

Learning Programme Year 1 Geography Module 2 What is Geography about? updated 2018

| Topic/ Content | Objectives/Skills Module 2 What is Geography about? | Homework | Assessment | Success Criteria (for E/S/D at KS3) | Stretch & Challenge (Thirst for Learning) |
|-------------------|---|---|---------------------------|--|---|
| Lesson 1 | To show that Geography can be divided up in Places, Themes and Issues. | Photo interpretation. Are places in the UK or not? Evidence from the photographs to back up their answer. | Class discussion | Work marked at 9/10 is excellent 7/8 is secure 6 and below is developing. Boys achieving 6 or below are encouraged to redo the work. | Look for numerous pieces of evidence to locate places. |
| Lesson 2 | The 7 main concepts underlying Geography. | Plot the places Matt Harding visited onto a world map and group them together into Geographical regions. | Teacher assessed | Developing - some of the places are missing or not located accurately on the map. There may be a number of errors in the groupings and titles may be missing. Secure - the majority of the places are located accurately on the map. There may be a small number of errors in the groupings. Excellent - the countries are located accurately and in the correct groupings. Title and all labels are correct. | Develops IT skills and place awareness. |
| Lesson 3 | Introduction to Physical Geography - to improve literacy and build up a bank of Geographical terminology. | Print out the slides on Geographical vocabulary and key terms. | | Developing will use some geographical questions to correctly use some vocabulary. Secure will remember how to ask sound geographical questions, using a variety of vocabulary. Excellence will be able to link a range of geographical vocabulary to a range of geographical questions. | This activity gives the student the opportunity to research a particular topic and answer Geographical questions. |
| Lesson 4 -6 | Introduction to Human Geography - to improve literacy and build up a | Word search on activities | Word search Peer assessed | Developing will be able to define human geography with some | Explain the changes in the employment structure |

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| | bank of Geographical terminology. | Worksheet on Primary, Secondary and Tertiary activities. | | examples. Secure will clearly be able to define human geography and give clear examples relating to industry. Excellence will understand the difference between human and physical geography and see links and make comparisons. | shown between 1800 and 2000 |
| Lesson 7-10 | Introduction to Environmental Geography - to improve literacy and build up a bank of Geographical terminology. | Research how humans pollute the land, sea, and air and how different species are threatened by our actions. Design posters to show how humans harm the environment and what they can do to protect it | Group work to design a poster showing the different ways that humans affect the environment. Boys give a presentation on what they have learnt. Teacher assessed | Developing will understand that humans cause pollution which affect our world. Secure will be able to describe a variety of different types of pollutions and know some detail about the impacts. Excellence will be able to explain how a range of human actions lead to a range of environmental pollution. | Each group to do a presentation on any aspect of the posters on pollution and how species are endangered. Do a power point film on 'What a Wonderful World' - animated with music. |
| Lesson 11 | To access what has been learnt in this module | | End of module test. Key terms Ways we damage the Earth. Ways we can save the planet | Developing - under 55% Secure - 55 - 70% Excellent 70%+ The data/grades will NOT be based on the one off end of unit assessment but a combination of all assessed tasks. | |
| Work to be set at the start of the Module to be completed for lesson 12 | To research a current Geographical event. To improve literacy and IT skills. | Write up a newspaper article on a topical event. | Geography in the News article each half term. This is peer assessed and then teacher assessed. | Boys are given success criteria the Geography in the News articles. See appendix 2 for mark sheet | The Geography in the News articles enables students to research a current Geographical topic and to present it as a newspaper article. |
| Lesson 12 | To showcase skills in the | | Peer assessment of the | Mark scheme available. See | |

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| | Geography in the News articles | | GITN article using the mark scheme | Appendix 1 |
|--|--------------------------------|--|------------------------------------|------------|

Appendix 1 Mark scheme for Geography in the News articles.

| | | |
|--|-----------------|------|
| Mark scheme for Geography in the News | Effort Month | Name |
|--|-----------------|------|

| | Yes | NO |
|--|-----|----|
| Geography in the News Logo | | |
| Date of event | | |
| Eye catching headline | | |
| Map to locate area and caption | | |
| Picture(s) and caption(s) | | |
| Sufficient Information about event | | |
| Links to Geography, places, key terms | | |
| Evidence of copy and paste | | |
| Appropriate font size | | |
| Good use of space on the page – fills the page | | |
| Layout of article – uses columns and paragraphs | | |
| Accurate spelling, punctuation and grammar | | |
| Attempts to explain the event as well as describe it | | |

Like

Improve

Marked by

Geography In The News.

Each half term you will be asked to produce a power point slide on some aspect of Geography that has made the news. The article should be in **Portrait not landscape**.

It might be about an earthquake, volcano. Coastal erosion, melting ice sheets, storms etc or something to do with human geography – migration, population growth, new industries opening up or old one closing down, impact of edge of city shopping centres, tourism – staycation etc

Your work will be marked by another student using the mark scheme opposite.

You will say what the good points are – **THIS HELPS YOU** and how you think it could be further improved – **THIS HELPS THEM**

You will be graded using the following method:

Excellent = 9 or 10 / 10 you have covered most points on the mark scheme and you have described and tried to explain the event. Presentation is excellent.

Secure = 7 or 8 / 10 You have covered many of the points on the mark scheme but there is no explanation of the event. The article is well laid out using columns and paragraphs.

Developing = 6 and below. You have covered some of the points but the article is brief, the layout doesn't use columns, captions +links to Geography may be missing.

GEOGRAPHY IN THE NEWS 24.04.15
APRIL EDITION
SKY OF FLAME

It looks like a nuclear apocalypse... but this is the full force of Chile's Calbuco Volcano blasting fiery debris 30,000 feet into the sky.

More than 4000 people were evacuated as a 12-mile clearance zone was declared around the mountain which had lain dormant for 40 years.

Lightning coming from the centre of the eruption



The volcano erupted on Wednesday 22nd April with a second powerful blast yesterday, April the 23rd. Lava and ash covered nearby towns. Flights were cancelled and officials warned the dust could contaminate water and damage lungs. Local Mayor Gervoy Paredes said: "Residents are very, very frightened."



Map of Chile, the Calbuco Volcano has been circled

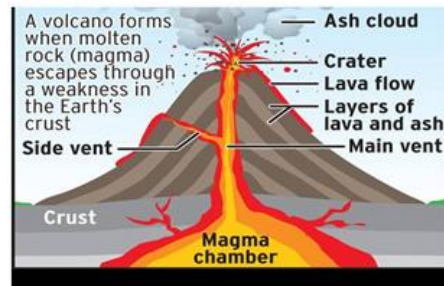
Why Volcanoes erupt

Calbuco, like 90% of all volcanoes, lies within the 'Ring of Fire', where tectonic plates converge along the edges of the Pacific Ocean. The plates are rock slabs which make up the Earth's surface, floating on a layer of molten rock under the crust.

Volcanoes are vents that allow molten rock, debris and gases to be released from the magma chambers. Eruptions occur when gas dissolves under pressure within the magma, until it cannot be contained. Volcanic mountains are formed over millions of years as boulders and lava thrown up during eruptions harden. Lava flows reach 1,200C or more, burning everything in their path. Boulders of hardening lava can rain down on villages, while mud flows from rapidly melting snow can bury towns. Ash and toxic gases cause lung damage and other health problems. Scientists estimate that more than 260,000 people have died in the past 300 years from volcanic eruptions. About 1,900 volcanoes are considered to be active and likely to erupt again.

This has been a report by Alfie Pickles, 1B/NEWA

Diagram showing the internal structure of a volcano



Links to geography: Chile, Calbuco volcano, volcano, mountain, lava, ash, dust, water, 'Ring of Fire', tectonic plates, Pacific ocean, molten rock, debris, gases, magma chambers, eruption, boulders, 1,200C, toxic.