

#	Title, Learning Objective and Skills Objective	Content	Skills focus and key vocabulary	Assessment and home Learning
1	Title: What is Geography LO: To understand expectations of the Geography classroom SO:	Expectations		
2	Title: How do we categorise the world? LO: To identify examples of physical and human geography. To justify why these are physical or human geography. SO: To categorise examples of geography into human or physical geography	What is geography, human and physical geography	Analysis: categorising physical or human geography	Pre-reading 1: what information is found in an Atlas (prep for lesson 3)
3	Title: Why are Atlases helpful to us? LO: To describe what information can be found in an Atlas. To identify the continents and oceans of the world. SO: To use an Atlas to find places in the world	Using an Atlas Continents and oceans	Problem solving: using an Atlas to find places	
4	Title: How do we speak like a geographer? LO: To use the 8 points of a compass. SO:	8 points of a compass		Pre-reading 2: Types of map (prep for lesson 5) (find info in L3)
5	Title: Are OS maps really less helpful than Google? LO: To describe what different maps are used for. SO: To locate places using 4 figure grid references.	Introduction to maps 4 figure grid references	Problem solving: geographical skill of 4-fig grid references	
6	Title: How do I locate my house on an OS map? LO: To use 6 figure grid references to locate my house. SO: To locate places using 6 figure grid references	6 figure grid references	Problem solving: geographical skill of 6-fig grid references	Pre-reading 3: how does SCALE work on maps? (prep for lesson 8)
7	Title: How is height shown on maps? LO: To compare how height is shown on OS maps vs. Google maps SO: To interpret contour lines	Height on maps (contour lines, spot heights and layer colouring)	Analysis: contours, colour shading, spot heights	

8	<p>Title: How do I interpret distance and symbols on a map? LO: To identify differences between how scale is shown on an OS map vs. Google maps SO: To use the key on a map to identify real-life</p>	Scale and the key on Google maps, and OS maps		Pre-reading 4: using aerial photos (prep for lesson 9)
9	<p>Title: How is Google maps so accurate? LO: To understand how aerial photos are used to inform the creation of OS maps and Google Maps SO: To interpret aerial photos of our local area</p>	Aerial photos (use Croydon)		
10	<p>Title: How do we perceive our country? LO: To describe how we perceive our country. To identify the different labels used to name the UK, GB, British Isles, and each nation. SO:</p>	Classifying the UK Perception of place		Pre-reading 5: info on the Lake District (prep for lesson 12+13)
11	<p>Title: What's the perfect place to build a city? LO: To explain why London is located here. Stretch: to explain why Croydon and Thornton Heath are located here. SO:</p>	UK – why is London located here? Intro to social, economic and environmental reasons		
12	<p>Title: Are we stewards or conquerors of the land? (Part 1) LO: To define a national park. To locate the Lake District. To describe why national parks exist. SO:</p>	National parks and the Lake District 1	Analysis: all the reasons why national parks should be protected, and how we are protecting them.	Pre-reading 6: how to make a good interview (prep for lesson 14 and 15)
13	<p>Title: Are we stewards or conquerors of the land? (Part 2) LO: To explain how we are conserving the Lake District National Park. SO:</p>	National parks and the Lake District 2 Piece of work: "Are we stewards or conquerors of the land?"		
14	<p>Title: What is our opinion of the local area?</p>	Enquiry What are your opinions of Croydon?		Give project booklet to students for the enquiry.

	<p>LO: To form an opinion about the local area. To make a prediction of what my friends and family think about the local area.</p> <p>SO: Introduce the ENQUIRY about Croydon.</p>	Make a prediction about other people's opinions		
15	<p>PROJECT LESSON 1</p> <p>Title: How do we locate and carry out our enquiry?</p> <p>LO: To locate our enquiry using aerial photos.</p> <p>SO: To design an interview which we can ask our friends and family using qualitative (words) and quantitative (rate 1-5) answers.</p>	<p>Use aerial photos and maps to locate your study</p> <p>Make your interview questions</p>	Problem solving: data collection	<p>Interview people and write a conclusion:</p> <p>Worksheet provided for conclusion</p>
16	<p>PROJECT LESSON 2</p> <p>Title:</p> <p>LO:</p> <p>SO:</p>	REFLECT on strengths and weaknesses, and REVISE		
17	<p>PROJECT LESSON 3</p> <p>Title:</p> <p>LO:</p> <p>SO:</p>	End of unit assessment (Hand in enquiry)		Teacher to mark
18	<p>Title:</p> <p>LO:</p> <p>SO:</p>	Peer assess projects / return projects to students and students reflect on their successes		