

## WOOD GREEN ACADEMY GEOGRAPHY DEPARTMENT KS3: Year 7

### UNIT TITLE: UK Physical Geography

**CURRICULUM OBJECTIVE:** Describing and explaining physical geographical concepts and processes.

**UNIT ASSESSMENT:** One end of unit assessment (25 marks) and one end of unit assessment (50 marks)

Lesson	Learning Objectives	Lesson Content	Prior Learning / Assessment and Links	Resources	Remote Learning
1. UK Overview	<p>To be able to describe the physical features of the UK and label them onto a map.</p> <p>To investigate the regional differences in relief and climate found in the UK.</p>	<p><b>Admin:</b> Learning objectives sheet to be stuck in on first page.</p> <p><b>Starter:</b> Bubble map to show what physical features can be found in the UK. Ideas such as coasts, rivers, climate, soils / vegetation and relief. Students may come up with sub-topics.</p> <p><b>Main 1:</b> Introduce idea of diverse landscape. ThinkPairShare about the UK relief. Students to discuss and use geographical terminology such as compass directions and countries.</p> <p><b>Main 2:</b> Using the blank UK map and an atlas, students should map the main physical features of the UK such as rivers and mountain ranges. Examples are on PP slide 6.</p> <p><b>Main 3:</b> Using New Foundations textbook, students should investigate the different regions in the UK in terms of their relief, climate including a recap of some human features. Answers are available on the PP to self or peer assess work.</p> <p><b>Plenary:</b> Heads and tails to assess different regions in the UK.</p> <p><b>Alternate Critical Thinking Plenary:</b> Imagining Perspectives – read the resident’s description and decide which region of the UK they live in.</p>	<p><b>Assessment:</b> Self-assessment of map work and physical features.</p> <p><b>Links to Science:</b> weather and climate</p> <p><b>Prior Learning:</b> Human geography features, map symbols, UK mapwork.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 1 PP</a></li> <li>• <a href="#">UK Physical Learning Objectives</a></li> <li>• <a href="#">UK Rivers Map WS</a></li> <li>• <a href="#">UK Regions Table WS</a></li> <li>• New Foundations textbook</li> <li>• Atlas</li> </ul> <p><i>New Foundation pages 114/5 in newer edition. Pages 104/5 in older books.</i></p> <p><i>Alternative <a href="#">Rives and Cities Blank Map WS</a> available with cities also detailed.</i></p>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Map Skills Lesson 8 Representing Height on a map.</p>

<p style="text-align: center;"><b>2. Geology of the UK</b></p>	<p>To compare upland and lowland landscapes.</p> <p>To understand the Geology of the UK and apply this to different landscapes.</p> <p>To be able to explain what weathering is and the different types.</p>	<p><b>Thinking Starter:</b> Introduce photos of upland and lowland areas to compare. Introduce definition of Geology.</p> <p><b>Starter:</b> Students to write up their ideas about upland and lowland areas from the photos into their books. Sentences starters given on PP slide, focus could be on adjectives.</p> <p><b>Main 1:</b> Class discussion on how rocks are formed, clues given on PP slide. Exposition about the 3 types of rock (igneous, metamorphic and sedimentary) and choice of two video clips. Students to complete a bubble map from the videos. Class AfL on slide 5 to assess understanding.</p> <p><b>Main 2:</b> Introduce Geological Map of the UK. Students to study the map and add a locational description to their bubble maps for each type of rock. Focus on using geographical terminology such as compass directions and countries. Explain connection between geology and relief and could link back to upland / lowland areas.</p> <p><b>Main 3:</b> Class discussion about how landscapes such as Dartmoor Tor is shaped. Explain the three types of weathering (video available on S Drive.) Students complete the Weathering WS and self or peer assess work.</p> <p><b>Plenary:</b> Introduction to agents of erosion. Student to guess from the clue and pictures. AfL to assess prior knowledge.</p> <p><b>Alternate Plenary:</b> Photo match up activity.</p>	<p style="text-align: center;"><b>Assessment:</b></p> <p>ThinkPairShare questioning, class discussion and feedback.</p> <p><b>Links to Science:</b> Rock cycle and geology.</p> <p><b>Prior Learning:</b> UK mapwork and landscapes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 2 PP</a></li> <li>• Weathering WS (on PP)</li> <li>• Weathering matching PPT</li> </ul> <p><i>Videos for Rock Type – YouTube link on PP slide 4 or Twig video on S Drive.</i></p> <p><i>Twig Video for Weathering available on S Drive.</i></p>	<p><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Geology / Lesson 1 What are the UK's main rock types?</p> <p>Also Lesson 2 How does Geology influence the UK?</p>
<p style="text-align: center;"><b>3. River Processes</b></p>	<p>To understand the water cycle and drainage basins and apply these to river landscape.</p> <p>To understand different river processes.</p>	<p><b>Thinking Starter:</b> What is the Water Cycle and how is it linked to Rivers? AfL of student's prior knowledge.</p> <p><b>Starter:</b> Introduce and briefly explain the Water Cycle. Set Independent Learning HW with Water Cycle HW WS. Video clip available on slide 5 to support.</p> <p><b>Main 1:</b> Introduce and explain Drainage Basins. Students to complete the keyword definitions and then use these to correctly label the diagram. Self or peer assessment.</p> <p><b>Main 2:</b> Introduce River Processes (Erosion, Transportation and Deposition.) Choice of clips available on PP to support. Information Race (QOTD) to investigate River Processes. Students to work in groups but could complete individual sheets. Self and peer assessment.</p> <p><b>Plenary:</b> Drainage Basin Catchphrase as AfL of key terms.</p> <p><b>Homework:</b> Independent Learning of Water Cycle. Students to apply this understanding in writing a creative writing piece about Danny the Droplet.</p>	<p><b>Assessment:</b> Self and peer-assess labelled diagram and QOTD questions.</p> <p><b>Links to Science:</b> Water Cycle</p> <p><b>Prior Learning:</b> UK map work and location of rivers.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 3</a></li> <li>• <a href="#">Water Cycle HW WS</a></li> <li>• <a href="#">Drainage Basin WS</a></li> <li>• <a href="#">QOTD Statements</a></li> <li>• <a href="#">QOTD Blank WS</a></li> <li>• <a href="#">QOTD Answers</a></li> <li>• Information Sheets</li> </ul> <p><i>Information Sheets and QOTD packs will be available in the KS3 cupboard.</i></p> <p><i>Sentence starters available.</i></p> <p><i>Alternative activity available to create Pop-Up Diagram. Pop Up Diagram Template available.</i></p>	<p><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Rivers Lessons 1-3 Why are River's important? What are the features of a drainage basin? How does the river drainage basin system work?</p> <p>Also Lesson 5 Erosion and Transportation</p>

<p style="text-align: center;"><b>4. River Landf.</b></p>	<p>To be able to describe the long profile of a river.</p> <p>To be able to explain how river processes create river landforms such as waterfalls, ox-bow lakes and deltas</p>	<p><b>Thinking Starter:</b> Match drainage basin key words to pictures.</p> <p><b>Starter:</b> Recap of river processes. Introduce idea of long profile and show YouTube clip of the River Severn long profile. Class discussion about how the river changes as it travels downstream.</p> <p><b>Main 1:</b> Short exposition about the upper course and how waterfalls form. (AfL on slide 8.) Hand out River Landforms WS and students to complete the description of how a waterfall forms. Answers available on PP for students to self or peer assess.</p> <p><b>Main 2:</b> Short exposition about the middle course and how meanders / ox-bow lakes form. Students to then complete the activities on the WS and mark in purple pen.</p> <p><b>Main 3:</b> Short exposition about the lower course and how deltas form. Students complete the final activity on the WS and mark in purple pen.</p> <p><b>Plenary:</b> AfL of which river processes have created each landform.</p>	<p><b>Assessment:</b> Self-assessment of formation activities. Whole class feedback and discussion. Paired peer-teaching.</p> <p><b>Prior Learning:</b> UK mapwork.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 4</a></li> <li>• <a href="#">River Landforms WS</a></li> </ul> <p><i>A3 copies of River Landforms WS in KS3 cupboard</i></p> <p><i>Optional activity at the end of PP: comparing pictures of the mouth and the source using adjectives. E.g. flat, steep, rocky etc</i></p>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Rivers Lesson 4 What are the features of a river's long profile?</p> <p>Also Lessons 6-8 Waterfalls, Meanders and Floodplains.</p>
<p style="text-align: center;"><b>5. River Flooding</b></p>	<p>To be able to explain how a river floods.</p> <p>To apply this to human and physical causes of flooding.</p> <p>To understand the causes and effects of a flood case study.</p>	<p><b>Thinking Starter:</b> Complete the sentences to describe the long profile of the river. Select the right options.</p> <p><b>Starter:</b> Bubble map on how humans interact with rivers. Ideas such as transport, flood management, tourism etc.</p> <p><b>Main 1 (CritThink):</b> Q Matrix – source is flooded street in Shrewsbury</p> <p><b>Main 2:</b> Recap on the water cycle and link this to flooding. Exposition of how a river floods and students to label the River Flood Diagram WS. Answers on PP to purple pen.</p> <p><b>Main 3:</b> Exposition on what causes a river to flood. Student to complete an image to text activity and complete the Flood Causes WS. Challenge: sort into human / physical factors</p> <p><b>Main 4:</b> What are the impacts of flooding? Class discussion using the images on the PP. Read through the 2007 Floods WS and highlight the causes and impacts for the flood. Challenge: sort them into human / physical or social / economic / environmental.</p> <p><b>Plenary:</b> What is the flood risk? Students to discuss in pairs about which factors will increase or decrease the flood risk.</p>	<p><b>Assessment:</b> Class feedback and discussion.</p> <p><b>Links to English:</b> Creative writing.</p> <p><b>Prior Learning:</b> River landscapes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 5</a></li> <li>• <a href="#">Q Matrix Template</a></li> <li>• Flood Diagram WS (on PP)</li> <li>• <a href="#">Flood Causes WS</a></li> <li>• <a href="#">2007 Floods WS</a></li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Rivers Lesson 9-11 Cause of flooding, Managing the flood risk and an example of a flood event in the UK.</p>

<p style="text-align: center;"><b>6. Coastal Processes</b></p>	<p>To understand the difference between constructive and destructive waves.</p> <p>To understand how waves shape the coastline.</p>	<p><b>Thinking Starter:</b> What is the Coast like and what would be found there? Assessment of student's prior knowledge.</p> <p><b>Starter:</b> Introduction to the Coastal Zone and coastal OS Maps. Exposition of different coastal landscapes and features.</p> <p><b>Main 1:</b> Exposition on waves and the different types; constructive and destructive. Students to complete Waves WS using diagrams on the PP and complete the worksheet. AfL on slide 7 to assess student's understanding before independent task.</p> <p><b>Main 2:</b> Exposition on how waves shape the coast through coastal processes with focus on Longshore Drift. Students to complete maps from memory task and complete a diagram of Longshore Drift in their books. Alternate between the diagram and the labels on the PP slides to support students.</p> <p><b>Plenary:</b> Summary of the three coastal processes using interactive whiteboards for AfL. Student have to decide which coastal process is being described in each of the statements. Challenge: Which process requires the most / least energy?</p>	<p><b>Assessment:</b> Self-assessment of written work. Class feedback and discussion.</p> <p><b>Prior Learning:</b> UK mapwork and human/physical features.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 6 PP</a></li> <li>• Waves WS (on PP)</li> </ul> <p><a href="#">Twig video for Waves available on S Drive.</a></p>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Coasts Lesson 1-3 Features of a coastline, factors that influence waves and how do waves shape the land?</p> <p>Also Lesson 6 What is Longshore Drift?</p>
<p style="text-align: center;"><b>7. Coastal Landf.</b></p>	<p>To be able to explain how coastal processes create erosional and depositional landforms such as caves, arches, stacks / stumps and spits.</p>	<p><b>Thinking Starter:</b> Constructive and Destructive waves.</p> <p><b>Starter:</b> Recap on the different types of erosion.</p> <p><b>Main 1:</b> Exposition on the different coastal landforms and class discussion on whether these could be formed through erosion or deposition. Focus on erosional landforms and the formation of caves, arches, stacks and stumps. Teacher exposition of the formation before students complete the activity on the WS.</p> <p><b>Main 2:</b> Exposition on depositional landforms with a focus on the formation of spits. Teacher exposition of the formation before students complete the activity on the WS. Photo analysis of Spit as a class discussion.</p> <p><b>Plenary:</b> AfL of erosional and depositional landforms.</p>	<p><b>Assessment:</b> Self-assessment. Class feedback and discussion.</p> <p><b>Prior Learning:</b> Coastal processes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 7 PP</a></li> <li>• Coastal Landforms WS (on PP)</li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Coasts Lesson 4 and 5 Headlands and Bays, Stacks.</p> <p>Also Lesson 7 Spits.</p>

<p style="text-align: center;"><b>8. Coastal Erosion</b></p>	<p style="text-align: center;">To be able to describe and explain the causes and effects of coastal erosion.</p>	<p style="text-align: center;"><b>Thinking Starter:</b> Coastal anagrams.  <b>Starter:</b> Students to write a description of the geographical location of the Isle of Wight using the maps and images on PP.  <b>Main 1:</b> Mystery: Why can't Johnny go to Smugglers Cove? In pairs or individually students are given the mystery cards and asked to categorise. Gradually give students more information / instructions and support until they have come to a conclusion.  <b>Main 2:</b> Get students to write up their conclusion and answers some key questions, linking back to coastal erosion. (This could be a marked piece of work)  <b>Plenary:</b> Summary of the causes and effects of coastal erosion, could use a Multi-Flow Map to show ideas from the lesson.  <b>DIRT:</b> In Depth Marking. Dirt PP available.</p>	<p><b>Assessment:</b> Self and peer assessment. Class discussion and feedback.</p> <p><b>Links to History and English:</b> Changes over time.</p> <p><b>Prior Learning:</b> Coastal processes.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 8</a></li> <li>• <a href="#">Erosion Mystery WS</a></li> </ul> <p><i>For Background Information:</i>  <a href="https://en.wikipedia.org/wiki/Blackgang_Chine">https://en.wikipedia.org/wiki/Blackgang_Chine</a></p>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Coasts Lesson 8 How do we prevent coastal erosion?</p>
<p style="text-align: center;"><b>9. Coastal Man.</b></p>	<p style="text-align: center;">To understand the difference between hard and soft engineering methods and know examples of each.</p> <p style="text-align: center;">To apply this understanding to complete a DME on coastal management.</p>	<p><b>Thinking Starter and Starter:</b> Why do we need to protect the coast? Students complete of bubble map of ideas in their books.</p> <p><b>Main 1:</b> Geological map of the UK – which areas are at risk and why? Introduce location of Happisburgh.</p> <p><b>Main 2:</b> Exposition of Coastal Management and Hard/Soft Engineering. Pictures of four different techniques on the board, students need to discuss and decide how they might work and stop erosion. Which ones are hard / soft engineering? Video link on slide 5 describes each type and introduces ideas of costs / benefits.</p> <p><b>Main 3:</b> Happisburgh DME – students to use the information sheets around the room to investigate the different coastal management types and decide which might be most suitable. Complete the Coastal Management WS before writing a conclusive paragraph.</p> <p><b>Plenary:</b> Exam style question – correct definitions of hard / soft engineering.</p>	<p><b>Assessment:</b> Class feedback and discussion.</p> <p><b>Prior Learning:</b> Coastal processes and coastal erosion.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 9</a></li> <li>• Coastal Management WS (on PP)</li> <li>• <a href="#">Coastal Management Info Sheets</a></li> </ul>	<p style="text-align: center;"><i>Resources available on Student Hub.</i></p> <p style="text-align: center;"><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Coasts Lesson 9–11 Managed retreat at Happisburgh, Hard engineering at Mablethorpe and conflicts.</p>

10. Describe UK Climate	<p>To be able to draw and construct a climate graph.</p> <p>To be able to describe the UK's climate and climate graph.</p>	<p><b>Thinking Starter and Starter:</b> What is the difference between Weather and Climate? Class discussion. Students write up the definitions in their own words.</p> <p><b>Main 1:</b> What is a Climate Graph? Teacher exposition of what a climate graph is and what they are useful for. AfL activity to read the temperature and rainfall data from the graphs on the board.</p> <p><b>Main 2:</b> What is the UK's climate like? Students are given the Climate Data for the UK and graph paper. In pairs, discuss the correct order of the instructions and draw their graph. Assessment table available to peer or self-assess their graphs.</p> <p><b>Main 3:</b> Describing the UK's climate – students write a paragraph to describe their climate graphs of the UK.</p> <p><b>Plenary:</b> Hinge question – what is the correct definition of a climate graph?</p>	<p><b>Assessment:</b> Self-assessment. Class feedback and discussion.</p> <p><b>Links to Maths:</b> interpreting graphs (bar and line).</p> <p><b>Prior Learning:</b> Regional differences and climate.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 10</a></li> <li>• <a href="#">Climate Graph Data UK</a></li> <li>• <a href="#">Assessment Table</a></li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Climate</p>
11. Explain UK Climate	<p>To be able to describe and explain the UK's climate.</p>	<p><b>Thinking Starter and Starter:</b> Match up the correct climate to the correct region of the UK. Brief class discussion and exposition of the UK's variable climate.</p> <p><b>Main 1:</b> Exposition of the UK's Temperate Maritime climate. Map skills and analysis to show Winter and Summer temperatures. What patterns can be seen, why might this be?</p> <p><b>Main 2:</b> Students to complete a Bubble Map to explain the reasons for UK's climate. (Latitude / Relief / Air Masses / Continentality / Gulf Stream.) Students could add diagrams / pictures.</p> <p><b>Main 3:</b> Students complete the Climate Pattern Map WS with the general pattern and a short paragraph, linking to the reasons.</p> <p><b>Plenary:</b> True or False questions.</p>	<p><b>Assessment:</b> Self-assessment. Class feedback and discussion.</p> <p><b>Prior Learning:</b> Climate graphs, UK map work.</p>	<ul style="list-style-type: none"> <li>• <a href="#">UK Physical Lesson 11</a></li> <li>• <a href="#">UK Climate Map WS</a></li> </ul>	<p><i>Resources available on Student Hub.</i></p> <p><b>Alternative lesson available on Oak Academy:</b> Key Stage 3 / Geography / Climate Lessons 2-4 Factors affecting climate, rain and air masses.</p>
12. Soils	TBC	TBC	TBC		TBC
12. Revision	<p>To revise for the upcoming end of unit test.</p>	<p>Revision PowerPoint and resources available. Teacher's choice (could be completing Thinking Maps, quizzes, e-Learning or finishing work)</p>	N/A		<p><i>Resources available on Student Hub.</i></p>

13. End of Unit Test	To complete the end of unit assessment.	Students complete the end of unit assessment.	N/A	<b>End of Unit Assessment</b>	See AC for mark scheme
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