

Lesson	Learning Objectives - The pupils should learn:	Differentiation linked to assessment grid	Suggested teaching and learning activities	Possible Resources
1.	<p>What is glaciation, and does ice shape the physical landscape? <i>Lesson 1 of 2</i></p> <ul style="list-style-type: none"> ▪ Describe and explain glacial processes: <ul style="list-style-type: none"> - freeze thaw weathering - erosion – abrasion and plucking - movement and transportation – rotational slip and bulldozing - deposition – why glaciers deposit sediment (till and outwash). 	Theory, Processes, Maps, Using sources (G1-7)	Use clips and animations to demonstrate processes. Key word matchups. Complete set of notes of key glacial processes, including labelled diagrams.	Various textbooks, e.g. AQA GCSE, Progress in Geography KS3 Youtube clips Photographs BFCJ Work booklet (see PL)
2.	<p>What is glaciation, and does ice shape the physical landscape? <i>Lesson 2 of 2</i></p> <ul style="list-style-type: none"> ▪ Identify the maximum extent of ice cover across the UK during the last ice age. ▪ Understand how the glacial budget affects glacial advance and retreat. 	Theory, Processes, Maps, Using sources (G1-7)	Ice extent: CSI lesson: students enter cleared room with outline of UK 'body' in chalk/white tape on floor. Around the room key info is located as clues with photos, facts eg. N Wales + Lakes landforms/E Yorks cliffs/Cromer ridge/boulder clay deposits/Lincolnshire gravel deposits - students record clues/conclusion on their clipboards and decide on location of ice extent. Finish with class decision on floor in different colour chalk/tape. Create a labelled and annotated UK map used to show maximum extent of ice coverage from last ice age. A written description of the maximum extent using UK locational knowledge.	Various textbooks, e.g. AQA GCSE, Progress in Geography KS3 Youtube clips Photographs Maps BFCJ Work booklet (see PL)
3.	<p>What distinctive glacial landforms form because of erosion? <i>Lesson 1 of 2</i></p> <ul style="list-style-type: none"> ▪ Describe the characteristics and explain the formation of: <ul style="list-style-type: none"> - corries, arêtes, pyramidal peaks 	Processes, Geographical key words, Impact, Theory (G1-7)	<p><u>Glacial Landforms</u></p> <p>The important focus should be on understanding sequence and process(es).</p> <ul style="list-style-type: none"> ▪ teacher led notes on processes, with clear diagrams ▪ modelling eg using PlayDoh or carve double strength jelly in containers ▪ stop-animation using mini whiteboards (students draw line diagrams on mini whiteboards and 	Various textbooks, e.g. AQA GCSE, Progress in Geography KS3 Youtube clips Playdoh BFCJ Work booklet (see PL)
4.	<p>What distinctive glacial landforms form because of erosion? <i>Lesson 2 of 2</i></p> <ul style="list-style-type: none"> ▪ Describe the characteristics and explain the formation of: 	Processes, Geographical key words, Impact,		

	<ul style="list-style-type: none"> - truncated spurs, glacial troughs, ribbon lakes and hanging valleys. 	Theory (G1-7)	<p>photograph individually then flick through or put into slideshow)</p> <ul style="list-style-type: none"> ▪ use of photos - landforms at points in time which could be: sequenced; annotated to explain; students to predict the next change and justify why. ▪ virtual fieldtrip - google earth/geograph (class contributing series of photographs to Geograph website to illustrate key features can link well with fieldwork). ▪ Teacher brings in watermelon and frozen water bottles (one with rocks at bottom, one without). Demonstrates glacial trough formation to show abrasive power of ice with rocks at bottom. 	
5.	<p>What distinctive glacial landforms form because of transportation and deposition?</p> <ul style="list-style-type: none"> ▪ Describe the characteristics and explain the formation of: <ul style="list-style-type: none"> - erratics, drumlins, types of moraine. 	Processes, Geographical key words, Impact, Theory (G1-7)		
6.	<p>How can glacial landforms be identified on OS maps?</p> <ul style="list-style-type: none"> ▪ Use geographical skills to identify glacial landforms. ▪ To know an example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition. 	Maps, Patterns, Describing places, (G1-7)	<p>Quick re-cap of key OS map skills.</p> <p>Back to back activity – what is the glacial feature? Discuss how this can be shown on an OS map.</p> <p>Teacher -led explanations.</p> <p>Mini-quiz using OS map source from a textbook.</p>	<p>PL Powerpoint and resources</p> <p>OS map source (textbooks)</p> <p>Copy of revision guide page for notes/help.</p>
7.	Glacial processes – mid unit assessment			
8.	<p>How do glaciated upland landscapes provide opportunities for different economic activities?</p> <ul style="list-style-type: none"> ▪ To identify and explain land uses in glaciated landscapes – farming, tourism, quarrying and forestry. ▪ Appreciate the economic needs of communities living in/close to glaciated areas. 	Collecting information, People and the environment, Impact, People and their places, Using sources (G1-7)	<p>Show photographs – students identify land uses.</p> <p>Re-cap what economic activities are and why they can be important</p> <p>Overview to include a prompted discussion about what opportunities exist and the pros/cons of these landscape characteristics to draw out the limited alternative opportunities.</p> <p>Use photographs and clips.</p>	<p>Various textbooks, e.g. AQA GCSE, Progress in Geography KS3</p> <p>Youtube clips</p> <p>BFCJ Work booklet (see PL)</p>
9.	<p>What are the conflicts between different land uses in glaciated areas? Why is there conflict between development and conservation?</p>	Collecting information, People and the environment,	<p>Geography ‘mystery’ opportunity here.</p> <p>Explain what ‘stakeholders’ are; identify the stakeholders in glaciated areas.</p>	<p>Various textbooks, e.g. AQA GCSE, Progress in Geography KS3</p> <p>Youtube clips</p>

	<ul style="list-style-type: none"> ▪ Identify and explain conflicts. ▪ Consider the conflict between economic development and environmental conservation. 	Impact, People and their places, Using sources (G1-7)	Students identify conflicts from clues. Focus on explanation skill – developing their written communication. Opportunity for a debate. Give role cards – in groups justify their view on a proposed development, e.g. new zip wire.	BFCJ Work booklet (see PL)
10.	<p>What management strategies can be used to reduce land use conflicts in glaciated areas?</p> <ul style="list-style-type: none"> ▪ Describe and explain management strategies. ▪ Assess the effectiveness of such strategies. 	Collecting information, People and the environment, Impact, People and their places, Using sources (G1-7)	Students consider ways to manage land use issues. Come up with their own action plan. Reveal real strategies. Advantages of them; also, limitations. Discuss the aims of National Parks. Students to take role of a National Park Authority Ranger. Produce and present an action plan. Potential for decision making exercise.	Various textbooks, e.g. AQA GCSE, Progress in Geography KS3 Youtube clips BFCJ Work booklet (see PL)
11.	<p>What are issues for the Lake District in relation to tourism?</p> <ul style="list-style-type: none"> ▪ Investigate one example of a glaciated upland area in the UK used for tourism to show: <ul style="list-style-type: none"> - the attractions for tourists - social, economic and environmental impacts of tourism. - strategies used to manage the impact of tourism. 	Written communication, Conclusions, People and their places (G1-7)	Guide case study: student research with clear parameters leading to organised notes/presentations. Plenty of clips on Youtube. Important to give students a ‘sense of place’ here; specific attractions, e.g. lake windermere; specific strategies, e.g. fix the fells.	Various textbooks, e.g. AQA GCSE, Progress in Geography KS3 Youtube clips BFCJ Work booklet (see PL)
12.	End of unit assessment			