainable housing and discuss ideas they are aware of for creating more sustainable homes. Use the Freiburg example from the GCSE textbook (this will need to be made into a simpler resource e.g. matching the features of their sustainable city to how it protects the environment. How could our homes and lives be made more sustainable? Homework – pledge 2 ways to be more sustainable; feedback on this (time will need to be allocated in a future lesson, making links to sustainability). Pupils could also research family members’ heritage. 	
<p>12. How has international and national immigration made Liverpool multi-cultural?</p>	<ul style="list-style-type: none"> To describe the different immigrations to the UK and understand that this has made us multi-cultural. Identify evidence of Liverpool being multi-cultural. To explain how immigration from other countries and other parts of the UK has made us multi-cultural. <p>G3 – using more complex key terms. G4 – describe how human processes bring about changes in places. G1 – sequence numbers (dates).</p>	<ul style="list-style-type: none"> Use p. 54 Geog. 1 / This is Geog. 1 / worksheet to sequence waves of migration to the UK. Discuss the main reasons for this: economic, social and refugee. Make a link to multi-cultural societies. Discuss previous homework and relate immigration to Liverpool. Discuss the evidence for us being multi-cultural. 	<p>Geog.1 / This is Geog. 1 Possible worksheet of muddled waves of migration</p>
<p>13. What’s the main relief pattern of the UK?</p>	<ul style="list-style-type: none"> To be able to describe the basic relief – upland north and west, lowland south east. To know how we show relief and altitude on a map with layer 	<ul style="list-style-type: none"> A map is flat, so how does it show relief and altitude? Use Doodle and / or Foundations p. 102-103 to introduce the main ways of showing these. Simple reinforcement activities. 	<p>Doodle Foundations Foundations worksheet and more</p>

	<p>shading, spot heights and contours. G3 – higher order map skills. G4 – use map evidence to support written responses.</p>	<ul style="list-style-type: none"> • Use atlas map to describe the relief of the UK; relate to their previous physical feature maps. • Homework – contours / spot height / layer shading sheet from Foundations resource pack (lower ability will need a Basics sheet). 	<p>simple for lower ability</p>
<p>14. Why does the UK have pattern of relief?</p>	<ul style="list-style-type: none"> • To know the difference between permeable and impermeable rock. • To know the features of limestone rock. • To know that some rocks are more resistant than others, so these form the upland areas. <p>G3 – using more complex key terms. G4 - describing how physical processes cause changes.</p>	<ul style="list-style-type: none"> • Introduce different types of rocks (there is a good page in one of the new Geog. Books). • P. 70 Geog. 1 to introduce the difference between permeable and impermeable rocks. • Use images and if possible a clip, to introduce distinctive limestone scenery (old Key Geography GCSE textbook is excellent). • Label a limestone scenery cross section and simple explanation task for how one landform is created by physical processes (keep it simple, just to introduce the concept of the landscape changing). • Use of sandpaper and different materials to introduce the concept of the landscape being worn down. Refer to previous physical features map of the UK – predict where the more resistant rocks are and why. 	<p>Geog. 1 textbooks Limestone cross section diagram Key Geography GCSE textbooks</p>
<p>15. What is the difference between weather and climate? What is the temperature pattern across the UK and why?</p>	<ul style="list-style-type: none"> • To know the difference between weather and climate. • To explore the concept of how mean temperatures are used to describe climate and how these are calculated. • To know that temperature is an aspect of climate. • To describe the pattern of temperatures across the UK in winter and summer. 	<ul style="list-style-type: none"> • Plenty of time to introduce the concepts of weather and climate. • Have a go at calculating mean temperatures. Does this mean that temperatures are always true for that time of year? What graph could be drawn of temperature and why? What other calculations can be done? • Use Foundations p. 20 to describe temperature patterns in summer. Explain – Basics p. 5 has an excellent diagram. • Annotate copies of their map. 	<p>Foundations Copies of temperature pattern maps Copies of Basics (e.g. scans of the pages)</p>

	<ul style="list-style-type: none"> To give reasons for the temperature patterns. <p>G3 – use more complex key terms. G3 – calculating means. G4 – selecting appropriate graphs. G3 – describing patterns on maps (opportunity here to give an outline introduction to isoline maps).</p>	<ul style="list-style-type: none"> Use Foundations p. 20 to describe winter temperatures. Explain – Basics p.7 as an excellent map to illustrate the impact of the NAD. Reinforce e.g. true false statements about temperatures in different parts of the UK and reasons for these / Foundations sheet 2.3 	
<p>16. What is the pattern of rainfall across the UK?</p>	<ul style="list-style-type: none"> To recall the formation of rainfall from primary school. To explain the formation of relief rainfall. To describe the pattern of rainfall across the UK and relate this to its relief. To know that our temperatures and rainfall are also influenced by air masses. <p>G3-4 – explaining physical processes by linking and ordering them. G3 – using more complex key terms.</p>	<ul style="list-style-type: none"> Review the formation of rainfall. Use atlas of rainfall across the UK to describe the pattern of rainfall; relate this to their physical features maps – what do they notice? Explain the formation of relief rainfall – use Doodle and Foundations p. 22. Reinforcement activities e.g. sequencing sheet. Briefly introduce the concept of air masses and our weather patterns being unreliable (Doodle). Homework – find out the theories of why the dinosaurs became extinct. 	<p>Foundations Doodle Atlases Possible sequencing sheet</p>
<p>17. What is happening to our climate? What are the impacts of this?</p>	<ul style="list-style-type: none"> To be confident about the definition of climate. To describe what has been happening to temperatures in recent years. To explain the process of global warming, but this is based upon the natural greenhouse effect. To describe some of the impacts of climate change. 	<ul style="list-style-type: none"> Discuss previous homework. Make reference to the climate changing as being a cause of dinosaur extinction – what caused this? Was it humans? Review the meaning of climate. Use a line graph of temperature increase to describe the trend (discuss why a line graph is suitable). Explain the process of global warming e.g. use Doodle. Make links back to sustainability – it unsustainable living and everyday activities which are causing global warming. 	<p>Line graph of temperature increase Doodle / Interactions Resources showing the impacts of global warming e.g. card sort activity</p>

	<ul style="list-style-type: none"> To have an outline understanding that natural factors also cause temperatures to change. <p>G3 – using more complex key terms. G3 – describing a trend on a line graph. G3 – describing how human actions can impact upon the environment. G4 – categorising impacts.</p>	<ul style="list-style-type: none"> Sequencing activity to reinforce understanding of global warming. Various different resources available to identify the impacts of global warming on the UK; categorise these. Suggest other natural causes of temperature change. 	
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