

**Title:** What does the UK look like and where do you fit in?

**Year:** 7 **Half Term:** 2

**Duration:** 15 lessons

**Overview:**

Students will be able to locate the UK and use maps to locate and describe key physical features. Students will consider questions about the British Empire, as well as of settlements – where people settle, how/why do settlements grow/change, and where are the largest settlements in the UK now, including a study of London. Students will also be able to consider how settlements will be like in the future. Students will be able to describe features of British settlements and compare these with other types of settlements e.g. shanty towns. Students will create a project on a settlement of their choice and compare this with a settlement in the UK. 3a, b, c, d, e, f, g 4a-d, g, h, i

**Learning Outcomes:**

All students should be able to: (Level 4)

- Describe features of a settlement using key terms
- Identify changes in settlements and reasons for these and effects on people
- Identify the skills and methods being used in their investigation

Most students should be able to: (Level 5)

- Describing features and location of a settlement with key terms
- Making links between features of different settlements
- Identify similar changes in other settlements
- Suggest relevant geographical questions for their investigation,
- Give reasons for methods used in their investigation

Some students will be able to: (Level 6)

- Giving reasons why the effects and reasons for changes in settlements may be different
- Giving reasons for links between features of different settlements
- Identify the methods and skills they used well in their investigation

**Key Concepts:**

- 1.1 Place – describing and comparing settlements
- 1.2 Space – British Empire and UK settlements
- 1.3 Scale- location of UK and size of Empire
- 1.5 Processes- touched upon with B Empire
- 1.7 Cultural – touched upon when looking at Shanty towns and London

**Key Processes/Skills:**

- 2.1 enquiry, 2.3 geographical literacy and 2.4 geographical communication – skills and processes identified as students conduct investigations of London, and own projects

**Transferable Skills:**

*History* – British Empire *Global Citizenship* – Shanty Towns and multi cultural Britain *Numeracy* – population, scale, distance *Literacy* – key words and when presenting their projects

**Assessment:**

Teacher led investigation on London, where skills will be identified to students, who will then use and reflect when completing their own projects