

## About these planners

*geog.123 scheme of work*

Here you'll find templates for course and lesson planning, to help you plan your scheme of work.

- **year planner.** This allows you to create a concise outline of the year's work on a single sheet — you can detail the themes/topics to be covered, when, and for how long.
- **theme planners.** There are ten of these, corresponding to the ten chapters in *geog.1*. Key information has already been completed for you — just customise to create your own unit-by-unit scheme of work.
- **individual lesson planner.** This allows you to create a detailed plan for every single lesson on a single sheet.

**Year planner**

*geog.123 scheme of work*

**First term**

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

**Second term**

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

**Third term**

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

Weeks	Lessons	Total time
Unit / theme		

Name of school    Year

**Individual lesson planner**

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**for Class    Year    Week(s)    Date(s)**

**Unit:**

<b>Key question(s)</b>	<b>Learning outcomes</b>	<b>Activities</b>	<b>Points to note</b>
<b>Differentiation</b>	<b>Homework</b>	<b>Resources</b>	
<u>Gifted &amp; Talented:</u>			
<u>Less able:</u>			

## Theme planner

*scheme of work*

### Unit: Introducing geography

#### National Curriculum / QCA Scheme of Work context

The main purpose of this short unit is to introduce the new class to geography, and to capture their interest.

#### About the unit

Students will study:

- they will be introduced to physical, human, and environmental geography
- they will be introduced to the geographer s questions — why?, what?, where?, how?, who?, etc.

#### Vocabulary

physical geography, human geography, environmental geography

#### Skills practised

Geographical skills:

Classifying, studying photos.

Other skills:

Literacy:

Numeracy:

Thinking skills:

ICT skills:

**Expectations**

At the end of this unit students will know:

- the difference between physical, human, and environmental geography
- the types of question a good geographer asks

**Lesson ideas****Differentiation**

Gifted & Talented:

Less able:

**Homework**

geog.1 worksheets

**Assessment opportunities****Links to:**

Citizenship:

Sustainable development:

PSHE:

SMSC:

**Resources**

geog.1 students book pp4-5, teacher s book pp6-11, teacher s CD-ROM, website

**Comments and ideas**

## Theme planner

*scheme of work*

### Unit: Making and mapping connections

#### National Curriculum / QCA Scheme of Work context

##### KS3 Programme of Study

##### Geographical enquiry and skills

2 In developing geographical skills, pupils should be taught:

- c to use atlases and globes, and maps and plans at a range of scales, including Ordnance Survey 1:25,000 and 1:50,000 maps
- e to draw maps and plans at a range of scales, using symbols, keys and scales (for example annotated sketch maps)

##### QCA Scheme of Work

Unit 1: Making Connections, Unit 24: Passport to the World

Note that much of the work in this unit is KS2 revision.

#### About the unit

Students will study:

- the hierarchy of geographical units (world down to city, etc.)
- ways we are connected to other places
- plans and scales
- maps and grid references
- distances and directions
- sketch maps
- OS maps
- contour lines
- latitude and longitude

#### Vocabulary

Europe, the British Isles, England; local, national, international;  
plan, scale, to scale, not to scale;  
aerial photo, map, grid reference, four-figure grid reference, six-figure grid reference;  
straight-line distance, as the crow flies, scale line, pivot;  
north, north east, north west, etc.; sketch map;  
Ordnance Survey/OS, symbols; contour lines, spot heights;  
latitude, longitude, prime meridian, degrees, minutes

#### Skills practised

##### Geographical skills:

Using maps, classifying, drawing lines and objects at different scales, comparing an aerial photo and a map, using 4- and 6-figure grid references, interpreting a map and relating it real life, measuring distance, writing and following instructions for routes on a map, using compass directions, using scale lines, drawing sketch maps, planning a route and following a route, using OS maps and symbols, interpreting contour lines, reading spot heights, using latitude and longitude, using an atlas index

##### Other skills:

Literacy: Defining new terms, writing and following instructions

Numeracy: Calculating percentages, calculating actual size from lines and plans, measuring distance

Thinking skills: Drawing spider maps

ICT skills:

### **Expectations**

At the end of this unit students will know:

- about the hierarchy of geographical units (world down to city, etc.)
- that we are connected to other people and places
- how to draw lines to scale
- how to draw and interpret simple plans
- how to recognise features on maps
- how to use 4- and 6-figure grid references
- how to measure distances on maps
- how to follow and give directions using compass points
- how to draw sketch maps
- about OS maps
- how to interpret contour lines
- about latitude and longitude
- how to use an atlas

### **Lesson ideas**

### **Differentiation**

Gifted & Talented:

Less able:

### **Homework**

geog. 1 worksheets

### **Assessment opportunities**

geog.1 teacher s CD-ROM Making and mapping connections assessment

### **Links to:**

Citizenship: geog.1 p9 q4 — connections to other places

Sustainable development:

PSHE:

SMSC:

### **Resources**

geog.1 students book pp6-25, teacher s book pp12-33, teacher s CD-ROM, website

### **Comments and ideas**

## Theme planner

*scheme of work*

### Unit: Settlement

#### National Curriculum / QCA Scheme of Work context

##### KS3 Programme of study

##### Knowledge and understanding of patterns and processes

**a** describe and explain patterns of physical and human features and relate these to the character of places and environments

##### Knowledge and understanding of environmental change and sustainable development

**b** explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives

##### Themes

- g** the changing characteristics of settlements including:
- i** the reasons for the location, growth and nature of individual settlements
  - ii** how and why the provision of goods and services in settlements varies
  - iii** how and why changes in the functions of settlements occur
  - iv** patterns and changes in urban land use

##### QCA Scheme of Work

Unit 3: People everywhere (in part - population is also dealt with in geog.2 and geog.3)

#### About the unit

Students will study:

- location factors
- the early settlement of Britain
- how and why settlements grow
- the settlement hierarchy
- urban land use patterns
- urban redevelopment
- the need for more new homes

#### Vocabulary

dwelling, site, settlement; Celts, Romans, Saxons, Vikings, Normans;  
Industrial Revolution, rural area, urbanisation;  
hamlet, village, town, city, rank, hierarchy, the settlement hierarchy;  
CBD, model, industrial area, outer/inner suburbs, inner city, transition zone;  
works, industrial estate, science park, residential area; peninsula, redeveloped, derelict;  
sustainably, wind power, solar power, insulated, recycled;  
estimates, greenfield sites, brownfield sites, pros, cons

#### Skills practised

##### Geographical skills:

Analysing photos, investigating, using an OS map, using other maps, measuring area on a map, placing settlements in a hierarchy, applying a model to a real situation, using 4- and 6-figure grid references, comparing areas before and after redevelopment, analysing lifestyle, using a Venn diagram, classifying statements.

##### Other skills:

Literacy: Using a glossary and writing definitions, creative writing, writing a memo.  
Numeracy: Measuring area on a map, drawing line graphs.

Thinking skills: Drawing spider maps, reasoning, making connections, devising an exercise to test the truth of a statement, empathising, creative thinking (house design for sustainable living).  
ICT skills:

### **Expectations**

At the end of this unit students will know:

- how and why settlements began
- about the early development of a particular town (Aylesbury)
- how and why settlements grow
- about the settlement hierarchy
- about patterns of urban land use
- how to identify urban land use from an OS map
- about redevelopment (of the Greenwich Peninsula)
- about the need for more new homes (greenfield and brownfield sites)

### **Lesson ideas**

### **Differentiation**

Gifted & Talented:

Less able:

### **Homework**

geog.1 worksheets

### **Assessment opportunities**

geog.1 teacher s CD-ROM: Settlement assessment

### **Links to:**

Citizenship: geog.1 pp38-43 — urban redevelopment; new homes –greenfield vs. brownfield sites

Sustainable development: geog.1 pp38-41 — planning issues; Greenwich Peninsula case study

PSHE: geog.1 pp40-43 — social responsibility (planning issues)

SMSC:

### **Resources**

geog.1 students book pp26-43, teacher s book pp34-51, teacher s CD-ROM, website

### **Comments and ideas**

## Theme planner

*scheme of work*

### Unit: Changing the way we shop

#### National Curriculum / QCA Scheme of Work context

##### KS3 Programme of Study

##### Geographical enquiry and skills

- 1 In undertaking geographical enquiry, pupils should be taught to:
- a ask geographical questions (for example How and why is this changing? What is the impact of the changes? What do I think about them?) and to identify issues
  - d analyse and evaluate evidence and draw and justify conclusions (for example analysing maps)

##### Themes

- g ii how and why provision of goods and services in settlements varies
- h ii how and why the distribution (of economic activity) has changed and is changing (for example, the impact of new technologies), and the effects of such changes

##### QCA Scheme of Work

Unit 9: Changing the way we shop

#### About the unit

Students will study:

- shopping generally
- out-of-town shopping
- Internet shopping

#### Vocabulary

convenience goods, comparison goods, sphere of influence;  
chain store, shopping centre, out-of-town shopping centre, developer;  
Internet, website, service provider

#### Skills practised

##### Geographical skills:

Classifying, decision-making, drawing and analysing a scattergraph, using maps analytically.

##### Other skills:

Literacy: Writing with a purpose — to promote and to complain, defining in own words.

Numeracy:

Thinking skills: Drawing conclusions, assessing opinions, predicting, assessing benefits and disadvantages.

ICT skills:

### **Expectations**

At the end of this unit students will know:

- about convenience and comparison goods
- about the links between shopping and the settlement hierarchy
- how shopping has changed over the years
- about out-of-town developments (Bluewater)
- about shopping on the Internet

### **Lesson ideas**

### **Differentiation**

Gifted & Talented:

Less able:

### **Homework**

geog.1 worksheets

### **Assessment opportunities**

geog.1 teacher s CD-ROM: Changing the way we shop assessment

### **Links to:**

Citizenship: geog.1 p45 q8 — effects of a new shopping centre; p47 — Bluewater shopping centre; p49 — effects of Internet shopping

Sustainable development: geog.1 pp46-49 — planning issues and future changes

PSHE: geog.1 pp46-49 — social responsibility (planning issues)

SMSC: geog.1 pp48-49 — the effects of the Internet

### **Resources**

geog.1 students book pp44-49, teacher s book pp52-61, teacher s CD-ROM, website

### **Comments and ideas**

## Theme planner

*scheme of work*

### Unit: Exploring Britain

#### National Curriculum / Scheme of Work context

##### KS3 Programme of Study

##### Breadth of study

7 In their study of countries and themes, pupils should:

- a study at a range of scales — local, regional, national, international, global
- b study different parts of the world and different types of environments, including the UK

##### QCA Scheme of Work

Unit 5: Exploring England

#### About the unit

Students will study:

- the physical and political make-up of the British Isles
- who we are
- where we live
- our weather
- our work
- variations in earnings

#### Vocabulary

British Isles

administrative regions, counties, metropolitan counties, unitary authorities;

immigrant, emigrant, migrant, settler, invader, refugee, asylum seeker;

population density, rural, urban;

isotherms, North Atlantic Drift, windward, leeward, rainshadow;

economic activity, primary, secondary, tertiary, quaternary, manufacturing, service, industry

#### Skills practised

##### Geographical skills:

Using and analysing maps (including population and weather maps), copying and labelling a sketch, matching photos to places on a map, drawing a time line, classifying jobs into sectors of economic activity.

##### Other skills:

Literacy: Descriptive writing — describing a place from a photo, writing an explanation, writing and applying definitions.

Numeracy: Areas and populations, bar graphs, pie graphs, averages.

Thinking skills: Reasons why people live in cities, good and bad points about living in rural areas, factors that help make an area rich, arranging information in a logical sequence.

ICT skills:

### **Expectations**

At the end of this unit students will know:

- about the physical and political geography of the British Isles
- how the UK is divided into administrative regions and counties
- how the British Isles has been peopled by immigrants
- about population density in the UK
- about weather and climate in the British isles
- about the different sectors of economic activity and economic activity in the UK
- how earnings vary from region to region and why

### **Lesson ideas**

### **Differentiation**

Gifted & Talented:

Less able:

### **Homework**

geog.1 worksheets

### **Assessment opportunities**

geog.1 teacher s CD-ROM: Exploring Britain assessment

### **Links to:**

Citizenship: geog.1 p52 — political divisions of UK; pp54-55 — the history of immigration into the British Isles; pp62-63 — variations in earnings

Sustainable development:

PSHE:

SMSC: geog.1 pp54-55 — immigration and Britain s cultural diversity

### **Resources**

geog.1 students book pp50-63, teacher s book pp6275, teacher s CD-ROM, website

### **Comments and ideas**