

Geography Scheme of Work Title: What is the quality of housing in Hackney Like? **Year:** 7 **Duration:** 4-5 lessons

Key Question	Learning Outcomes	Knowledge	Other Skills	Suggested Activities	Assessment Opportunities	Resources
Lesson 1	1. All pupils will know the 4 main types of housing in England.	Key geographical vocabulary.	<ul style="list-style-type: none"> • Independent enquirer • Survey skills • Effective participator 	<ul style="list-style-type: none"> - STARTER; students to match pictures with correct type of housing - Comparison of own type of housing with another. - FIELD; conducting survey using tally chart of streets surrounding school. 	<ul style="list-style-type: none"> Oral questioning Tally chart Describe 4 main types of housing (level 3) 	<ul style="list-style-type: none"> Geography 360 p32-33. Tally chart
What are the four main types of housing? 1 lesson	2. Most pupils will know how to conduct a survey using a tally chart. Most students to raise suitable geographical questions (level 4). Most students will start to develop a geographical imagination of Hackney (level 5).	Knowledge of places (local scale)	Independent enquirer	- write paragraph explaining pattern shown by tally chart and linking it with imagination of the rest of Hackney	<ul style="list-style-type: none"> Conduct tally chart and suggest reasons for pattern found (level 4) Suggest hypothesis (level 5) 	Model paragraph
	3. Some students will understand and suggest links between places and people. (level 6)	Knowledge of space and how interactions produce distinctive characteristics of a place	<ul style="list-style-type: none"> Independent enquirer empathy 	- write paragraph explaining pattern and reasons for that pattern, linking it with local interactions.	Explaining links between networks created by flow of information, people and goods and place. (level 6)	
Lesson 2	1. All pupils will know how to draw a bar graph (level 3 / 4)	Place and geographical imaginations.	Using, interpreting and presenting evidence.	<ul style="list-style-type: none"> - identify bar graph amongst other types of graph. - using evidence collected on tally chart, pupils to draw bar graph on graph paper. 	Completed bar graph	<ul style="list-style-type: none"> Geography 360 p36-37 Graph paper
	2. Most pupils will know how to draw bar graph using ICT (level 4 / 5) 3. Some students will suggest other ways of presenting data. (level 6)		<ul style="list-style-type: none"> ICT skills Independent enquirer. 	<ul style="list-style-type: none"> - draw bar graph using ICT - use other ICT method to present evidence 	<ul style="list-style-type: none"> Bar graph completed on ICT Evidence presented in 2 different ways using ICT. 	ICT facilities
Lesson 3	1. All will know what the 4 main stages of a geographical investigation are. (level 3) 2. All will know how to carry out the planning stage of pupils' investigation by contributing ideas to draw up and conduct a survey. (level 4) 3. Most will devise pertinent geographical questions based on photo analysis. Most will devise suitable investigative questions for a survey. (level 5) 4. Some will suggest possible hypothesis as to what they might find. (level 6)	Place and space, human and physical processes and interactions.	<ul style="list-style-type: none"> Photo analysis Effective participator Independent enquirer. Critical thinking 	<ul style="list-style-type: none"> Starter activity; putting 4 stages in order that makes sense. - Group work; brainstorm activity for pupils to reflect on what it is they are trying to find out and what would make a good title for the investigation. - Group work; brainstorm activity to think which criteria they are going to look at. Use photo taken during last field trip for ideas. - Group work; prepare grid for survey to be carried out next lesson. 	<ul style="list-style-type: none"> Ordered stages (level 3) Questions for survey (level 4) Completed survey grid (level 5) Completed survey grid with hypothesis (level 6) 	<ul style="list-style-type: none"> Card with stages of investigation Photos from last field trip. A3/A2 paper (sugar paper) Marker pens Blank grids Completed grids.

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Lesson 4 Field trip ; Carrying out survey						
Lesson 5 How to draw up a questionnaire?	<p>1. All will contribute ideas to draw up and conduct a questionnaire. (level 4)</p> <p>2. Most will devise suitable investigative questions for a questionnaire. (level 5)</p> <p>3. Some will suggest possible hypothesis as to what they might find. (level 6)</p>	Place and space, human and physical processes and interactions.	<p>Effective participator</p> <p>Independent enquirer.</p> <p>Critical thinking</p>	<p>- Starter activity; pupils to think about questionnaires in every day life; have they ever been asked anything? What was it about?</p> <p>- Thinking about difference between good question and questions that can cause offence. Pupils to think about 2 questions that could cause offence and rephrase in a way that does not.</p> <p>- Group work; brainstorm activity where pupils identify good questions to be asked for their investigation.</p> <p>- Group work; prepare grid for questionnaire to be carried out next lesson.</p>	<p>Formal / informal questions (level 3)</p> <p>Questions for questionnaire (level 4)</p> <p>Completed questionnaire grid (level 5)</p> <p>Completed questionnaire grid with hypothesis (level 6)</p>	<p>Examples of formal / informal questions</p> <p>A3/A2 paper (sugar paper)</p> <p>Marker pens</p> <p>Blank questionnaires.</p> <p>Completed questionnaires.</p>
Lesson 6 Field trip; conducting questionnaire						
Lesson 7/8 Data interpretation and report writing	<p>1. All will present data from questionnaire and survey. All will describe what the survey and questionnaire results show (level 4)</p> <p>2. Most will present accurate data from questionnaire and survey. Most will describe what the data shows, referring to the data to support their comments/conclusions. (level 5)</p> <p>3. Some will present accurate data as well as suggesting other methods for presenting this data. Some will describe what the data shows using evidence to support their comments as well as identifying limitations in the evidence collected and suggesting ways to make the evidence more accurate. (level 6)</p>	Interdependence, Physical and human processes, Cultural understanding and diversity.	<p>Presenting data</p> <p>ICT skills</p> <p>Report writing</p> <p>Critical thinker</p>	<p>- Pupils to present their results in a chart (ICT opportunity)</p> <p>- Pupils to describe what the results show.</p> <p>- Pupils to explain results using knowledge of area.</p> <p>- Pupils to say if results verify hypothesis and assess potential limitations of investigation.</p>	<p>- completed charts (level 4)</p> <p>- completed accurate charts (level 5)</p> <p>- completed accurate chart with suggested limitations (level 6)</p> <p>- general statement(s) about quality of housing based on the data (level 4)</p> <p>- comments and conclusion supported by evidence from the data (level 5)</p> <p>- Balanced conclusion showing limitations and potential improvements to investigation have been considered. (level 6)</p>	<p>- blank charts (lower ability)</p> <p>- graph paper</p> <p>- ICT facilities</p>