

YEAR 7 SCHEME OF WORK

Textbook and Teacher support Geography Matters 1 Ed. J. Hopkin (Heinemann)

Publisher Support:- <http://www.heinemann.co.uk>

YEAR 7 TEACHING SCHEME

Week 1 Introduction to Geography

N.Curr 2c 2d 2e 3a 7a

Aims:

To introduce the subject, set clear expectations and give the pupils a sense of place.

To introduce and emphasise the integral role of ICT in the study of Geography

Lesson Plan:

Powerpoint Introduction to Yr 7 Geography Aerial B&W photograph of KEV1 CHB

Classroom organisation for teaching and learning (20minutes)

The subject in school, KS3, KS4 and AS/A2 and their weekly contact.

Issue of textbook and exercise book. Issue the O.S. free Birmingham Sheet 138 1:50000

Expectations; Department guidelines

Setting out of work and standards

Written work: Class work and homework

Use of the planner to record set work

Pupils to record guidelines in the exercise book.

Geography and ICT for teaching and learning

The Yr7 Pupil Induction

www.neutralised.com

The Yr7 Geography Department

www.pupilvision.com

Pupil School Calendars room plan maps and a copy of the school aerial photograph

Powerpoint version or www.neutralised.com of the aerial photograph interpretation

Land use building function grounds land use seasonality time ?

Pupil orientation and location in increasing scale

i) School

ii) Kings Heath

iii) Birmingham

iv) Britain

Options: **Possible outdoors work**

This is an opportunity to get them outside to experience a sense of place, scale, direction

Fair weather walk around the school to orientate pupils with **aerial photograph, calendars and magnetic compasses.**

Poor weather orientation with **O.S. 1:50000 map and magnetic compasses.** Home and school?

HWK: Pupils to annotate photograph with panel labels to show school building features and grounds

i.e ideally, **word process** and cut and paste labels and use www.neutralised.com. Able ICT pupils could copy paste the image from www.neutralised.com and annotate

UNIT 1 RESTLESS EARTH

WEEK 2 Where do Earthquakes and Volcanoes occur?

TP pp47-49 Text pp 22-23

N.Curr. 1c 2a 2c 2e 3a 4a 6bi

Aims: Knowledge of what volcanoes are and why they occur. What happens when a volcano erupts.

Cause and effect. Introduction to internet research.

Lesson Plan:

1. What do we know about Earthquakes and Volcanoes?

2. What will we know? (see page 20 in text)

3. Show VIDEO "Equinox" Volcanoes; Etna (CJ) Eruption at the summit observatory

4. Study text pp20-21. Complete Activity 1abc (finish at home if necessary)

6. Introduce homework – to visit websites and complete Sheet 2.2a as outlined on page 22 in text.

Week 3 Part 2 continuation**Text pp 22-23**

N.Curr. 1c 2a c e 3a 4a 6bii.

Aims: Report writing, development and use of specialist vocabulary. Geographical description of patterns.

Lesson Plan:

1. Check Sheet 2.2a (last week's homework)
2. Discuss merits of the various websites used
3. Locate 2.2a list on the world map Sheet 2.2b (NB lat. and long. Map to have title and key)
4. Watch VIDEO 75 A Plate Tectonics
5. Discuss locations of Earthquakes and Volcanoes shown on map page 23
6. Using Sheet 2.4 as a template, start to draft "Where do Earthquakes and Volcanoes occur" (see also orange box page 23)

HWK: Neat copy of draft into exercise book – stress need for detail as in orange box page 23

WEEK 4 Why do Earthquakes and Volcanoes occur where they do? TP pp 47-49 Text pp 22-24

N. Curr 1c 2a c e 3a 4a 6bii.

Aims: As for previous lesson

Lesson Plan:

1. Study pp 22 and 23 in text. Discussion of plate tectonics (refer back to last week's video)

Use photocopied sheets of pp 26-27 and 28-29 from "Interactions"

OR Powerpoint Yr7 Volcano Structures

Pupils to draw a labelled diagram of a composite volcano in class

What happens when a volcano erupts?**TP pp50/51 Text pp 25-29**

2. Read pp 26 and 27 which introduces Mt Pinatubo, Philippines

Types of Volcano

Look at the Powerpoint two extremes of volcanic cone; the composite and the shield type.

3. Do Sheet 2.9a which tests the taught knowledge

HWK: Complete class work

WEEK 5 What happens when a volcano erupts?**TP pp50/51 Text pp 25-29**

N.Curr. As Week 4

Aims: Application of all taught knowledge to produce a report. Internet research skills

Use of writing frameworks

Lesson Plan:

Show VIDEO 73 or another Mt Pinatubo sequence

1. Talk about tourist leaflet: **ASSESSMENT 7.1** (see mark grid page 11 in TP)

a) ICT content

b) A4 size – 3 panels – 2 folds

c) Contents – must have map, cross-section, prose (see mark grid page 11 TP)

2. Preparatory work:

a) Read pp26-29 and put key ideas into correct boxes on sheet 2.9c

b) With the help of Sheet 2.9d transform the "storybox" of Sheet 2.9c into prose under headings BEFORE,

DURING and AFTER. (These will be the 3 main panels of the leaflet)

HWK: Start leaflet.

WEEK 6 What happens in an Earthquake?**TP pp 51/52 Text pp 30-37**

N. Curr. 1a b c d e f 2a c d 3a c d 4a b 6b bii biii 7a b.

Aims: Literacy analysis of descriptive poetry based upon application of specialist vocabulary.

Lesson Plan:

1. Title "What happens in an Earthquake?"
2. Read pp30 and 31
3. Do activity 1 page 31

4. Read information on pp34-37
 5. Title "Why did so many die in the Turkish Earthquake of 1999?"
Write about a) the effects of the earthquake on people and places
b) Why so many buildings collapsed
c) The response of the Turkish Gov. and emergency agencies
d) The adequacy of post earthquake help and aid
e) Gov plans to prevent so many casualties next time.
 6. Extension: Read pp 32 and 33
 7. Complete sheet 2.12 (Poem) – work on the sheet itself.
- HWK: continue with leaflet **ASS 7.1**.

WEEK 7 How can people make Earthquakes less of a hazard? TP pp52 Text pp38/39

N.Curr. 1c,d, 2a,c,e, 3a,c,d, 4a,b, 6biii.

Aims: teaching the difference between geographical description and explanation; word connectivity

Lesson Plan:

1. Discussion – what is a natural hazard?
2. VIDEO San Francisco or Japan; MEDC ideal response.
3. How can risk be reduced? – emphasise differences between LEDCs and MEDCs
4. Complete tasks on Sheets 2.15a and 2.15b – emphasise difference between "description" and "explanation".
5. HWK: complete above.

OCTOBER HALF TERM

WEEK 8 How can aid help the victims of Earthquakes and Volcanoes? Text pp40/41

N. Curr. 1c d e 2a d e 3e 4b 6biii

Aims: A pupil self review task for the earthquake topic

Lesson Plan:

1. Read and discuss pp 40 and 41
Complete Activity 3 on page 41 (revamp under 2 headings "long term" and "short term")
2. Case Study: UNICEF.
 - a) Read/discuss pp 41
 - b) Describe UNICEF's main aims
 - c) Do Activities 5, 8 and 9 (N.B. Describe different types of graph: divided bar graph, histogram, pie chart.)

HWK: Options:

Briefly look at websites listed on page 40

Look at Review Sheet 2.16 – can you answer the key enquiry questions in the left hand column?

Look at the Word Bank (Sheets 2.17a and 2.17b) Keep it as a revision aid. (It could also be used as a spot test)

UNIT 2: PEOPLE EVERYWHERE

Week 9 What is the World's population?

TP pp 80-83 Text pp 44-45

N.Curr. 1a 2d 2e 6f I

Aims: Consolidation of knowledge and skills baseline from KS2.

(e.g. Sheets 3.1-3.3 are differentiated and 3.2 is the more able one.)

Understanding of geographical graphs.

Population increase and changes in places.

Selection of information and evidence for plausible conclusions.

Lesson Plan:

1. Study the headlines page 45 – what is the truth? – "goods" and "bads"
2. Write out 3 headlines that are new/remarkable to you.
3. Do graph on Sheet 3.2
4. Do Activity 3 page 45, on the graph you have just drawn.

The Effects, or Consequences, of Population Growth

5. Do Activity 5 page 45

The Causes of Population Growth.

6. Discussion of information on page46; esp. LEDC and MEDC, "Getting Technical"

7. Complete table B on whiteboard
a) Do Activity 4 page 46
b) Read pp.47-49 and answer the following:
c) Why have death rates been falling in most countries?
d) Why have birth rates not fallen in LEDCs?
HWK: Complete for Homework.

Week 10 World Pattern of Population Growth

TP page 81

N.Curr 1a 1d 1e 2a 2f 4a 6fi 6fiii

Aims: Introduction to key terms. e.g. Distribution. Rate of Change. Discussion forum skills
Reasons for changes. Differences in living conditions. Emphasise role of education.

Lesson Plan:

Powerpoint Population: World patterns of Population Growth

1. Go back over the "arithmetic" of annual growth rates
2. Do table only on Sheet 3.5a
3. Which continent has top 3 in the table?
4. Study the map on sheet 3.4 (NB figures are in %)
5. Discuss and make notes on patterns of growth on:
 - a) Global scale: North/ South, MEDC/LEDC
 - b) Continental scale: Africa v. Europe etc.
 - c) Countries: Mali, UK, etc.
6. Pupils to write up notes from 5 (above) in exercise books.
7. Do task 1 only on Sheet 3.7 by placing A or B against each statement.

**(Consider ICT EXTENSION: Demographic Transition Model – Sheet 3.6) ICT Excel Spreadsheets?
Possibly a bit early; introduced in Yr7 ICT about now.**

Week 11 Population Distribution and Density

TP page 82 Text pp 52-53

N.Curr 1a 2a 2e 3c 4a 6f

Aims: Concepts of population density and population distribution. Knowledge of Mali.

Lesson Plan:

Powerpoint Population: Mali

Use the Powerpoint to introduce the geographical setting of Mali

1. Study page 52
2. Do Activities 1a, 2ab.

Population Distribution in Mali: a Case Study

Study the information on pp. 54 and 55

IN PAIRS, work through Sheets 3.10 a, b, c.

HWK: Complete for Homework

Week 12 Assessment 7.2 Population density and distribution in Mali

Word processed A4 (hand written option) report based upon two map sources, two climate graphs and <http://www.oxfam.org.uk/coolplanet/online/index.html>

Lesson Plan:

1. Lesson brief with **Powerpoint** and set homework task. (Based upon Lesson Week 11 experience.)
2. Teach geographical description from assessment maps A and B; in relation to other geographical map variables
3. Teach how data provides direct and indirect evidence e. g. water availability from rainfall monthly total, map isohyets and rivers.
4. Take **each** assessment factor in turn and discuss as the class take notes to help with Assessment 7.2.
5. Start the draft in class.

HWK: Complete for homework.

Week 13 Settlements What is a settlement?

N.Curr 2a 6f 7d 6gi

Aims: Geographical concept of human settlement and knowledge of the the basic requirements

Lesson Plan:

Study pp. 58 and 59

Activities 1, 2 and 3 on page 59 are a useful start.

1. Take the class findings from activity 3 forward to present day settlement issues in UK and overseas e.g. refugee camps, travelling people, remote oil/gas sites, military, asylum seekers...

Site and Situation Saxon settlement exercise (requires worksheet)

2. Issue and read photocopied sheet.

3. Discuss need for being self sufficient:-food, water, shelter. In the historical context of the exercise perhaps prioritise these factor? Pupils to complete the order values for the factors to suggest a best site.

4. Review the chosen sites and put them in order on the board. Pupils justify choices.

5. IN PAIRS draft an answer to question1 on the sheet

6. In your exercise book, give detailed reasons for your top choice of site.

HWK: Complete for homework.

Possible Extension class work on place names endings in the Midlands where the Anglo Saxons were displaced by the Danes. e.g ending tun/ton = Anglo Saxon "a village" by = Danish "cultivated" borough = Danish burgh; a defensive settlement. Internet research? <http://www.nottingham.ac.uk/english/ins/epntest/keytoepn.html> index

Week 14 Settlements and Map work

**Settlement map sequence text pp 62-66
(old scheme map skills resource sheets)**

Powerpoint Introduction to Map skills

1. Recap: site and situation (page 60 in textbook)

2. Look at aerial photos and maps of sites pp.62– 66 in text.

3. Map skills

4. 4 and 6 fig. Grid References.using O.S. map and sheet 23

a) Symbols using O.S. map and sheet 23 – mark own (Old 7.2)

b) Direction using "Direction sheet" (Old 7.1 7.3)

c) Scale and distance using "Map skills" sheet. (Old 7.4)

5. Introduce contour lines and concept of relief. Use old 7.6.

HWK: Complete for homework. Remind them to bring the free O.S. Birmingham map next week.

Week 15 Ordnance Survey Map work

Text page 62

Aims: Introduction to KS3 O.S. map skills and consolidation of KS2 knowledge and skills

Concept of map scale

4 and 6 figure O.S. grid references.

Symbols and keys

Contour lines and spot heights; concept of relief.

Distance

Direction

Use of free O.S. Birmingham Sheet 138 1:50000

Lesson Plan:

1. Powerpoint Map skills and O.S. training map of choice. **Requires teacher decision on O.S 1:50000 map.**

Relief on OS maps: contours and spot heights.

2. Map work test (using Perth sheet?) to cover 4 and 6 figure references, height, distance, landscape, symbols.

3. Pupil marked – marks recorded.

HWK: **Tewkesbury map questions worksheet** based upon the O.S. map extract on page 62

Or **Tewkesbury map skills question sheet** supported by **Powerpoint** on Tewkesbury O.S. map skills p62

(N.B. The text photograph is earlier than the map because it does not have the bye pass road to the East.)

Completed as a class exercise under controlled conditions as map assessment.

UNIT 3: FLOOD DISASTER

Week 16

Flooding

TP 113-114

Text pp 78-79

N.Curr

1a 1d 2d 4b 6cii 7a 7b 7d

Aims:

Development of UK flood hazard understanding

Lesson Plan:

a) Flood disaster: how do people cope?

1. Activities 1,2,3 on page 75

2. Read yellow section pp.75

3. Do activity 4

b) What causes flooding?

Text pp 78-79

N.Curr 2a 2c 2d 4a 4b 6cii 7a 7b

Aims:

Application of a broad range of POS skills e.g.
Forming geographical questions and predicting outcomes.
Following sequences in investigations
Reaching conclusions

4. Study page 76: Water cycle and "Getting Technical"
5. Build up idea of what situations would cause flooding.

HWK: What causes the River Severn to flood?

Read pp.78-79 and answer question 2 on page 79

Week 17 The effects of the R. Severn Floods of 1998 TP page 113 Text page 79

N.Curr KS4 GCSE

Aims: Extension skills for able pupils. (KS4) Flood hydrographs; concept and use.

Lesson Plan:

1. Study map and photo page 79
2. Go through the causes of the flood (done for homework)
3. Build up the extent of flooding near Shrewsbury using Sheets 4.2a, 4.2b and 4.2c(map)

The Flood Hydrograph

Teach the idea of the graph of one flood event using Sheet 4.3a; x and y axis, units and style.

4. EXTENSION and Homework Sheets 4.3a and 4.3b "Drawing a flood hydrograph".

Week 18 How do people respond to floods in the UK?

N.Curr 1f 2a 2d 2f 2g 3a 4b 6cii 7a 7b

Aims:

Classifying and sequencing information. The impact of flooding.
Knowledge of different flood protection agencies and individual roles.

Lesson Plan:

PUPILS REQUIRE SCISSORS FOR THIS LESSON

1. Follow steps 1defg and 2ab on Sheet 4.4b
 2. Pupils also require 4.4c and 4.4d(to size A3) to complete these tasks.
 3. In your exercise book, write about people and organisations who can help before, during and after a flood.
- HWK: Complete for homework.

Week 19 Flooding in Mozambique 2000

N.Curr 1c 1d 1e 1f 2a 2d 3b 3e 4a 4b 6cii 7a 7b

Aims:

Similarities and differences between MEDC and LEDC.
Effects of and responses to flooding.

Lesson Plan:

See website: <http://www.oxfam.org.uk/coolplanet/kidsweb/world/mozambique/index.htm>

Use **Powerpoint** flooding in Mozambique to support the lesson

a) Causes

1. Read page 84
2. Complete sheet 4.5 and stick into exercise book.

b) Effects on Mozambique

3. Read pp.85 and 86
4. Start to do task 1 on Sheet 4.7 (pupils require A3 copy of sheet 4.6b for this) – to be completed next lesson
5. Collect in sheet for completion next lesson.

HWK: Do task 2 on Sheet 4.7 – internet search Mozambique floods 2000 2001

Week 20 Comparing Flood Disasters in Mozambique and UK TP page 115 Text page 87

N.Curr 1c 1d 1e 1f 2a 2d 3b 3e 4a 4b 6cii 7a 7b

Aims:

Similarities and differences between MEDC and LEDC. Effects of and responses to flooding. Possible introduction to Venn diagrams as comparison tool. Teach Venn diagrams?

Lesson Plan:

1. Complete task 1 on Sheet 4.7 – started last lesson.
2. Do task 3 on Sheet 4.7.
3. Study page 87 in text (photocopy available – to be stuck into ex. book)
4. Complete the Activity at the foot of page 87.

HWK: Complete for homework.

Week 21 Assessment 7.3 Flood Disaster Boscastle

Lesson Plan:

1. Issue **Assessment Sheet 7.31** lesson and 1 homework; structured single side A4 report
2. Show DVD Boscastle Floods 40 minutes
3. Show websites recommended on the assessment sheet.
4. Demonstrate selective image search for the one report illustration. Discuss merits of single images for the information given; before/after/during event and hazard/ effect on property/life/economy.

HWK: Complete for homework.

UNIT 4 EXPLORING ENGLAND

Week 21 What is England really like?

N.Curr 1a 2c 3a 7a 7b

Aims: Venn diagrams Classification and ordering of ideas. Concepts of national territory. National symbols and flags

Lesson Plan:

Powerpoint England; useful support for the lesson ideas.

1. Page 88: discuss locations
2. Page 89: verbal; fact or opinion?
3. Page 90: Q&A England, Great Britain, United Kingdom, British Isles

Activities: 1, 3 on page 92. 1 on page 90. Tasks 1 to 4 on Sheet 5.1

HWK: Complete for homework. Possibly issue the KS3 Yr7 British Isles map to learn.

Week 22 Where in England?

Assessment 7.4 KS3 Map Knowledge

N.Curr 1a 2c 3a 7a 7b

Aims N.Curr KS3 map knowledge. General geography of British Isles places

Lesson Plan:

Issue the **British Isles places matrix** but no atlas

1. Complete the British Isles places matrix worksheet from your own general knowledge. Issue the Atlas
2. Using relevant maps in atlas, add the places from your matrix to a blank map of the British Isles. (Use of Atlas index/contents)

Assessment 7.4 N.Curr Year 7 Map Knowledge

1. Distribute the NC Year 7 map and look for differences.
2. Learn the NC Year 7 map
3. Do map test with 15 minutes to go in the lesson.
4. Mark the test in the last 5 minutes or collect the maps to mark.

Week 23 What is the weather like? (N.B includes old scheme resources)

N.Curr 1a 1c 2e 6d

Aims: Basic knowledge of the British weather. Scattergraphs. Interpretation of tabulated and graphical data. Geographical associations Relationship between land height and rainfall

Lesson Plan:

Issue old scheme Sheets 1.1.and 1.2 and Sheet 4.3 enlarged to A3

1. Study and discuss the maps on page 94 Refer to the NW sector as A NE as B SE C and SW D

Roughly divide the class in four and ask them to work in pairs to give a verbal report summary on the 4 sectors

2. Controls on the weather. VIDEO 86

Teach and summarise in notes to be recorded, the effects of i) Altitude ii) Latitude iii) Distance from the sea- simple continentality and maritime and iv) Prevailing Winds

Refer to sheet 4.3 (A3)

3. Teach that air containing moisture has to be made to rise, cool and condense. The “one in the weather forecasts” is the Frontal, see pp 96-97 and explain. The localised ones are Relief and Convectonal.

HWK: Complete Sheet 4.3 for homework

UNIT 5 WORLD SPORT

Week 24 British Football

N.Curr 1d 2c 2d 2e 3a 4a 6hii iii 7a

Aims:

Comparative description. History of football. Football and society.

Page 100 as in to Unit 6 World Sport

1.Introduction page 102 and sheet 6.3a.(issue 6.3b)

Atlas required

Three seasons in the 1st Division British football league and the link between the game, the country and the people. Very much recognise and use the views and knowledge of the pupils.

2.Build up a social geography e.g. one pupil will be able to tell you about their club so use it as a model and the other fans will add to it. E.g.:

“Amateur game played on Saturdays by working men; factory, railway and men’s club teams

Turnstile income. Little sponsorship. Low wages. No TV. Mass attendance. Link to communities.

TO

Professional game played on different days. Clubs buy players on a world market. Less money from turnstiles, lower attendance. More from TV rights and merchandising. Less link to communities?”

1900 No London teams. Northern industrial towns and coalfields. No Manchester United.

1950 Still dominated by the industrial areas and the coalfields but London is represented.

2000 Much wider distribution. Unclear relationship to the old industrial areas. Fewer teams from the 1900-1950 locations. e.g. Ipswich decline of the traditional manufacturing regions?

3. Issue Britain base map and decide on a three colour key (actually four in the end)

Plot and discuss the distribution of the a) 1900, b) 1950 and c) 2000 clubs in succession.

Solve the problem of plotting twice in the same place.

HWK:Write up your findings on distribution for 1st Division clubs 1900-2000 using sheet 6.3b.

Week 25 The Global Game

TP pp152-153

Text page 102

N.Curr 1d 2c 2e 3a 7a 7b

Aims: Mapping of classified data. Keys. Use of internet to obtain specific comparable data sets.

Requires World map

Lesson Plan:

1. Introduction from the bottom half of page 102; season 2000 and www.manutd.com season 2005

2. Compare the Manchester United squads for seasons 2000 and 2005.

3. Use the manutd.com website following CLUB & NEWS to Team and the First Team. Take the class through the players and note the place of birth of each one for the players 2000 and 2005. Country & place of birth, because you are going to plot them on a map.

4.Plot the two seasons teams in two colour codes on a map of the World. Name countries.

5.Write a commentary on the distribution of players from season 2000 and 2005.

The World Cup

Text page 114

1. Study page 114 Map D and the Table B. Define GDP and the geographical terms Developed and Less Developed (LEDC/MEDC)

2. Plot the North South Divide on the World Map.

3. Plot the World Cup winners on the World Map. (Activity 1, page 114)

4. Answer Activities 2 and 3 from page 114.

HWK: Complete all class work and perhaps look at FIFA website (various).

<http://fifaworldcup.com> or www.fifa.com

EASTER HOLIDAY

Week 26

Getting to the Match

TP 152-153

Text pp 104-5

N.Curr. 1a 1b 1d 1e 2c 2d 2g 3a 7a 7b

Aims: Decision making and route planning exercise. Mathematical, map reading, travel costs and convenience. Timetables. 24 hour clock. Giving directions.

Lesson Plan:

Powerpoint Getting to a football match

Introduction pp 104-5; a route planner to the Newcastle United FC ground at St James's Park and later to London for Stamford Bridge and Chelsea FC.

Exercise 1) Birmingham to Newcastle upon Tyne and St James's Park Text page 104

1. Use the Powerpoint Getting to the Match to support the page 104 introduction.
2. Complete Activity 1 page 104. Teach route description as for a coach driver. Explain the motorway system.

Exercise 2) Birmingham to London and Stamford Bridge. Text page 105

1. Use the **Powerpoint** to support the page 105 introduction. Explain the London Underground network and the geography of West London.
2. Complete Activity 2 page 105. (This could be done as a flow line but this concept needs teaching)
3. Complete Activities 3 and 4.

HWK: Complete for Homework.

Week 27

Football; a changing industry

TP page 152

Text pp 106-107

N.Curr 1d 1f 2b 2d 2e

Aims:

Knowledge of the possible reasons behind the changes in football over 100years

Social cultural gains and losses from sport

Sport and changing socio economic factors in the UK;1891-1991

Lesson Plan:

1. Read and complete Sheet 6.1a (graph paper required)
2. Read pages 106-107. This describes the modern commercial game.
3. Look at the data from graph D; showing club merchandise for Sunderland FC, season 96-7.
4. Conduct a quick show of hands class survey amongst the football fans for each category from graph D to get a % for each one. Record the results on the board.
5. Complete activity 4 page 107. How does it compare to what your classmates spend their money on?

HWK: Complete for Homework.

Week 28

Where are football grounds located?

TP page 153

Text108-113

N.Curr 1 2 3d 4 6hii iii 7a 7b

Aims:

Spatial patterns through sketch maps.

Aerial photography and mapping. Inner city urban environment. Changes of land use.

Decision making. Values and attitudes empathy. Local area geography.

Lesson Plan:

Powerpoint Aston Villa

The Aston Villa case study and the building of a new stand.

Introduction to the situation, using the Aston Villa Powerpoint with reference to the location of KEV1 Aston.

Issue A4 plain paper for activity 1 page 109. Use the paper as an overlay for Map B page 108. There is some guidance on sheet 6.6.

Complete the map from Activity 2 page 109.

Look at page 110, which deals with local residents attitudes, and complete Activities 1a (in ex.book) and b and c.

Complete Activity 2 as summary bullet points.

HWK: Complete for Homework

This Oxford case study is worth doing well because it introduces the city, ready for the Crime unit in Year 8.

N.Curr 1 2 3d 4 6hii iii 7a 7b

Aims:

Spatial patterns and the use of maps. Aerial photography and mapping. Suburban environment. Changes of land use. Decision making. Values and attitudes empathy.

Lesson Plan:

Powerpoint Oxford United

1. Read pp 111-112.

2. Use photographs and maps pp111-112 to compare and contrast the two locations;

i) Suburban North Oxford and the former Manor House ground in Headington

ii) Green field edge of city Blackbird Leys Minchery Farm; renamed the Kassam Stadium.

3. Use the Powerpoint Oxford United to support the book. Pupils to take notes on key points that are drawn from the photographs or the maps on pp 111 and 112.

4. The Powerpoint has the original Headington location factors i.e. the "site advantages" that are not made clear in the book.

5. Pupils complete activity 1 for the two sites.

6. Complete activity 2; the advantages of the old Manor House ground. (See Powerpoint)

HWK: Complete for homework

Week 30

Continuation; the Kassam Stadium (Minchery Farm)

Text page 112

Lesson Plan:

1. Read page 112 again. Compare the map C on page 112 with the aerial photo on the Powerpoint. Get pupils using the screen to identify places on the ground.

2. Complete activity 3 for the advantages and disadvantages of the new site.

3. Complete activity 3 as bullet points arguing *against* the old Headington site

4. Complete activity 4 as bullet points arguing *for* the redevelopment of the site rather than a move to Minchery Farm.

HWK: Complete for homework.

WHITSUNTIDE VACATION

Week 31 The Olympic Games

COMPUTER ROOM

This topic can be taken forward at the discretion of the teacher, balancing ICT-conventional teaching and learning to any degree. Excel is taught in Year 7 ICT in November.

N. Curr 1d 2c 2e 3a 7a 7b

Aims: Knowledge of Olympic Games. Relationship between Olympic winners and national wealth.

Lesson Plan:

1. Issue sheets 6.11 map and 6.12a. Briefly explain the historical context of the modern Olympic Games and get the class to talk about the effect upon Greece of being the host nation for 2004.

2. Complete tasks on sheet 6.12a. Discuss the options for task 2.

Excel spreadsheet exercise

COMPUTER ROOM

Aims: Application of Microsoft Excel to tabulating and sorting data and drawing graphs

Using a spreadsheet to investigate patterns in the nationality of Olympic medal winners

Lesson Plan:

1. Issue Sheets 6.12b c and d.

Follow the instructions from sheet 6.12b and then use an Excel spreadsheet to follow the instructions from 6.12c to create a scatter graph of:

a) GNP against number of gold medals.

b) Guardian score against number of gold medals.

N.B. Guardian Score = medal points score divided by GNP and multiplied by 10 to include population with GNP. (See sheet 6.12b)

2) Save the graph/graphs as a Word document with written answers to

a) What is the link between GNP and medal winning?

b) What is the link between population size and medal winning?

c) Do bigger countries win more medals?

Non ICT option or extension

Aims: Geographical interpretation and analysis.

Sheet 6.12e is a supplementary, self- contained, hand drawn graph exercise.

Week 32 Examination Week

Week 33 Teacher Days / Completion of Olympic Games from Week 31

Week 34 Examination follow up
Return of examination papers
*****Notice of book return*****

Week 35 Assessment 7.5 World Sport Football stadium planning Text pp 108-113

An internet research exercise to produce a single page A4 report that draws upon personal interests. Issue the sheet and introduce the Assessment task with the 7 components.

1) Create a whiteboard spider diagram from class contributions for the factors that contribute to sporting and business success for a top football club, called e.g. **“The Geography of Football”**

2) Diagram recorded as single or double page A4

Encourage discussion on:

e.g. Ownership shareholders, fans, money, wages, attendance, merchandising,

TV rights, sponsorship....etc..

3) Bring it back to the taught grounding in the Kassam and Villa Park developments

4) Pupils to draft their ideas (encourage none football stadiums, e.g. Athens Olympics, or smaller local club venues if the knowledge/ enthusiasm is there.

5) Plenary to offer opinions as to “What is the deciding factor in success?”, e.g. Mr Abramovich at Chelsea or good player signings or a youth training programme...

HWK: Ass 7.5 for the last two homeworks of the year.

Week 36 Last Lesson