

Independent enquirers	Creative thinkers	Reflective learners
Analysing information: chapter starter on page 35 of <i>geog. 1 students' book</i>	Generating ideas and connecting with the ideas of others: question 6 on page 37 of <i>geog. 1 students' book</i>	Reviewing learning and communicating for different audiences: question 3 on page 39 of <i>geog. 1 students' book</i>
Analysing and evaluating information in photos: questions 3 and 4 on page 37 of <i>geog. 1 students' book</i>	Generating and connecting ideas: questions 1 and 2 on page 39 of <i>geog. 1 students' book</i>	Communicating learning for different audiences: question 2 on page 51 of <i>geog. 1 students' book</i>
Analysing and evaluating information presented in maps and aerial images: questions 5 – 7 on page 39 of <i>geog. 1 students' book</i>	Considering the changes in circumstances to Aylesbury: questions 1 – 5 on page 41 of <i>geog. 1 students' book</i>	Reviewing learning and acting on information to give a correct statement: question 2 on page 20 of <i>geog. 1 workbook</i>
Analysing information: question 1 on page 43 of <i>geog. 1 students' book</i>	Connecting ideas to show how Aylesbury changed: question 6 on page 41 of <i>geog. 1 students' book</i>	Reviewing learning with potential for feedback: question 1 on page 26 of <i>geog. 1 workbook</i>
Exploring issues from different perspectives and analysing information: question 3 on page 47 of <i>geog. 1 students' book</i>	Showing solutions and ideas: question 3 on page 44 of <i>geog. 1 students' book</i>	Applying success criteria to level-marked assessment: criteria given on pages 39 and 40 apply to the level-marked assessment on pages 38 – 45 on <i>geog. 1 assessment file & OxBBox CD-ROM</i>
Consider the influence of different views on development issues: question 5 on page 49 of <i>geog. 1 students' book</i>	Generating ideas and exploring possibilities: question 10 on page 49 of <i>geog. 1 students' book</i>	Completing a test on the chapter: <i>Settlement scored test</i> on pages 47 – 51 on <i>geog. 1 assessment file & OxBBox CD-ROM</i>
Supporting answers given: question 6 on page 49 of <i>geog. 1 students' book</i>	Finding imaginative solutions to settlement issues: question 9 on page 49 of <i>geog. 1 students' book</i>	Reviewing and analysing their own work: <i>Settlement self-assessment form</i> on page 53 on <i>geog. 1 assessment file & OxBBox CD-ROM</i>
Solving problems and empathising with the perspective of different people: question 3 on page 18 of <i>geog. 1 workbook</i>	Generating ideas: question 3 on page 51 of <i>geog. 1 students' book</i>	
	Generating ideas about the life of a Saxon	

<p>Analysing graphs of Aylesbury and supporting conclusions: questions 1 – 3 on page 20 of <i>geog.1 workbook</i></p> <p>Supporting conclusions: question 2 on page 25 of <i>geog.1 workbook</i></p> <p>Using a graph to analyse change in world population: <i>How the world's population has grown</i> (a worksheet) on <i>geog.1 resources and planning OxBow CD-ROM</i></p>	<p>teenager: question 7 on page 72 of <i>geog.1 teacher's handbook</i></p> <p>Generating ideas and connecting them with the ideas of others: question 1 on page 19 of <i>geog.1 workbook</i></p> <p>Questioning assumptions and generating ideas: question 1 on page 25 of <i>geog.1 workbook</i></p> <p>Generating ideas to create a new housing estate: <i>Where should all the new houses go?</i> (a longer learning activity) on <i>geog.1 resources and planning OxBow CD-ROM</i></p>	
<p>Team workers</p> <p>Working with others: question 3 on page 51 of <i>geog.1 students' book</i></p> <p>Telling the story of a settlement, undertaken as a whole-class project: question 5 on page 72 of <i>geog.1 teacher's handbook</i></p> <p>Identifying a derelict site in the local area and making plans for its redevelopment, undertaken as a whole-class project: question 25 on page 73 of <i>geog.1 teacher's handbook</i></p> <p>Taking part in a role-play exercise (potentially in a whole-class context): <i>Where should all the new houses go?</i> (a longer learning activity) on <i>geog.1 resources and planning OxBow CD-ROM</i></p> <p>Acting out a conversation between two people (working in pairs): <i>Out and about in Darlington</i></p>	<p>Self managers</p> <p>Organising time and planning a timeline for the human race: question 1 on page 72 of <i>geog.1 teacher's handbook</i></p> <p>Working towards the goal of collecting settlement images over a given period of time: question 2 on page 72 of <i>geog.1 teacher's handbook</i></p> <p>Working towards the goal of designing a sustainable house: question 27 on page 73 of <i>geog.1 teacher's handbook</i></p> <p>Organising time and creating a plan to carry out a development project: questions 23 and 24 on page 73 of <i>geog.1 teacher's handbook</i></p> <p>Organising time and resources to find out about a local development: question 4 on page 21 of <i>geog.1 workbook</i></p>	<p>Effective participators</p> <p>Tackling local issues about settlement: <i>What if...?</i> on page 35 of <i>geog.1 students' book</i></p> <p>Engaging in development issues and presenting an argument: question 5 on page 37 of <i>geog.1 students' book</i></p> <p>Presenting views based on issues in Aylesbury: questions 3 – 5 on page 43 of <i>geog.1 students' book</i></p> <p>Trying to influence others: question 4 on page 47 of <i>geog.1 students' book</i></p> <p>Presenting a case for action regarding a local issue: question 6 on page 47 of <i>geog.1 students' book</i></p> <p>Discussing issues of concern: <i>What if...?</i> on page 50 of <i>geog.1 students' book</i></p>

(a longer learning activity) on *geog.1 resources and planning OxBox CD-ROM*

Discussing local issues and presenting a case: question 1 on page 51 of *geog.1 students' book*

Tackling local housing issues: question 22 on page 73 of *geog.1 teacher's handbook*