

<p>Independent enquirers Understanding people have different feelings about moving football stadiums: question 1 on page 110 of <i>geog.1 students' book</i></p> <p>Analysing maps and photos to answer questions: questions 4 and 5 on page 115 of <i>geog.1 students' book</i></p> <p>Taking into account different opinions and ideas: questions 2 – 4 on page 117 of <i>geog.1 students' book</i></p> <p>Understanding different feelings and opinions towards a club's plan to move home: question 2 on page 55 of <i>geog.1 workbook</i></p> <p>Analysing information to compare city size and football team success: <i>Exploring success in football</i> (a worksheet) on <i>geog.1 resources and planning OxBox CD-ROM</i></p> <p>Carrying out research into a sporting team, <i>Investigating a sport</i> (a longer learning activity) on <i>geog.1 resources and planning OxBox CD-ROM</i></p>	<p>Creative thinkers Generating ideas: question 4 on page 107 of <i>geog.1 students' book</i></p> <p>Generating ideas and adapting to new circumstances: question 4 on page 109 of <i>geog.1 students' book</i></p> <p>Trying out new ideas and solutions to make a sustainable stadium: question 5 on page 110 of <i>geog.1 students' book</i></p> <p>Generating ideas to discover how sport benefits society: question 2 on page 53 of <i>geog.1 workbook</i></p> <p>Connecting ideas about who wins and who loses in the football industry: question 1 on page 56 of <i>geog.1 workbook</i></p>	<p>Reflective learners Reflecting on the topic with potential for feedback: questions 1 and 2 on page 59 of <i>geog.1 workbook</i></p> <p>Applying success criteria to level-marked assessment: criteria given on pages 123 and 124 apply to the level-marked assessment on pages 122 – 127 on <i>geog.1 assessment file & OxBox CD-ROM</i></p> <p>Completing a test on the chapter: <i>Sport scored test</i> on pages 129 – 133 on <i>geog.1 assessment file & OxBox CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>Sport self-assessment form</i> on page 135 on <i>geog.1 assessment file & OxBox CD-ROM</i></p>
<p>Team workers Working in pairs to write letters to people in the football industry: question 14 on page 149 of <i>geog.1 teacher's handbook</i></p>	<p>Self managers Managing personal time and IT tasks to prepare a project on favourite sports: question 1 on page 148 of <i>geog.1 teacher's handbook</i></p>	<p>Effective participators Understanding how sport contributes to local employment issues: question 1 on page 53 of <i>geog.1 workbook</i></p>

<p>Considering ideas to make the school a more sustainable organisation, undertaken as a group project: question 26 on page 149 of <i>geog.1 teacher's handbook</i></p> <p>Coming up with solutions to the issue of flights causing pollution at the Olympic Games, undertaken as a group exercise: question 27 on page 149 of <i>geog.1 teacher's handbook</i></p> <p>Carrying out research into a sporting team, undertaken as a group exercise: <i>Investigating a sport</i> (a longer learning activity) on <i>geog.1 resources and planning OxBox CD-ROM</i></p>	<p>Working towards the goal of creating a map of sporting events, managing time, and carrying out research: question 3 on page 148 of <i>geog.1 teacher's handbook</i></p> <p>Taking control of a project to map overseas players and coaches working in the UK: question 4 on page 148 of <i>geog.1 teacher's handbook</i></p> <p>Managing personal time and tasks to plan a journey to see a football team playing abroad: question 8 on page 148 of <i>geog.1 teacher's handbook</i></p> <p>Carrying out individual research done outside the classroom before pooling results: question 22 on page 149 of <i>geog.1 teacher's handbook</i></p>	<p>Identifying improvements for the local community: question 1 on page 54 of <i>geog.1 workbook</i></p> <p>Proposing a sustainable future for the Olympic Games: question 1 on page 58 of <i>geog.1 workbook</i></p>
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