


Tired of
all that
waffle?

 **HODDER
EDUCATION**

The Expert Choice

Fed up with boring Key Stage 3
Geography courses with
far too much content and too
many complicated components?

Longing for an enquiry based
approach with purposeful and
focused learning?

If so, then you should try...

THIS IS geography

Less
content

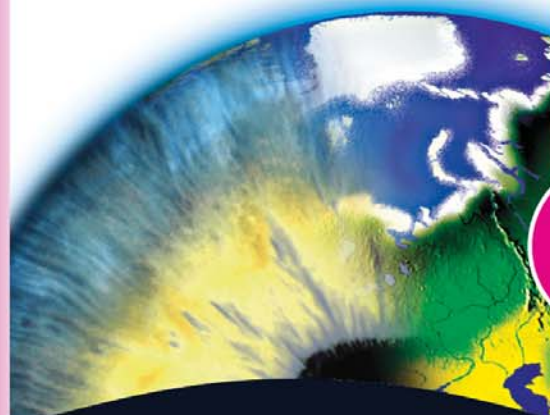
..... more
learning

Author
JOHN WIDDOWSON

Revised Edition

THIS IS
geography

JOHN WIDDOWSON




1

 **HODDER
EDUCATION**

GEOGRAPHY IS changing...

The new National Curriculum places an emphasis on helping all young people to become successful learners who enjoy learning, make progress and achieve.

The revised Key Stage 3 Geography Programme of Study offers more opportunity for flexible delivery and aims to make the subject contemporary and relevant.

- 
- ▶ Does your existing course cater for the varying needs of all your pupils?
 - ▶ Does it enable you to teach Geography the way you want to?
 - ▶ Does it allow your pupils to engage creatively with the subject?

Will new or revised courses from the same old names inspire you, or will they leave you disappointed – and with a hefty hole in your budget?

If you're ready for a change, then **This is Geography** is the course for you.

This is Geography seizes the opportunity offered by the new National Curriculum to cover less content, but to get more learning, and more relevant learning, out of it.

WHY CHOOSE THIS IS geography?

You can be sure that it is **authoritative** because author John Widdowson is part of the Geographical Association team working on best practice in 'curriculum making' and has twice won their Silver Award for educational resources.

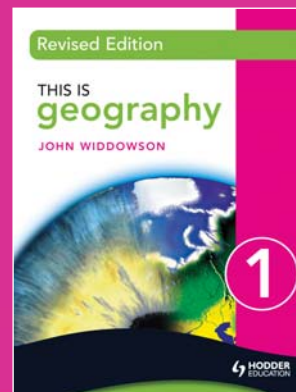
You can be sure that it is **effective in the classroom** because it has been trialled in real schools using real books and CD-ROMs.

You can be sure that it **meets the requirements of the revised Programme of Study** because it highlights concepts from the new National Curriculum, with activities progressively developing skills in each conceptual area.

You can be sure that it will **hold your pupils' interest** because every unit pursues an interesting and engaging enquiry question, and ends with a big summary task that they can be really proud of.

You can be sure that **non-specialist teachers are supported** because the course follows a simple and logical structure, and Teacher's Resource Books offer detailed and focused lesson plans.

You can be sure that it is **affordable** because the course only contains vital components, rather than lots of extraneous components that do not add value.



1

2

3

4

5

6

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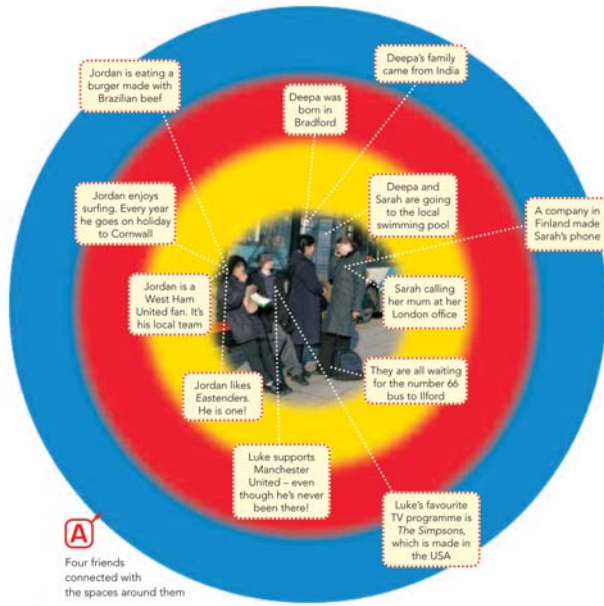
The revised Unit 2, now called *My Spaces*, demonstrates how we can use maps to show the various networks in our lives

2 My spaces

How can we use maps to show our lives?

KEY CONCEPTS

- Scale
- Place
- Space



20

We all live in space! Your local area is a small space. Many of us live in the United Kingdom, which is a much bigger space. The biggest space of all is the world. That's where we all live. All these spaces can be shown on maps.

The friends in photo **A** go to the same school in London. They have **local, national and global** connections. So do you!

starter...

- Look at photo **A**
- 1 Make a list of all the places that the friends are connected to.
 - 2 a) Draw a large copy of this diagram.



- b) Write each place in the correct space on your diagram. One of each is done for you.

coming up...

In this unit you will use maps to explore your spaces at a range of scales – from your local area to the whole world. You will learn some new geographical skills to help you.

HOW CAN WE USE MAPS TO SHOW OUR LIVES?

my spaces...

- 3 Now write down places you are connected to. Here are some questions to get you started:
 - Where do you, your parents, and your grandparents come from?
 - Where do you go on holiday?
 - Where do you spend your leisure time?
 - Where do your food and clothes come from? Find out by looking at labels.
 - Where do you get phone calls, texts or e-mails from?

- 4 Draw a large circular diagram with three spaces like the one for activity 2. To show your connections you can:
 - put the name of the place in one of the spaces and explain the connection, for example:

Manchester – the football team I support.

- or, attempt the Aim High challenge in activity 5.

aim high...

- 5 How good is your sense of direction? Before you add any places to your diagram, draw a compass like this at the centre. Write each place you are connected with, and mark the direction you would have to go to get there in real life. For example, the USA is to the west.



through the unit

Whenever you do a *My Spaces* activity you will produce a map that you need to save for your final task.

your final task...

At the end of the unit you will use all your maps to produce a wall display in your classroom to show your life, and how it is connected with the spaces around you.

21

Each unit culminates in a final task that is both enjoyable and purposeful

3 Survivor!

Could geography help you to survive an island adventure?

KEY CONCEPTS

- Physical processes
- Space
- Environmental interaction and sustainable development

coming up...

Imagine you have been shipwrecked on a deserted island and you have to survive until you are rescued. You don't know how long you could be here for. How would you get on? In this unit you will find out how understanding some **PHYSICAL GEOGRAPHY** could help you.

through the unit...

You will keep a diary about how you survive on the island.

your final task...

Choose ten items to help you survive – and decide what will be the most helpful for you.

COULD GEOGRAPHY HELP YOU TO SURVIVE AN ISLAND ADVENTURE?

starter...

- 1 Your boat hits a rock and starts to sink. You have two minutes to grab some belongings before it goes down. What should you take with you? Choose just ten things from this list.

BOAT INVENTORY

- | | |
|-----------------------|-------------------|
| compass | fishing net |
| box of matches | portable cooker |
| pen and paper | radio |
| portable TV | map |
| spade | knife and fork |
| sleeping bag | sun cream |
| tool box (with tools) | camera |
| binoculars | toothbrush |
| bars of chocolate | gas bottle |
| paint and brush | axe |
| plate and cup | make-up |
| soiled paper | swimsuit/trunk |
| walking boots | change of clothes |
| bucket | waterproof coat |
| geography book | deodorant |
| tent | trainers |
| umbrella | |

One thing missing from this list is a mobile phone. It would be no use anyway. Mobile phones don't work on this island!



discuss...

- 2 Compare the list of things you chose with a partner's list.
 - a) Explain to your partner why you chose these things. For example:

I chose the bucket because I could use it to collect water.

- b) After you have listened to each other's ideas, agree a list of the ten most important things. Keep this list until the end of the unit. At the end you can see if you chose the most useful items.

your diary...

It's not every day you are shipwrecked. There should be plenty to put in your diary! You can use a bit of imagination. You could start like this:

It was a lovely sunny morning when I set sail from the harbour. But soon the weather began to change...

You could also include your list of rescued items in the diary.

Eye-catching images grab pupils' attention and fire their imagination

Each unit is linked to key concepts from the revised Programme of Study

6 Flood disaster

How could we be better prepared next time?

KEY CONCEPTS
Environmental interaction and sustainable development
Space
Physical processes

Summer, 2007, was the wettest ever recorded in England. Rainfall was more than twice the summer average. Large areas of the country were flooded after torrential rain.

Floods seem to be happening more often in Britain these days. Scientists put this down to CLIMATE CHANGE as a result of global warming (find out more in *This is Geography Book 2*). If they are right, we need to be prepared for more floods in the future.

Tewkesbury Abbey, Gloucestershire, in July 2007



HOW COULD WE BE BETTER PREPARED NEXT TIME?

Monday 23 July 2007

Flood Misery in Gloucestershire

Britain's worst summer floods in living memory have forced hundreds of families in Gloucestershire to leave their homes and have caused chaos throughout the region. Roads have been closed, railway services suspended and, despite being surrounded by water, thousands of people have no drinking water.

More than a month's worth of rain fell in a few hours last Friday. Since then, river levels in central England have been rising, flooding parts of Worcestershire and Gloucestershire up to depths of two metres. Tewkesbury, one of the worst hit towns, where the River Severn and River Avon meet, has been virtually cut off by

floodwater. Water poured into the town, flooding over five hundred homes and shops. Dozens of families were evacuated. Last night across Gloucestershire, more than two thousand people were sleeping in temporary shelters. Emergency services were busy through the weekend, rescuing people from their homes by boat.

RAF helicopters were called into action to lift people stranded in outlying farms. A water treatment works on the River Severn, near Tewkesbury, has been flooded, cutting off water supplies to 150,000 people in the region. It is too early to say what the eventual cost of the floods will be, but insurance companies are predicting that claims will run into billions of pounds.

It's coming up...
Have you ever experienced a flood? Hopefully, you never will. It is hard to imagine the misery and devastation that a flood brings.

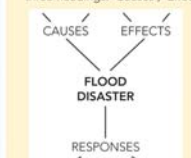
In this unit you will come as close as possible to the experience of a flood – without actually getting wet!

through the unit...
You will create a concept map about flooding showing the causes, the effects and the responses.

your final task...
At the end of the unit you will design a poster to warn people about the risk of flooding, so that next time we will be better prepared.

starter...

- 1 Read the newspaper article carefully. Identify:
 - a) the causes of the flood
 - b) the effects of the flood
 - c) the responses to the flood.
 Underline a copy of the article using three colours to highlight the **causes**, **effects** and **responses**.
- 2 You are going to create a concept map to show the causes, effects and responses for the flood disaster. Use a full page in your book. In the centre of the page write the title 'FLOOD DISASTER'. Around it write the three headings: 'Causes', 'Effects', 'Responses', like this:



Now write the ideas that you found in the article around the three headings. Link them to the correct heading. As you go through the rest of the unit add more causes, effects and responses to your concept map. You may be able to group your ideas into sub-headings. For example, causes can be grouped into physical and human causes. By the end your page should be full.

Up-to-date and real-life case studies make Geography contemporary and relevant

SHOP UNTIL YOU DROP!

Investigate how people shop

investigate...

Look at the hypotheses that you wrote about shopping centres in Activity 3 on page 75. Now you are going to carry out an investigation to test your hypotheses.

First, you will do a shopping survey at a small local shopping centre (like your local high street) to find out how people shop there. Later, you will compare it with our results from a large, out-of-town, shopping centre.

Step 1 Collect information

At the shopping centre Work with a partner. You will need a clipboard, pencil and a blank copy of shopping questionnaire 1.

Do a shopping survey using the questionnaire in 1. Interview ten shoppers. Take turns with your partner to ask the questions and to record the answers. Use the ten columns to record answers from the ten shoppers. Tick the correct answer box for each question.

Step 2 Enter your data into a spreadsheet

Share your results with the rest of the class. To do this, enter your survey results onto a computer spreadsheet like the one shown in J. The whole class should enter results on the same spreadsheet.

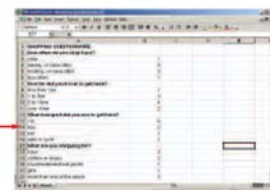


HOW IS THE WAY THAT WE SHOP CHANGING?

I A shopping questionnaire carried out in a large shopping centre. You will use a blank version of the same questionnaire so that, later, you can compare results. You will complete all the blue bits yourself.

		SHOPPING QUESTIONNAIRE									
		Location: <i>Central Superstore</i>					Date/Time: <i>1 May 2006</i>				
		1	2	3	4	5	6	7	8	9	10
A	How often do you shop here?										
a)	daily										
b)	weekly, or more often										
c)	monthly, or more often										
d)	less often										
B	How far did you travel to get here?										
a)	less than 1 km										
b)	1 to 5 km										
c)	5 to 10 km										
d)	over 10 km										
C	What transport did you use to get here?										
a)	car										
b)	bus										
c)	taxi										
d)	walk or cycle										
D	What are you shopping for?										
a)	food										
b)	clothes or shoes										
c)	household/electrical goods										
d)	gifts										
e)	more than one of the above										

J Results from a shopping survey at a large shopping centre, shown in an Excel spreadsheet



Practical activities help to build pupils' skills

Extensive lesson plans offer support and guidance to non-specialist teachers

LESSON PLAN LESSON 5

UNIT 8 Look again at the United Kingdom Always raining?



Clear and simple learning objectives help to focus pupils' attention

LEARNING OBJECTIVES

- to be able to write a weather forecast for the UK from a weather map
- to know the climate pattern in the UK

PRIOR LEARNING

Pupils learned about the weather and climate on an island in Unit 3.

KEY WORDS

weather
climate

RESOURCES

- This is Geography 1 pp. 122–123
- Worksheets: 8.11 The UK weather forecast, 8.12 Outline map of the UK, 8.13 The UK climate
- TV weather forecast recorded on DVD
- eLearning CD-ROM Activity: 8.10

LESSON STRUCTURE

Starter

Show the pupils a recording of the weather forecast on the IWB or TV. Show them twice. First, ask pupils to concentrate on the words (without pictures?). They make a list of weather words, then share words with the class. List nouns and adjectives on the board. Next, ask the pupils to look at the maps (without sound?). What patterns can they see? Draw lines on the IWB to highlight the patterns.

Development

The pupils do activity 1 on p. 122. They describe the weather in their area. The pupils do activity 2. They write a short script for the TV weather forecast, based on map G. The pupils can use Worksheets 8.11 and 8.12 as a model forecast if you didn't use a weather forecast in the starter.

Alternatively, pupils can use CD-ROM Activity 8.10. On screen 1 they listen to a forecast and plot the symbols. On screen 2 they can create their own forecasts.

The pupils do activity 3 on p. 123. They work out the temperatures and rainfall in London from the maps. The pupils do activity 4. They divide a map of the British Isles into four areas and describe the climate in each area. Some pupils use Worksheet 8.13 to do this.

The pupils look again at pp. 122–123, and write one or two points to put on a slide for a PowerPoint presentation.

Plenary

Ask the pupils what advice they would give to a newcomer about the weather and climate in the UK. Where is it sunniest? Where is it coldest? Where is it rainy? Would it matter to a newcomer what the weather is like?

SUPPORT

The pupils use Worksheet 8.13 to describe the climate in different parts of the UK.

EXTENSION

The pupils use the second screen of CD-ROM Activity 8.10 to create their own weather forecasts.

HOMEWORK

The pupils use the weather forecast on Worksheet 8.11 to create a weather map of the UK on Worksheet 8.12.

FUTURE LEARNING

The pupils will use the main points to make a presentation at the end of the unit. Pupils will study weather in the UK in more depth in Book 2.

Imaginative tasks allow pupils to engage creatively with the subject

WHAT A LOAD OF RUBBISH! 7.5 RUBBISH GRAPHS!

Pupil's Book pages 104-105

Name: _____

task...

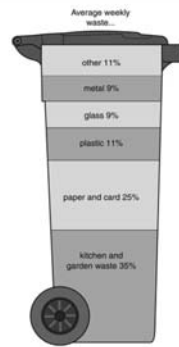
Interpret the graphs on this sheet by answering the questions. You will find the same graphs on pages 104-105.

Household waste in the UK

- 1 What is the main type of household waste in the UK?

- 2 What percentage of total household waste is it?

- 3 What percentage of total household waste is plastic?

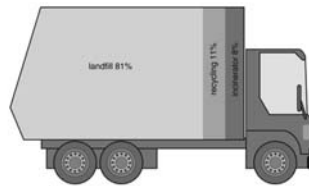


Where waste goes in the UK

- 4 Where does most of the UK's waste go?

- 5 What percentage of the UK's waste goes here?

- 6 What percentage of the UK's waste is recycled?

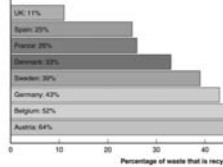


Recycling waste in Europe

- 7 Which country recycles the most waste?

- 8 What percentage of its waste is recycled?

- 9 How does this compare with the amount of waste recycled in the UK?



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This is Geography 1 Teacher's Resource Book

Assess Yourself sheets make Assessment for Learning enjoyable and worthwhile for pupils

WHAT A LOAD OF RUBBISH! ASSESS YOURSELF

Pupil's Book pages 100-113

Name: _____

AT THE START

Read this sheet. Find out what you will be expected to do by the end of the unit.

AT THE END

Check back over your work. Fill in this chart to show how well you can do each of these things.

I am able to...	Very well	Quite well	With help	Not at all
Sort the contents of a bin into different types of waste				
Keep a record of the waste my family produces in a week				
Draw a flow diagram of my home as a system				
Compare my family's waste with typical UK household				
Compare recycling in the UK with other countries				
Make notes about at least one way of dealing with waste				
Identify the good and bad points about the ways we deal with waste				
Decide what we should do with waste				

- The work I enjoyed most in this unit was _____
because _____
- The work I found most difficult was _____
because _____
- My best piece of work was _____
because _____



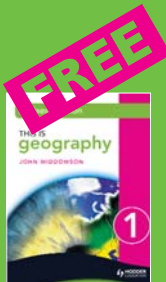
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This is Geography 1 Teacher's Resource Book 179

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Interactive activities bring lessons to life

1 THIS IS geography UNIT 3 SURVIVOR!
8. What's for lunch?

Use the toolkit to highlight producers, consumers and the non-living components of this ecosystem. Then click between each component to show the links in the ecosystem. One is done for you.

sunlight eagle rabbit grass soil worms insect bird berries

show answers

2/2

1 THIS IS geography **TEACHER NOTES**

UNIT 8 LOOK AGAIN AT THE UK

6. Label the British Isles

This supports the activity on page 117 of the Pupil's Book, testing pupils' knowledge of the main features of the British Isles.

Screen 1: The default time on the timer is set at 20 seconds, but if you want to add more or less challenge you can change this. The activity itself is self-correcting, but the timer will discourage pupils from random drag-and-dropping. The first screen asks pupils to position the capital cities of each country.

Screen 2: The labels from screen 1 remain on screen 2 where pupils are then asked to label the mountains, seas and rivers. The timer is set at 1 minute for screen 2.

Teacher's Notes are provided for each activity, ensuring all learning is purposeful

Timed activities are great for both individual and group work

1 THIS IS geography UNIT 8 LOOK AGAIN AT THE UK
6. Label the British Isles

Label the map against the clock!

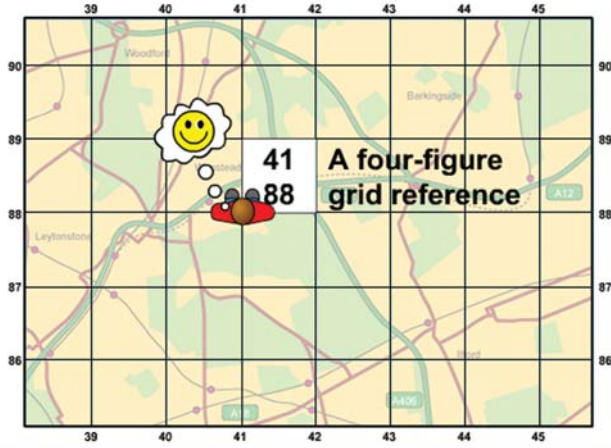
Edinburgh Belfast Dublin Cardiff London Grampian Mountains

01:00 2/2

THIS IS geography

Key geographical skills can be learned and developed using the animated 'How to' tutorials

Four-figure grid references



HOW TO... use grid references



A variety of fun games test pupils' knowledge

1 THIS IS geography

UNIT 1 YOUR PLACE ... AND MINE!
Glossary - Anagrams!

Rearrange the letters below to make the words defined.

S E S C A C

How you get into a place.

A P N L

View of an object or place from above.

C P A L A N E L S

A plan drawn according to the real size.

T E G G A E E S D R

Separated from others.

V S L C I E I N U

Including everyone.



1 THIS IS geography

UNIT 8 LOOK AGAIN AT THE UK
Glossary - Hangman!

Guess the letters in the missing geographical words before the hangman gets drawn!



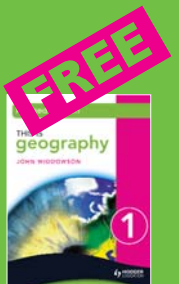
A service that helps people, but does not produce anything visible.

hide clue show answer

a b c d e f g h i j k l m
n o p q r s t u v w x y z



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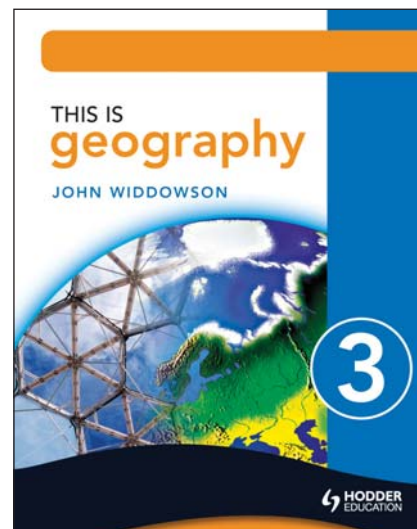
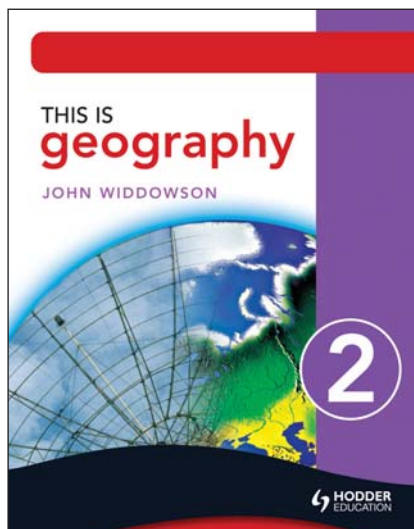
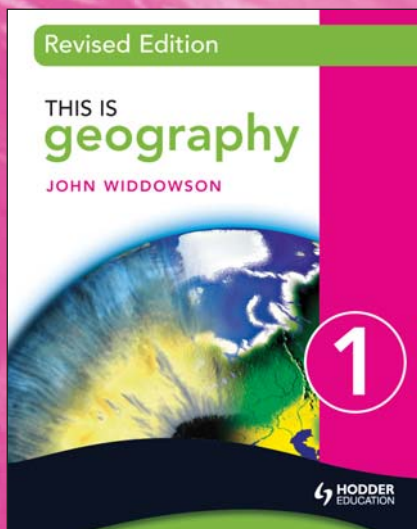
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Hodder Education

| *at Key Stage 3*

- engaging teachers
- personalising learning

Hodder Education provides innovative resources to support teachers through the new Programmes of Study. Our resources put the aims of the revised curriculum at their core, making them equally appropriate for teachers who wish to follow our clear and considered routes through the new curriculum, and those who want a more flexible approach.

REMEMBER,
THIS IS
geography...



... is easy to implement because it does not feature too many components, follows a simple structure and offers focused support material

... will keep your pupils engaged because a full range of learning styles is catered for in the tasks to provide something for all pupils



... enriches lessons with motivating interactive activities and multi-media resources via the eLearning Activities CD-ROMs

... is written by an award-winning author with a track record of producing material that supports lower-ability pupils



John Widdowson, author of **This is Geography**:

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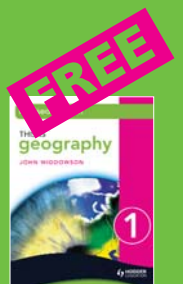
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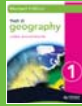
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