

**Title:** What is the quality of housing in Hackney Like?      **Year:** 7      **Half Term:** 3      **Duration:** 4-5 lessons

**Overview:**

Students would carry out an investigation about the quality of housing in Hackney, which would include a survey and a questionnaire, in order to practice geographical investigation skills: planning, collecting data, presenting data, analysing data. Key questions: what are the main types of housing found in Hackney? What do these show about our society's values? What criteria can we use to judge the quality? What improvements have been made? Are they satisfactory? What further changes are needed?

**Learning Outcomes:**

<p>Level 4      All students will be able to:</p> <ul style="list-style-type: none"> <li>- will identify the 4 types of housing</li> <li>- draw a bar graph</li> <li>- ask geographical questions based on a picture</li> <li>- contribute ideas to draw up and conduct a survey</li> <li>- contribute ideas to draw up and conduct a questionnaire</li> <li>- make a general statement on the quality of housing based on the data</li> </ul>	<p>Level 5 Most students should be able to:</p> <ul style="list-style-type: none"> <li>- to give reasons why there are differences in the amounts of types of housing</li> <li>- draw a bar graph using ICT which accurately reflects the data they have collected</li> <li>- devise pertinent geographical questions based on photo analysis</li> <li>- devise suitable investigative questions for a survey</li> <li>- devise suitable investigative questions for a questionnaire</li> <li>- support a conclusion with evidence from the data</li> </ul>	<p>Level 6      Some students might be able to:</p> <ul style="list-style-type: none"> <li>- to make links between the types of houses which are the most common the changes through history of the socio-economic make up of the residents</li> <li>- as before, but also suggest other methods if displaying this data</li> <li>- as before with suggesting possible hypothesis as to what they might find</li> <li>- using data to come to a balanced conclusion which shows they have considered limitations and improvements in their investigation</li> </ul>
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**Key Concepts:**

1.1a, b      1.6a  
 1.2b      1.7a, b  
 (1.3a)  
 1.4a

**Key Processes/Skills:**

2.1a,b,c,d,e,f,g  
 2.2a  
 2.3a  
 2.4a

**Transferable Skills:**

Functional skills- bar graphs, percentages to interpret data  
 Literacy – report writing  
 Creative thinker, effective participator, team workers  
 Relating historical events/significant events with sociological changes and the impact on housing (local geography)

**Assessment:** to promote AfL, the assessment, leading up to a final written report, is broken into 3 sections, and supported by pupil target sheets for each.

	Part a	Part b	Part c
4	Create bar chart	Present data from questionnaire and survey	Describe what the survey and questionnaire results show
5	Create accurate bar chart from data	Present accurate data from survey and questionnaire	Describe what the data shows, referring to the data to support their comments/conclusions
6	As above, and ID other methods for displaying data	As above, as well as suggest other methods for presenting this data	As above, as well as suggesting identifying limitations in the evidence collected and suggest ways to make the evidence more accurate