Guidance

a) Before you begin, date your work and underline it.

b) Read each question carefully and then answer each question as instructed.

c) If there is not space on the page to answer the question, write the answer at the back of the booklet on the additional paper provided. If you are required to do this always write the following before you begin:

- The date underlined.
- The section and title of the page underlined.
  e.g. 1.1. Geography – your passport the world.
- The page number and question number
  e.g. page 22, question 2

d) **Always** write in **BLACK** pen.

e) **Always** colour using colouring.

f) **Always** use a ruler to draw lines.
1.1 What is geography?

Geography – your passport to the world

You can’t ignore geography – it’s all around you! Without geography you’re nowhere! People go places with geography! Wherever you live in the world, you are also a global citizen. You are one of over six billion people who live on planet earth – and the number is growing. You are connected to people and places all over the world in a variety of ways.

◆ Design a geography slogan for the blank T-shirt below.

![T-shirt sketch]

1.2 What is geography?

Your passport to the world

Geography is about people and places. It helps us to understand our world and makes it a more interesting place in which to live. You are connected to people and places all over the world in a variety of ways – even through the clothes you wear. It’s time to investigate your wardrobe!

◆ Add your favourite clothes to the sketch below. You can include shoes, sportswear and even your school uniform!

◆ Find the clothing labels, usually stitched into a seam, and discover where in the world your clothes were made.

◆ Label the outline sketch to show how the clothes you wear connect you to people and places all over the world. Write the names of the items in boxes, together with the names of the countries where they were made.

◆ Find out how many of your clothes are made in LEDCs. Locate these countries on an outline map of the world and label the map to show how your wardrobe connects you to people and places all over the world.

◆ List 10 ways in which you can learn about other places. Here are two to get you started:
  ◆ a pen-pal in another country
  ◆ a story in a newspaper.

◆ Make a list of places you have visited in the UK and abroad. The visit must have been for longer than a day.
Geography – your passport to the world

You can’t ignore geography – it’s all around you! Without geography you’re nowhere! People go places with geography! Wherever you live in the world, you are also a global citizen. You are one of over six billion people who live on planet earth – and the number is growing. You are connected to people and places all over the world in a variety of ways.

1. Design a geography slogan for the blank T-shirt below.

Your passport to the world

Geography is about people and places. It helps us to understand our world and makes it a more interesting place in which to live. You are connected to people and places all over the world in a variety of ways – even through the clothes you wear. It’s time to investigate your wardrobe!

2. Add your favourite clothes to the sketch below. You can include shoes, sportswear and even your school uniform!

3. Find the clothing labels, usually stitched into a seam, and discover where in the world your clothes were made.

4. Label the outline sketch to show how the clothes you wear connect you to people and places all over the world. Write the names of the items in boxes, together with the names of the countries where they were made.

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List 10 ways in which you can learn about other places.

Here are two to get you started:

◆ a pen-pal in another country
◆ a story in a newspaper.

Make a list of places you have visited in the UK and abroad.
The visit must have been for longer than a day.
How can we find out where places are?

Every day we are influenced by the world around us. Places we hear about, food we eat, people we meet and the clothes we wear. You are connected to people and places all over the world in a variety of ways.

On a copy of the map below, show how you are connected to different places around the world. Think about:

- your friends
- things you buy
- music you listen to
- relatives
- pen-pals
- TV programmes you watch
- newspapers/magazines you read
- learning a foreign language
- clothes
- holidays
- books you read
- the internet
- cars
- food

Write the names or labels in boxes around the map. Draw an arrow from each box to its country.

How many places have you actually visited? How many of your connections are through people, rather than through possessions?

What is physical geography?

Physical geography is the study of the earth’s natural features. It is about the land, the sea and the atmosphere around us.

Label as many physical features as possible in the sketch below. It has been started for you. You may wish to check your answers by looking at pages 6 and 7 in the pupil book.

Think about your journey to school in the morning. Name five physical features that you pass.

- 
- 
- 
- 
- 

Snow covered mountain.
1.3 What is geography?

How can we find out where places are?

Every day we are influenced by the world around us. Places we hear about, food we eat, people we meet and the clothes we wear. You are connected to people and places all over the world in a variety of ways.

On a copy of the map below, show how you are connected to different places around the world. Think about:

◆ your friends
◆ pen-pals
◆ holidays
◆ TV programmes you watch
◆ books you read
◆ newspapers/magazines you read
◆ the internet
◆ sports
◆ learning a foreign language
◆ cars
◆ relatives
◆ clothes
◆ food

Write the names or labels in boxes around the map.

Draw an arrow from each box to its country.

1.4 What is geography?

What is physical geography?

Physical geography is the study of the earth’s natural features. It is about the land, the sea and the atmosphere around us.

Label as many physical features as possible in the sketch below. It has been started for you. You may wish to check your answers by looking at pages 6 and 7 in the pupil book.

Think about your journey to school in the morning. Name five physical features that you pass.

◆
◆
◆
◆
◆

How many places have you actually visited? How many of your connections are through people, rather than through possessions?
What is physical geography?: Odd one out

Physical geography is the study of the earth’s natural features. It is about the land, the sea and the atmosphere around us.

Below is a list of words to do with physical geography.

1. Storms.
2. Thunderstorm.
3. Hurricane.
4. Rock.
5. Volcanic eruption.
6. Rainfall.
7. Weather.
8. Snow.
10. Temperature.
11. Mountain.
12. Earthquake.
13. Flood.
14. Landforms.
15. Climate.
16. Plants.
17. Natural hazards.
18. Drought.
19. Air.
20. Earth’s surface.
22. Clouds.
23. Ice.
25. Cliff.
27. Vegetation.
28. Waterfall.
29. Beach.
30. Marsh.

- Working with a partner, study the sets of numbers below, which match to words in the list above.
- Cross out the ‘odd one out’ in each set.
- Add a fourth number to match the other two.
- Explain what links the three ‘in’ numbers.

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- Sort all the words from the list above into groups, using the words in bold as headings.
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Below is a list of words to do with physical geography.

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Sort all the words from the list above into groups, using the words in bold as headings.

What is human geography?

Human geography is the study of where and how people live. It is also about people and places and how they affect each other. Geography can help us to understand our world and, hopefully, make it a better place in which to live.

Label as many human features as possible in the sketch below. It has been started for you. You may wish to check your answers by looking at pages 8 and 9 in the pupil book.

Think about your journey to school in the morning. Name five human features that you pass.

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- 
-
What is human geography? Odd one out

Human geography is the study of where and how people live. It is also about people and places and how they affect each other. Geography can help us to understand our world and, hopefully, make it a better place in which to live.

Below is a list of words to do with human geography.

1. TV mast.
2. Large city.
3. Industry.
4. Trade.
5. Mining and quarrying.
6. Migration.
7. Settlement.
8. Trade.
10. Money.
11. Shopping.
12. Motorway.
13. Town.
15. Quality of life.
17. Communications.
19. Exports.
22. Life expectancy.
23. Farming.
24. Education.
27. Transport.
28. Rural.
29. Aeroplane.
30. Factory.

- Working with a partner, study the sets of numbers below, which match to words in the list above.
- Cross out the ‘odd one out’ in each set.
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Sort all the words from the list above into groups, using the words in bold as headings.

What is environmental geography?

Environmental geography is the combination of the physical environment of climate, landforms, soils and vegetation, and the human environment which includes settlements and economic activities. It is the study of the surroundings in which people, plants and animals live.

Think about your journey to school in the morning. Name five environmental features that you pass.

- 
- 
- 
- 
- 

Label as many environmental features as possible in the sketch below. It has been started for you. You may wish to check your answers by looking at page 10 in the pupil book.

Sheltered bay protects ships from storms.
What is human geography? Odd one out

Human geography is the study of where and how people live. It is also about people and places and how they affect each other. Geography can help us to understand our world and, hopefully, make it a better place in which to live.

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Think about your journey to school in the morning. Name five environmental features that you pass.

1. 
2. 
3. 
4. 
5. 

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What is environmental geography?

Environmental geography is the combination of the physical environment of climate, landforms, soils and vegetation, and the human environment which includes settlements and economic activities. It is the study of the surroundings in which people, plants and animals live.

Label as many environmental features as possible in the sketch below. It has been started for you. You may wish to check your answers by looking at page 11 in the pupil book.

Think about your journey to school in the morning. Name five environmental features that you pass.

1. 
2. 
3. 
4. 
5. 

Colour each statement as follows:

- Use green if the statement describes how the environment is improved.
- Use red if the statement describes how the environment is destroyed.
- Use blue if the statement describes how the environment is spoiled.

- Cutting down the rainforests allows the rain to wash away the soil.
- New roads and houses are built which destroy farmland.
- Traffic noise spoils the peace and quiet.
- Laws stop factories making pollution.
- Planting trees improves the view.
- Car and lorry fumes pollute the air.

The ozone layer is being destroyed.

Untreated waste from factories kills fish.

Saving energy stops oil being used up.

Cutting down the rainforests allows the rain to wash away the soil.

Dirty rivers can kill fish.

Laws stop factories making pollution.

Planting trees improves the view.

Car and lorry fumes pollute the air.
What is environmental geography?

Environmental geography is the combination of the physical environment of climate, landforms, soils and vegetation, and the human environment which includes settlements and economic activities. It is the study of the surroundings in which people, plants and animals live.

Think about your journey to school in the morning. Name five environmental features that you pass.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

How the environment is improved, destroyed and spoiled

Environmental geography is the combination of the physical environment of climate, landforms, soils and vegetation, and the human environment which includes settlements and economic activities. It is the study of the surroundings in which we live.

Read what geographers say about the environment below.

- Colour each statement as follows:
  - Use **green** if the statement describes how the environment is **improved**.
  - Use **red** if the statement describes how the environment is **destroyed**.
  - Use **blue** if the statement describes how the environment is **spoiled**.

  - Nature reserves are homes for animals.
  - Recycle garden and household waste.
  - New roads and houses are built which destroy farmland.
  - Cutting down the rainforests allows the rain to wash away the soil.
  - Litter is dropped on streets.
  - Use lead-free petrol.
  - Smoke from factories pollutes the atmosphere.
  - Oil in the sea and litter spoils beaches.
  - Traffic noise spoils the peace and quiet.
  - Dirty rivers can kill fish.
  - Laws stop factories making pollution.
  - Planting trees improves the view.
  - Cleaning up rivers helps fish.
  - The ozone layer is being destroyed.
  - Untreated waste from factories kills fish.
  - Saving energy stops oil being used up.
  - Car and lorry fumes pollute the air.
  - Recycle garden and household waste.
  - Nature reserves are homes for animals.
  - Clean up rivers helps fish.
  - Trees chopped down.
  - Untreated waste from factories kills fish.
  - Oil in the sea and litter spoils beaches.
  - Saving energy stops oil being used up.
  - Traffic noise spoils the peace and quiet.
**How can we find out where places are?**

Maps are useful to people. They help us to find out where places are and what they are like. An atlas shows many places around the world. These places may be easily found using latitude and longitude.

Imagine you have won a holiday leaving London and flying to five cities across the world. However, you have not been told where you are going. Instead, the travel company has sent you a text message that uses latitude and longitude coordinates and you have to find out for yourself!

1. **Find out which cities you will be visiting by using the latitude and longitude coordinates.**
2. **Using a coloured pencil, plot the flights on to the world map below.**

A friend of yours has won a similar holiday! This trip must visit five different cities to your holiday.

1. **Using a different coloured pencil, plot the trip on the world map by starting and finishing in London.**
2. **Write a text message, similar to the one on Activity Sheet 1.13a using latitude and longitude coordinates.**

In your book or file, write a sentence about each of the cities your friend will visit saying what country and continent each is in.

If you could visit any city in any country on any continent, where would you go? Explain your choice.
Maps are useful to people. They help us to find out where places are and what they are like. An atlas shows many places around the world. These places may be easily found using latitude and longitude.

Imagine you have won a holiday leaving London and flying to five cities across the world. However, you have not been told where you are going. Instead, the travel company has sent you a text message that uses latitude and longitude coordinates and you have to find out for yourself!

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Write a sentence below about each of the cities you will visit saying what country and continent each is in.

A friend of yours has won a similar holiday! This trip must visit five different cities to your holiday.

In your book or file, write a sentence about each of the cities your friend will visit saying what country and continent each is in.

If you could visit any city in any country on any continent, where would you go? Explain your choice.
How does weather affect us?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and where and when we go on holiday.

State how each of the following people is likely to be affected by the weather and climate in the UK.

1. A fisherman on a trawler in the North Sea.
2. A lifeguard on a beach in Devon.
3. The owner of an ice-cream parlour in Blackpool.
4. A Park Ranger in the Lake District National Park.
5. A fisherman on a trawler in the North Sea.
6. A teenager on a day trip to a theme park.
7. A lifeguard on a beach in Devon.
8. The owner of an ice-cream parlour in Blackpool.
9. A teenager on a day trip to a theme park.
How can the weather affect us?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and where and when we go on holiday.

Below are two weather maps for one day in August.

With reference to the maps above, answer the following questions. Give reasons for your answers. You may need to use an atlas.

Q. Is a full day’s play at the Oval cricket ground in London likely today?
A. ________________

Q. Will wet weather or slick tyres be needed for Formula 1 motor racing at Silverstone today?
A. ________________

Q. Will lifeguards allow body-boarders in the water in Newquay today?
A. ________________

Q. Will a farmer in Suffolk cut the grass for silage today, or should he wait until tomorrow?
A. ________________

Q. Will an ice-cream seller be busy in Great Yarmouth today?
A. ________________

Q. If you lived in Birmingham and fancied a day out today, which National Park would you go to, Snowdonia or the Lake District?
A. ________________

Q. Would you take the ferry from Dover for a day-trip to France today?
A. ________________

Think of three more questions and try them out on a partner.
How can the weather affect us?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and where and when we go on holiday. Below are two weather maps for one day in August.

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A. ________________________________________________________________________

Q. Will wet weather or slick tyres be needed for Formula 1 motor racing at Silverstone today?
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Q. If you lived in Birmingham and fancied a day out today, which National Park would you go to, Snowdonia or the Lake District?
A. ________________________________________________________________________

Q. Would you take the ferry from Dover for a day-trip to France today?
A. ________________________________________________________________________

Think of three more questions and try them out on a partner.

How can the weather affect you?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and where and when we go on holiday. Look at the pictures below. In your book or file, write how each type of weather might affect you.
2.4 Weather and climate

The weather – good or bad news?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and when and where we go on holiday.

Read the newspaper headlines below. With a partner, decide whether each headline gives good or bad news.

Colour what you would consider to be the good news in green and the bad news in red. Be careful, this is not as easy as it may first appear!

- Fog closes airport
- 'Monsoon' storm floods city
- Blizzards hit Scotland
- Hottest summer on record

1. Read the newspaper headlines below.
2. With a partner, decide whether each headline gives good or bad news.
3. Colour what you would consider to be the good news in green and the bad news in red.

Phew, what a scorcher!
The big freeze goes on...

Investigate the weather further by collecting articles about it from newspapers and the internet. Why did the weather make the news in each article you collected?

- Church struck by lightning
- Sunbathers risk skin cancer in summer sun
- Sunsets stop play
- Harvesting hampered by waterlogged fields

- Fog causes motorway madness
- Forest fires spread across the USA
- Trains stopped in their tracks by leaves on railroad
- Mudslides destroy village

- Worsts storms for 100 years
- Britain colder than Siberia

- Summer hosepipe ban
- Gales batter east coast

2.5 Weather and climate

How might you observe and record the weather?

The weather maps shown on TV are based on thousands of weather observations made around the world. Weather forecasting is very scientific. It uses satellites, weather balloons, ships, aircraft, radar and some of the most powerful computers in the world.

Colour the matching heads and tails below.

- Civil and military aircraft
- Weather stations on land
- Satellites
- Weather balloons
- Weather radars
- Heads
- Tails
- and sea measure wind, rainfall, temperature and more.
- report as they travel the world.
- measure winds, temperature and humidity in the sky.
- show where it is raining.
- in space send back pictures of clouds.

A weather scientist (or meteorologist) needs the following measurements in order to describe the weather. Colour the matching pairs below.

- How hot or cold it is.
- The weight of air pressing in on us.
- Rain, snow, hail or sleet.
- How 'wet' the air is.
- Measured in kilometres per hour.
- Where the wind blows from.
- Measured in eighths.
- Measured by a sunshine recorder.
- How far we can see.
- Measured in kilometres
- Measured in metres
- Measured in hours
- Measured in millimetres
- Measured in seconds
- Measured in fractions

- Visibility.
- Hours of sunshine.
- Wind direction.
- Cloud cover.
- Rainfall.
- Wind speed.
- Relative humidity.
- Pressure.
- Temperature.

Watch the weather forecast on TV or on the Met Office website (www.met-office.gov.uk). In your book or file, write a paragraph to describe tomorrow’s weather. Use the title: ‘Here is the weather forecast...’
The weather – good or bad news?

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend and where and when we go on holiday.

Read the newspaper headlines below. With a partner, decide whether each headline gives good or bad news.

Colour what you would consider to be the good news in green and the bad news in red. Be careful, this is not as easy as it may first appear!

Phew, what a scorcher!

The big freeze goes on...

1000s die in flash floods

Fog closes airport

‘Monsoon’ storm floods city

Hottest summer on record

Blizzards hit Scotland

Church struck by lightning

English resorts hotter than Spain

Heavy rain brings record sales of umbrellas

Rain stops play

Ferry crossings cancelled by storm

Fog causes motorway madness

Harvesting hampered by waterlogged fields

Forest fires spread across the USA

Trains stopped in their tracks by leaves on railroad

Sunstroke victims in casualty

Mudslides destroy village

Worst storms for 100 years

Summer hosepipe ban

Britain colder than Siberia

Hurricane hits UK

Gales batter east coast

Fog causes motorway madness

Harvesting hampered by waterlogged fields

Forest fires spread across the USA

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Worst storms for 100 years

Summer hosepipe ban

Britain colder than Siberia

Hurricane hits UK

Gales batter east coast

Worst storms for

Investigate the weather further by collecting articles about it from newspapers and the internet. Why did the weather make the news in each article you collected?

How might you observe and record the weather?

The weather maps shown on TV are based on thousands of weather observations made around the world. Weather forecasting is very scientific. It uses satellites, weather balloons, ships, aircraft, radar and some of the most powerful computers in the world.

Colour the matching heads and tails below.

Heads | Tails
--- | ---
Civil and military aircraft | and sea measure wind, rainfall, temperature and more.
Weather stations on land | report as they travel the world.
Satellites | measure winds, temperature and humidity in the sky.
Weather balloons | show where it is raining.
Weather radars | in space send back pictures of clouds.

A weather scientist (or meteorologist) needs the following measurements in order to describe the weather. Colour the matching pairs below.

- How hot or cold it is.
- The weight of air pressing in on us.
- Rain, snow, hail or sleet.
- How ‘wet’ the air is.
- Measured in kilometres per hour.
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- Cloud cover.
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- Relative humidity.
- Pressure.
- Temperature.

Watch the weather forecast on TV or on the Met Office website (www.met-office.gov.uk). In your book or file, write a paragraph to describe tomorrow’s weather. Use the title: ‘Here is the weather forecast...’
Observing and recording the weather

Weather is the day-to-day condition of the atmosphere. A simple record of the weather may be made by careful study of what is going on around us.

The box below contains a list of words to do with watching and recording the weather. Working with a partner, write each word only once around the words in bold on the right. It has been started for you. Cross each word off as you go.

Weather

- Foggy
- Rain
- Clear sky
- Very cold
- Stratus
- Thermometer
- Fresh gale
- Thunder
- Wind vane
- Snow
- Showers
- Hail
- Cloudy
- Warm
- Fog
- Cumulus
- Calm
- Sunny
- Mild
- East
- Strong breeze
- Mist
- Poor
- North
- Hot
- Sleet
- Cirrus
- Total cloud cover
- Cumulonimbus
- Fair
- Eighths
- Beaufort scale
- Good
- Bright

What is the weather like today? Look at the words on your diagram. Underline the words that describe today's weather.

Compare your description with other pupils' in your class. You could read them out to one another. Are they similar or different?

And today's weather is...

The Middleton Gazette is looking for a new reporter to write a daily weather report. You have decided to apply for the job. As part of your application you have been asked to write a detailed description of the weather using the cartoons above.
Observing and recording the weather

Weather is the day-to-day condition of the atmosphere. A simple record of the weather may be made by careful study of what is going on around us.

The box below contains a list of words to do with watching and recording the weather. Working with a partner, write each word only once around the words in bold on the right. It has been started for you. Cross each word off as you go.

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What is the weather like today? Look at the words on your diagram. Underline the words that describe today’s weather.

Compare your description with other pupils’ in your class. You could read them out to one another. Are they similar or different?

And today’s weather is...

The Middleton Gazette is looking for a new reporter to write a daily weather report. You have decided to apply for the job.

As part of your application you have been asked to write a detailed description of the weather using the cartoons above.
How can local features affect temperature and wind?

Site conditions such as aspect, shelter, physical features and other factors can influence temperature, local wind speed and direction. When the climate in a small area is different to the general surroundings, it is called a microclimate.

Below is a list of words to do with microclimates.

1. South facing.
2. Physical features.
3. Light surface.
5. Facing the sun.
6. Aspect.
7. Office block.
8. Tarmac.
9. Schools.
11. Shelter from wind.
12. Soil.
15. Wind speed.
16. Shelter.
17. Walls.
18. Lakes.
20. Shade.
21. Facing the wind.
22. Dark surface.
23. Grass.
24. Light winds.
25. Hill tops.
27. Stored heat.
28. Surface.
29. Warmer.
31. Thermometer.
32. Wind strength.
33. Eighths.
34. Light.
35. Heavy.
36. Metres.

a. Working with a partner, study the sets of numbers below, which match to words in the list above.
b. Cross out the ‘odd one out’ in each set.
c. Add a fourth number to match the other two.
d. Explain what link the three ‘in’ numbers.

<table>
<thead>
<tr>
<th>Set A</th>
<th>19</th>
<th>18</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set B</td>
<td>25</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set C</td>
<td>11</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set D</td>
<td>12</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set E</td>
<td>1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sort all the words from the list above into groups, using the following headings:
Physical features, Buildings, Shelter, Surface, and Aspect.

Investigating the weather around your school

Site conditions such as aspect, shelter, physical features and other factors can influence temperature, local wind speed and direction. When the climate in a small area is different to the general surroundings, it is called a microclimate.

Carry out a survey of the weather (or microclimate) around your school.

Below are the steps you should follow in carrying out your survey.

Step 1
Questions to ask
Suggest some ideas and questions that could be used to help investigate the weather around your school, e.g.:
- Where are the warmest places?
- Where are the windiest places?
- Where are the coldest places?

Step 2
Guesswork
What predictions can you make about the answers to your questions before you even start?

Step 3
Data collection
- What data and information will you need to collect?
- How will you collect it?
- What equipment will you need?
- Where will you collect your data?

Step 4
Observation
- Take measurements at your selected sites.
- Check your observations by repeating them.

Step 5
Results
- Use a variety of methods to show your results.
- Include a plan of your school.
- Use tables, charts and graphs.
- Show differences between selected sites.
- Use ICT - word process your work. Use a database or spreadsheet. A PowerPoint presentation would be really impressive!

Step 6
Conclusions
- What have you found out?
- Use your results to draw conclusions.
- State whether your results prove/disprove your predictions.
- Explain your findings by using your new knowledge and understanding of the microclimate around your school.
2.10 Weather and climate

Where would you build an outdoor social area in your school?

The head teacher of your school has given you a sum of money to build an outdoor social area. Describe where you would build the social area and explain why you have chosen this site.


2.11 Weather and climate

What is Britain’s weather?

Britain may be a small area of land but the climate varies from place to place and from season to season.

Study the events listed below. They all took place in a town called Lowestoft in Suffolk. Each event is linked to the climate recorded on the graph.

A Lesley has to scratch the ice off her windscreen before she leaves for work.
B Lucy can’t go out on her bike, as it’s just too dark and wet after school.
C Taylor decides to go to the beach for a swim and play Frisbee.
D Phew! It’s so hot that Paige decides to sunbathe using a factor 25 sun cream.
E Janet decides to take her jacket out with her just in case it rains.
F Callum has to play hockey on the Astroturf, not on the school playing field.
G Michael wants to go and fly his new kite.
H Susan hangs her washing out to dry on the washing line, as it’s a warm day.
I Craig decides to wear his waterproof boots on the geography field trip.
J Jim arrives late for work, the flood water led to long road diversions.
K Steve’s old car won’t start first thing in the morning.
L Beth isn’t going to school today because it’s closed due to heavy snowfall.

Using the climate graph, match each event in the list above to one of the months below.

January = May = September =
February = June = October =
March = July = November =
April = August = December =

Think of four sentences to describe each of the months shown in bold above.
Where would you build an outdoor social area in your school?

The head teacher of your school has given you a sum of money to build an outdoor social area. Describe where you would build the social area and explain why you have chosen this site.

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Using the climate graph, match each event in the list above to one of the months below.

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February = June = October =
March = July = November =
April = August = December =

Think of four sentences to describe each of the months shown in bold above.
The weather across the UK

<table>
<thead>
<tr>
<th>Location</th>
<th>Average summer temperature</th>
<th>Average winter temperature</th>
<th>Altitude (metres above sea level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort William</td>
<td>13</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Newcastle upon Tyne</td>
<td>14</td>
<td>4</td>
<td>45</td>
</tr>
<tr>
<td>London</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Falmouth</td>
<td>16</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Explain why Falmouth is the warmest location in winter.

Explain why Fort William is the coolest location in summer.

Explain why Newcastle is the coolest location in winter.

Relief rainfall

Rain is caused by moist air rising and cooling. The three types of rainfall produced in this way are relief, convectional and frontal.

Relief rainfall is quite common in Britain especially in the west where most of the high land is located.

The statements below describe what happens when we get relief rainfall. Number the statements in the correct order. It has been started for you. Add your numbers to the correct places on the sketch below.

- The other side of the high land (the leeward side) stays dry and sheltered.

1. Warm, moist air is blown in from the sea.

2. When this moist air reaches high land, it can do only one thing: it has to go up.

3. As the air rises, it cools.

4. Droplets in the cloud join together to form larger droplets, which fall as rain.

5. The rain falls on the high land (the windward side) facing into the wind.

6. As it cools down, the water vapour in it condenses to form tiny water droplets.

7. The wind meets a line of high hills or mountains.

8. The tiny droplets of water form clouds.
The weather across the UK

Location | Average summer temperature | Average winter temperature | Altitude (metres above sea level)
---------|----------------------------|-----------------------------|-------------------------------
Fort William | 13 | 5 | 10
Newcastle upon Tyne | 14 | 4 | 45
London | 16 | 5 | 20
Falmouth | 16 | 7 | 10

Explain why Falmouth is the warmest location in winter.

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Convectional rainfall

Rain is caused by moist air rising and cooling. The three types of rainfall produced in this way are relief, convectional and frontal.

Convectional rainfall is more likely to form in the summer than in the winter and is more likely to fall inland than on the coast.

The statements below describe what happens when we get convectional rainfall. Number the statements in the correct order. It has been started for you. Add your numbers to the correct places on the sketch below.

<table>
<thead>
<tr>
<th>Order</th>
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<tbody>
<tr>
<td>1</td>
<td>As it cools down, the water vapour in it condenses to form tiny water droplets.</td>
</tr>
<tr>
<td></td>
<td>This warm air rises as a convection current.</td>
</tr>
<tr>
<td></td>
<td>On very warm days the sun’s heat warms the ground.</td>
</tr>
<tr>
<td></td>
<td>As the air rises, it cools.</td>
</tr>
<tr>
<td></td>
<td>The tiny droplets of water form clouds.</td>
</tr>
<tr>
<td></td>
<td>The air above the ground is warmed.</td>
</tr>
<tr>
<td></td>
<td>Sometimes the convection currents are very strong and produce very tall clouds and heavy rainfall with thunder and lightning.</td>
</tr>
<tr>
<td></td>
<td>Droplets in the cloud join together to form larger droplets, which fall as rain.</td>
</tr>
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</table>

Frontal rainfall

Rain is caused by moist air rising and cooling. The three types of rainfall produced in this way are relief, convectional and frontal.

Huge blocks of air at different temperatures move around the earth over sea and land. The place where warm air and cold air meet is called a front. Frontal rainfall is very common in Britain throughout the year and especially in winter.

The statements below describe what happens when we get frontal rainfall. Arrange the statements into the correct order and label the sketch.

<table>
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<tbody>
<tr>
<td>1</td>
<td>As it cools down, water vapour in it condenses to make tiny water droplets.</td>
</tr>
<tr>
<td></td>
<td>Droplets in the cloud join together to form larger droplets, which fall as rain.</td>
</tr>
<tr>
<td></td>
<td>At the front, the lighter warm air rises up and over the colder, heavier air.</td>
</tr>
<tr>
<td></td>
<td>As the warm air rises, it cools down.</td>
</tr>
<tr>
<td></td>
<td>The zone where they meet is called a front.</td>
</tr>
<tr>
<td></td>
<td>Sometimes a mass of warm air meets a cold one.</td>
</tr>
<tr>
<td></td>
<td>The tiny droplets of water form a gently sloping bank of clouds.</td>
</tr>
<tr>
<td></td>
<td>When warm air and cold air meet, they do not mix.</td>
</tr>
</tbody>
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</table>
What type of rainfall?

Complete the diagram below by writing labels in each of the five boxes. Also complete the title.

Title ________________________________

What type of rainfall?

Look at the image. Name the type of rainfall that would occur in a place like this:

Complete the flow chart below to show how this type of rainfall occurs.

1. Ground warmed by the sun
2. 
3. 
4. 
5. Precipitation occurs
What type of rainfall?

Complete the diagram below by writing labels in each of the five boxes. Also complete the title.

Title ____________________________________________

Look at the image. Name the type of rainfall that would occur in a place like this:

Complete the flow chart below to show how this type of rainfall occurs.

Ground warmed by the sun → [ ] → [ ] → [ ] → [ ] → Precipitation occurs
2.16c Weather and climate

What type of rainfall?

Look at the diagram below. Name this type of rainfall: ____________________________

Number the following statements to show how this type of rainfall takes place.

- Rising air cools.
- Warmer, lighter air rises over heavier, colder air.
- Warm air meets cold air.
- Precipitation takes place.
- Condensation occurs and clouds form.

2.17 Weather and climate

Forecasting the weather – anticyclones

Anticyclones are areas of high pressure. They usually bring fine, dry weather and are most common in summer.

- Risk of thunderstorms at end of heat wave conditions bringing heavy rain and risk of flooding.
- Very little cloud.
- No rain.
- Light winds.
- Condensation occurs and clouds form.

An anticyclone in summer

- The sun is strong.
- Sun high in the sky.
- Drought in places.
- Little rain in some places.
- Early morning dew and mist.
- Settled weather for days.
- Hot, sunny days.

An anticyclone in winter

- Puddles may freeze over.
- Very little cloud.
- Sun low in sky.
- Water pipes may burst and homes flooded.
- Very cold nights.
- Settled weather for days.
- Days can be clear and bright.
- Any fog may last all day.
- Early morning frost.
- No rain.
- Cold days.

Study the two spider diagrams.

- Colour red any boxes that are the same in summer and winter.
- Colour green the boxes that are different in summer and winter.
- In your book or file, give reasons for the similarities and differences between anticyclones in summer and winter.

It’s the summer holidays and high pressure! You’re off camping in Cornwall. List five things you’ll pack to cope with the weather.

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
Weather and climate

Think about your learning!

Before you submit your final enquiry, spend some time thinking about the learning that you have carried out.

Look carefully at this list of skills. Geographers are skilled people! Tick the skills you are developing during your time working on this enquiry.

Describe one thing that enabled you to be successful in this task:

Describe one problem you had, or thought you had, that stopped you from achieving your potential:

In these boxes write two actions that you will carry out to help you be more successful and reach your target in the future.

Teamwork  
Reading  
Listening  
Discussion  
Problem solving  
Decision making  
Map interpretation  
Graphing  
Data analysis  
Questioning  
Debating  
Time management  
Presenting  
Empathy  
Annotation  
Evaluation  
Research  
Using ICT  
Comparing

PoS Key questions  
Pupil book  
Suggested activities/methods

6c ii Why is flooding a problem?  
40, 41 Discuss with pupils their perceptions of the effects of a major flood upon their home area.

6d ii How does the water cycle work?  
42, 43 Explain the water cycle. Describe effects on steep/gentle slopes and on tarmac, grass, soil and sand. Describe river formation.

6c i What is a river basin?  
44, 45 Define source, channel, tributaries and mouth. Rivers flow into the lakes/sea. Use of crossword and map to identify and locate world rivers.

6c ii What causes a river to flood?  
46, 47 Examine the reasons for river floods in terms of increased, or faster, inputs of water to the system. Explain how human activities can affect inputs through urbanisation and deforestation.

6c ii How did floods affect people in southern England in October 2000?  
48, 49 Discuss the causes, and consider which are major and which are minor. Develop the idea that they are interrelated. Write a newspaper report on the floods, using key technical terms in their correct context.

6c ii How does the UK cope with floods?  
50, 51 Discuss the different strategies that people in the UK adopt to cope with floods. Phone or e-mail Floodline to find out more information about their work.

6c ii How did the floods affect people in Bangladesh in 2004?  
52, 53 Examine the causes of the floods and compare them with the UK. Examine the effects and compare them with the UK.

6c ii How did Bangladesh cope with the floods?  
54, 55 Examine Bangladesh’s strategies for dealing with floods. Compare them with those in the UK. Discuss why Bangladesh has a more extreme problem than the UK does.

6c ii How can flood risks be reduced?  
56, 57 Each method of flood reduction can be examined to see whether it reduces inputs, slows down inputs, stores them until danger has passed or speeds up their removal. Consider the strengths and weaknesses of each method.

1 How can the enquiry process be used to decide how a valley should be protected from flooding?  
58, 59 Pupils undertake a geographical enquiry to decide how best to protect the Doveton valley from flooding.

PoS Skills

Undertake a geographical enquiry  
Find more information in an atlas using the index  
Interpret aerial photos  
Interpret satellite photos  
Explain stream flow on a hydrograph

Vocabulary and technical terms

Condensation  
Deforestation  
Evaporation  
Flash floods  
Flood  
Groundwater  
Precipitation  
Reservoir  
River basin  
River channel  
River mouth  
River source  
Transpiration  
Tributary  
Urbanisation  
Watershed

Unit Overview

Approximate teaching time, 14 hours

PoSK ey questions  
Pupil book  
Suggested activities/methods

6c iii Why is flooding a problem?  
40, 41 Discuss with pupils their perceptions of the effects of a major flood upon their home area.

6d iii How does the water cycle work?  
42, 43 Explain the water cycle. Describe effects on steep/gentle slopes and on tarmac, grass, soil and sand. Describe river formation.

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1 How can the enquiry process be used to decide how a valley should be protected from flooding?  
58, 59 Pupils undertake a geographical enquiry to decide how best to protect the Doveton valley from flooding.
Pupils should swap sheets and mark each other’s work. As well as indicating where they are correct, they should explain why incorrect answers are incorrect.

**Differentiation**
Tick two incorrect boxes to give pupils a starting point. Tell them how many other incorrect answers they are looking for.

**Extension**
Ask pupils to colour code the corrected boxes to show inputs, outputs, stores, flows and processes.

**Pages 44–45: Activity Sheet 3.6**
Remove the words from the word box. As a class, draw up the words to go into the word box before they begin the activity. Pupils should explain why each word is important as they suggest them.

**Differentiation**
Less-able pupils could complete the exercise by using a storyboard and producing a diagram for each stage of the journey rather than producing a written description.

**Extension**
Ask pupils to predict how Danny Droplet’s journey would be different if he landed: a) on a leaf; b) on the division between two drainage basins; c) straight into the river channel; d) on saturated ground; e) on ground covered in snow.

**Pages 46–47: Activity Sheet 3.8**
In pairs, pupils draw up a list of the factors that will affect the flood risk in the village. Pupils should justify to each other why each factor would increase or reduce the risk of flooding in this case.

**Differentiation**
Provide a writing frame for pupils by outlining which factors affect flooding in this case.

**Extension**
Ask pupils to think of developments to the village that, in future, would increase the risk of flooding.

**Pages 48–49: Activity Sheets 3.11a and b**
Once the ranking exercise is complete, draw up a list of success criteria on the board. This can be used to help answer Activity 1 on page 49 of the pupil book more successfully.

**Differentiation**
Reduce the number of reports to two.

**Extension**
Pupils should underline the sentences they consider to be the ones that gain marks and explain in writing what it is about each sentence that makes it a success.

**Pages 50–51: Activity Sheet 3.15**
Pupils should complete this activity sheet in pairs. They should justify their choice of location to each other. Using a whole class question and answer session, ask pupils to justify the location of particular statements and ask others to explain why the statement cannot go in another area of the graph.

**Differentiation**
Reduce the number of statements or annotate the graph to signify where the statements should go before photocopying.

**Extension**
Pupils should think of another three labels of their own.
### Why is flooding a problem?

- **9 pm**
- **8 pm**
- **7 pm**
- **6 pm**
- **5 pm**
- **4 pm**
- **3 pm**
- **2 pm**
- **1 pm**
- **12 noon**

### Facing a flood – you decide

There is no easy way to cope with floods. For this activity, you will need to ‘think’ yourself into the situation of a family facing a flood.

**A Imagine that you live in Boscastle, Cornwall.** Your Mum works from home. Your Dad is a farm worker. You have one brother and one sister. You hear on the radio that your area is about to be hit by floods with water that will come high up the walls of your home.

Your family can save five things from the flood water. What will you save? Where will you go? How do you feel?

**B The floods have swamped Boscastle.** Police in a boat rescued you when the floods came and you have spent the last two days and nights in the local village hall. Your brother has a temperature.

It is two days after the floods came. What do you have to eat and drink? What is it like at night? Did you save the right things? What are you and your parents doing? How do you feel?

**C Two weeks later the floods have gone.** You have gone back to your home. The floors are thick with filth brought by the floods.

What could you do next time to be more prepared? Who or what will help you prepare? What do you need in order to prepare?
Why is flooding a problem?

Facing a flood – you decide

There is no easy way to cope with floods. For this activity, you will need to ‘think’ yourself into the situation of a family facing a flood.

A Imagine that you live in Boscastle, Cornwall. Your Mum works from home. Your Dad is a farm worker. You have one brother and one sister. You hear on the radio that your area is about to be hit by floods with water that will come high up the walls of your home.

Your family can save five things from the flood water. What will you save? Where will you go? How do you feel?

B The floods have swamped Boscastle. Police in a boat rescued you when the floods came and you have spent the last two days and nights in the local village hall. Your brother has a temperature.

It is two days after the floods came. What do you have to eat and drink? What is it like at night? Did you save the right things? What are you and your parents doing? How do you feel?

C Two weeks later the floods have gone. You have gone back to your home. The floors are thick with filth brought by the floods.

What could you do next time to be more prepared? Who or what will help you prepare? What do you need in order to prepare?
How does the water cycle work?

Water can be stored in the sea, in the air and on land. The water cycle is the never-ending transfer of this water between the sea, the air and the land.

- Each of the statements below shows one part of the water cycle.
- Working with a partner, cut out all the cards and place them, in the correct order, on the water cycle diagram on Activity Sheet 3.3b.
- When you are confident that all labels are in the correct place, carefully glue them down.

Rain that falls onto the ground will soak into the soil and rocks or flow over the surface.

These clouds are moved towards the land by the wind.

The water in the seas and oceans is again evaporated so the cycle begins once more.

As the rain falls towards the earth’s surface, some of it is caught by plants and vegetation.

The sun’s energy heats any water surface like seas and oceans, and causes the water to evaporate.

The hot air containing this water vapour rises and cools down.

This water later evaporates back into the atmosphere by transpiration.

Clouds rise over the land and this causes rain.

The streams and rivers run down slopes to the seas and oceans.

Underground water slowly moves towards the seas and oceans or appears on the surface again as a spring.

As it cools, the water vapour condenses to form clouds.

Colour the arrow on the diagram:
- red if the sun powers the movement of water
- blue if the movement of water is powered by gravity.
How does the water cycle work?

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As it cools, the water vapour condenses to form clouds.

Air

Sea

Land

Colour the arrow on the diagram:
  ● red if the sun powers the movement of water
  ● blue if the movement of water is powered by gravity.
The water cycle

The diagram below shows the water cycle. It is incorrect as some of the labels have been mixed up. Annotate the diagram by ticking the labels which are correct and crossing the labels that are incorrect. For each incorrect label, write an explanation in the table below of why it is wrong.

### Incorrect label

<table>
<thead>
<tr>
<th>Incorrect label</th>
<th>Why is it wrong?</th>
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<tbody>
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Rain collects in rivers in a river basin. Rivers have their sources in highland areas and flow in a channel to the sea or a lake.

- Study the sketch that shows the features of a river basin.
- Complete the sketch by writing the letters of the statements in the list opposite in the correct place.

#### Across

1. Where a river begins
2. Where a river flows
3. Where a river flows into a lake or the sea
4. A stream or small river flowing into the main river
5. An area of highland forming the edge of a river basin
6. An area drained by a river and its tributaries
7. Where a river begins
8. Where the river flows

#### Down

2. A river begins at its source.
3. The boundary or edge of a river basin is called a watershed. It is usually on high ground.
4. A drainage basin is in an area of land where rain collects.
5. Rivers flow in a channel. The channel has riverbanks and a riverbed.
6. Rivers flow into the sea or a lake. The end of a river is called the mouth.
7. A tributary is a small river. Tributaries flow into a main river.

Below is a completed crossword about the features of a river basin. Write the across and down clues. It has been started for you.

Across

1. Where a river begins
2. Where the river flows
3. Where a river flows into a lake or the sea
4. A stream or small river flowing into the main river
5. An area of highland forming the edge of a river basin
6. An area drained by a river and its tributaries
7. Where a river begins
8. Where the river flows

Down

2. A river begins at its source.
3. The boundary or edge of a river basin is called a watershed. It is usually on high ground.
4. A drainage basin is in an area of land where rain collects.
5. Rivers flow in a channel. The channel has riverbanks and a riverbed.
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7. A tributary is a small river. Tributaries flow into a main river.
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</table>
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Danny the rain droplet

During a rain shower, Danny Droplet has fallen from the clouds and landed just inside the watershed of Figure B on page 44 in the pupil book. Describe Danny’s journey through the drainage basin from the source of the river to its mouth. Try to use all of the words in the word box on the right in your written description.

What causes a river to flood?

River flooding is most likely after heavy rain or rapid snow melt. The flood risk is greatest when water is unable to soak into the ground. Human activities can increase the chance of flooding.

Below is a list of words to do with river basins and flooding.

1 Sand. 
2 Tarmac. 
3 Concrete. 
4 Dam building. 
5 Planting trees. 
6 Gutters and drains. 
7 High tides. 
8 Roots. 
9 Snow melt. 
10 Vegetation. 
11 Tributary. 
12 Deforestation. 
13 Urbanisation. 
14 Evaporation. 
15 Condensation. 
16 Drainage basin. 
17 Surface water. 
18 Groundwater. 
19 Typhoons. 
20 Grass. 
21 Raising river banks. 
22 Tidal waves. 
23 Underground drainage. 
24 Heavy rain. 
25 Precipitation. 
26 Channel. 
27 Source. 
28 Watershed. 
29 Stores. 
30 Lake. 
31 Few trees. 
32 Impermeable rock. 
33 Hurricanes. 
34 Monsoons. 
35 Floods.

a Working with a partner, study the sets of numbers below, which match to words in the list above.
b Cross out the ‘odd one out’ in each set.
c Add a fourth number to match the other two.
d Explain what links the three ‘in’ numbers.

<table>
<thead>
<tr>
<th>Set A</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Set B</td>
<td>19</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set C</td>
<td>24</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set D</td>
<td>5</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Set E</td>
<td>27</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set F</td>
<td>22</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the flood risk to the village?

Look at the diagram below. It shows the location of a village that may be at risk of flooding. Write a brief report explaining what the flood risk to the village is. Explain which factors affect flooding and why.

Floods in the UK, 2000

River flooding is most likely after heavy rain or rapid snow melt. The flood risk is greatest when water is unable to soak into the ground. Human activities can increase the chance of flooding.

- Read statements A–I describing the causes and the effects of floods in the UK.
- Write each statement's letter into the flow diagram in an order which makes sense to you.

A More than a month's rain fell in 24 hours.
B The ground became full of water and could take no more.
C Rain falling on concrete or tarmac is unable to soak into the ground, so stays on the surface.
D The Met Office says that autumn 2000 was the wettest since records began in 1776.
E In some parts of the country, water levels were at their highest for 100 years.
F In the south of England much of the land is low lying.
G Torrential downpours and storms caused rivers to burst their banks and water flooded surrounding areas.
H Heavy rain had been falling in the area for more than a week.
I Recent building in floodplain areas made the problem worse.

Use the information above and on pages 48 and 49 in the pupil book to write a paragraph explaining what caused the floods in the UK in 2000.
What is the flood risk to the village?

Look at the diagram below. It shows the location of a village that may be at risk of flooding. Write a brief report explaining what the flood risk to the village is. Explain which factors affect flooding and why.

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Write each statement’s letter into the flow diagram in an order which makes sense to you.

Use the information above and on pages 48 and 49 in the pupil book to write a paragraph explaining what caused the floods in the UK in 2000.
Packing an emergency supply flood kit

People living in high-risk flooding areas are advised to keep an emergency supply kit packed, ready and stored in case a disaster strikes. For this activity, you will need to ‘think’ yourself into the situation of a person facing a flood.

Below is a list of items that may be part of this emergency supply flood kit. Suggest reasons why each item should be included. It has been started for you.

<table>
<thead>
<tr>
<th>Item</th>
<th>Reason for inclusion</th>
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</thead>
<tbody>
<tr>
<td>Toilet paper and bucket with lid</td>
<td>Drains will not work in a flood.</td>
</tr>
<tr>
<td>Candles</td>
<td></td>
</tr>
<tr>
<td>Emergency numbers to ring</td>
<td></td>
</tr>
<tr>
<td>Family medication</td>
<td></td>
</tr>
<tr>
<td>Gas and water keys</td>
<td></td>
</tr>
<tr>
<td>First-aid kit and medication</td>
<td></td>
</tr>
<tr>
<td>Important papers and cash</td>
<td></td>
</tr>
<tr>
<td>Torch, spare bulbs and batteries</td>
<td></td>
</tr>
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<td>Flashlight, battery-powered radio and spare batteries</td>
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<td>Bottled water (3 days’ supply) and purification tablets</td>
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<tr>
<td>Emergency tinned food and tin opener</td>
<td></td>
</tr>
<tr>
<td>Blankets</td>
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<tr>
<td>Snack foods high in water and sugar</td>
<td></td>
</tr>
<tr>
<td>Camping stove, matches and gas</td>
<td></td>
</tr>
<tr>
<td>Picnic hamper with plastic cutlery</td>
<td></td>
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<tr>
<td>Sleeping bags</td>
<td></td>
</tr>
<tr>
<td>Extra warm clothes</td>
<td></td>
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<tr>
<td>Spare shoes</td>
<td></td>
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<tr>
<td>Waterproof heavy-duty plastic</td>
<td></td>
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<tr>
<td>Toiletries and personal hygiene items</td>
<td></td>
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<tr>
<td>Comfort items like games, crayons and paper</td>
<td></td>
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<tr>
<td>Money</td>
<td></td>
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<tr>
<td>Non-electric kettle</td>
<td></td>
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<tr>
<td>Wellington boots</td>
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Working with a partner, add any further items to the list you would include in your own emergency supply flood kit. Give reasons why each item should be included.

What precious possessions would you try to rescue? Explain why.

Flood disaster report

Look at the three reports below and on Activity Sheet 3.11b. They were written by pupils as responses to Activity 1 on page 49 in the pupil book.

One report is a poor answer, one is average and the other is good.

Read through the reports and decide which is the good one, the average one and the poor one. Give reasons for your decision.
Packing an emergency supply flood kit

People living in high-risk flooding areas are advised to keep an emergency supply kit packed, ready and stored in case a disaster strikes. For this activity, you will need to ‘think’ yourself into the situation of a person facing a flood.

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Highlight essential items in red and the useful items in green.

Flood disaster report

Look at the three reports below and on Activity Sheet 3.11b. They were written by pupils as responses to Activity 1 on page 49 in the pupil book.

One report is a poor answer, one is average and the other is good. Read through the reports and decide which is the good one, the average one and the poor one. Give reasons for your decision.

Flood disaster Report 1
Sunday 14 October 2000

Last week, the worst floods in 30 years hit the county of Sussex in Southern England. A number of settlements in East Sussex were badly hit including the towns of Lickfield, Haywards Heath, Lewes and Etchingham.

The damage caused by the flooding has been widespread. Thousands of homes were flooded including 300 homes in Lewes. People have been left homeless and have lost all of their personal belongings. Local businesses have been badly affected; shops and offices have been flooded and their contents damaged. A brewery in Lewes flooded and the racecourse in Brighton had to cancel a meeting because the racecourse was under water.

Rail travellers were badly affected in Haywards Heath because services were disrupted by the flooding. This caused a problem for commuters who were not able to get to work. Car owners have also been affected because most of the roads in the region have been blocked, including the A26 and A22 where some motorists were trapped in several feet of water.

Flood victims have been offered help; people have been evacuated from homes and cars by people like the Coastguard and Fire Brigade. People who have been left homeless have been provided with refuge in a local school and church by the Council. The Government has also promised flood victims support.

In conclusion, the floods in East Sussex have been devastating for people and businesses alike and the clean up could take months.
Flood disaster report

**Flood disaster Report 2**
Sunday 14 October 2000

Last week the UK's worst floods hit the county of Sussex in Southern England. A number of settlements in East Sussex were badly hit.

The damage caused by the flooding has been widespread. Homes were flooded and people have been left homeless.

Shops and offices were flooded. Rail travellers were badly affected. Car owners were also affected, roads were shut.

Flood victims have been offered help by the Coastguard, Fire Brigade, Council and Government.

The river left behind mud and will take weeks to clean up. People are homeless. Insurance companies will lose a lot of money when they have to pay people compensation.

**Flood disaster Report 3**
Sunday 14 October 2000

The damage caused by the flooding has been widespread. Many homes were flooded and people have been left homeless. Shops and offices were flooded including a brewery in Lewes and the racecourse in Brighton.

Flood victims have been offered help; people have been evacuated from homes and cars by people like the Coastguard and Fire Brigade. People who have been left homeless have been provided with refuge in a local school and church by the Council. The Government has also promised flood victims support. Rail travellers were badly affected in Haywards Heath because services were disrupted by the flooding. This caused a big problem for commuters who were not able to get to work.

The river levels have dropped and left many problems. A thick, foul-smelling mud has been left behind and will take weeks to clean up. People are homeless. Insurance companies will lose a lot of money when they have to pay people compensation.

How does the UK cope with floods?

The Environment Agency is an organisation that looks after rivers in England and Wales. If flooding is forecast, the Environment Agency's Floodline issues warnings. It also gives advice on what to do before, during and after a flood.

Number the following advice within each of the three sections in an order of priority that makes sense to you.

**Before a flood**

- Move your car to higher ground.
- Check on nearby neighbours.
- Seal all your rubbish and any chemicals.
- Collect warm clothes, food and a torch.
- Ring Floodline for information – Tel: 0845 988 1188.
- Listen to warnings on the TV and local radio.
- Block doorways and airbricks with sandbags.
- Switch-off electricity and gas.
- Move people, pets and valuables to safety.
- Raise valuable furniture.
- Be alert for flood warnings and take action.
- Tie and roll up your curtains if you can.
- Know where your family is.
- Get your flood kit ready.

**During a flood**

- Never walk, drive or swim through flood water.
- Listen to the local radio for flood news.
- Avoid flood water as it may be contaminated.

**After a flood**

- Throw out contaminated food.
- Check if it is safe to turn electricity and gas on.
- Open windows and doors for ventilation.
- Beware of rogue traders offering to help.
- Call your insurance company for advice.
- Wash taps and run them before use.
- Clear up by disinfecting walls and floors.

Imagine that your neighbourhood gets flooded to the depth of a school ruler – that’s 30 cm! Use this measure to guess the water level inside and outside your home.

Make a list of all the damage and problems that would be caused by the flood water.

If the flooding lasted for a week, what further problems would be created for you and your family? Add these to your list and compare with a partner.
Flood disaster report

Flood disaster Report 2
Sunday 14 October 2000

Last week the UK’s worst floods hit the county of Sussex in Southern England. A number of settlements in East Sussex were badly hit.

The damage caused by the flooding has been widespread. Homes were flooded and people have been left homeless. Shops and offices were flooded. Rail travellers were badly affected. Car owners were also affected, roads were shut.

Flood victims have been offered help by the Coastguard, Fire Brigade, Council and Government.

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Flood disaster Report 3
Sunday 14 October 2000

The damage caused by the flooding has been widespread. Many homes were flooded and people have been left homeless. Shops and offices were flooded including a brewery in Lewes and the racecourse in Brighton.

Flood victims have been offered help; people have been evacuated from homes and cars by people like the Coastguard and Fire Brigade. People who have been left homeless have been provided with refuge in a local school and church by the Council. The Government has also promised flood victims support. Rail travellers were badly affected in Haywards Heath because services were disrupted by the flooding. This caused a big problem for commuters who were not able to get to work.

The river levels have dropped and left many problems. A thick, foul-smelling mud has been left behind and will take weeks to clean up. People are homeless. Insurance companies will lose a lot of money when they have to pay people compensation.

How does the UK cope with floods?

The Environment Agency is an organisation that looks after rivers in England and Wales. If flooding is forecast, the Environment Agency’s Floodline issues warnings. It also gives advice on what to do before, during and after a flood.

Number the following advice within each of the three sections in an order of priority that makes sense to you.

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- Know where your family is.
- Get your flood kit ready.

During a flood

- Never walk, drive or swim through flood water.
- Listen to the local radio for flood news.
- Avoid flood water as it may be contaminated.

After a flood

- Throw out contaminated food.
- Check if it is safe to turn electricity and gas on.
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- Beware of rogue traders offering to help.
- Call your insurance company for advice.
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- Clear up by disinfecting walls and floors.

- Imagine that your neighbourhood gets flooded to the depth of a school ruler – that’s 30 cm! Use this measure to guess the water level inside and outside your home.
- Make a list of all the damage and problems that would be caused by the flood water.
- If the flooding lasted for a week, what further problems would be created for you and your family? Add these to your list and compare with a partner.
Be prepared for floods

Design a ‘Be prepared for floods’ poster using statements from the list below. Add your own artwork.

- Know how to turn off gas and electricity.
- Check your neighbours.
- Tie and roll up your curtains if you can.
- Raise valuable furniture.
- Seal all your rubbish and any chemicals.
- Listen to warnings on the TV and local radio.
- Don’t drive through flood water.
- Get your flood kit ready.
- Don’t touch items that have been in contact with the water. It is likely to be contaminated and could contain sewage.
- Move your car to higher ground.
- Know where your family is.
- Ring Floodline for information – Tel: 0845 988 1188.
- Get sandbags.

How does the UK cope with floods?

Floods can cause much damage and seriously affect people's lives. The statements below show people and organisations that respond to flooding.

- Working with a partner, study the statements. Decide whether the people and organisations respond before, during or after a flood. Colour the statements as follows:
  - Colour the first circle red if they respond before a flood.
  - Colour the second circle yellow if they respond during a flood.
  - Colour the third circle green if they respond after a flood.

- Be careful! You may need all three colours for some statements.

- Add two further groups of people and organisations that respond in times of emergency. Colour each one to show how each responds to floods.
Be prepared for floods

Design a ‘Be prepared for floods’ poster using statements from the list below. Add your own artwork.

- Know how to turn off gas and electricity.
- Check your neighbours.
- Tie and roll up your curtains if you can.
- Raise valuable furniture.
- Seal all your rubbish and any chemicals.
- Listen to warnings on the TV and local radio.
- Don’t drive through flood water.
- Get your flood kit ready.

- Don’t touch items that have been in contact with the water. It is likely to be contaminated and could contain sewage.
- Move your car to higher ground.
- Know where your family is.
- Ring Floodline for information – Tel: 0845 988 1188.
- Get sandbags.

How does the UK cope with floods?

Floods can cause much damage and seriously affect people’s lives. The statements below show how people and organisations that respond to flooding.

- Working with a partner, study the statements. Decide whether the people and organisations respond before, during or after a flood. Colour the statements as follows:
  - Colour the first circle red if they respond before a flood.
  - Colour the second circle yellow if they respond during a flood.
  - Colour the third circle green if they respond after a flood.
  - Be careful! You may need all three colours for some statements.

<table>
<thead>
<tr>
<th>Water Board</th>
<th>Fire and rescue service</th>
<th>Police Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides clean, safe drinking water and treats household waste/sewage.</td>
<td>provides trained people with specialised equipment.</td>
<td>helps people to safety and stops looters entering empty homes.</td>
</tr>
<tr>
<td>Before During After</td>
<td>Before During After</td>
<td>Before During After</td>
</tr>
</tbody>
</table>

- Ambulance service takes the injured, cold, wet or those in a state of shock to hospital.
- Plumbers repair water supplies in people’s homes.
- Local people look after families, friends and neighbours.
- Electricians make power supplies safe and repair faulty wiring in people’s homes.
- Meteorological Office provides weather forecasts and weather warnings.
- Borough Council is responsible for local planning like emergency shelter and sandbags.
- Local radio and newspapers have regular weather forecasts, flood warnings and up-to-date advice and information across each region.
- Environment Agency provides warnings and defences against the threat of flooding.
- Add two further groups of people and organisations that respond in times of emergency. Colour each one to show how each responds to floods.

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<th>Environment Agency</th>
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How does the UK cope with floods?

Floods can cause much damage and seriously affect people’s lives.
Each of the statements on Activity Sheet 3.14a shows people or organisations that can help in times of floods.

Working with a partner, decide which type of organisation each is and, using the words in bold, complete the table below by ticking the correct columns.

<table>
<thead>
<tr>
<th>Respond before a flood</th>
<th>Respond during a flood</th>
<th>Respond after a flood</th>
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</thead>
<tbody>
<tr>
<td>Rescue and emergency services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisations that provide warnings and try to prevent flooding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisations that give help and advice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Businesses that provide a service to homeowners.</td>
<td></td>
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<td>Organisations that provide emergency planning.</td>
<td></td>
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</tr>
<tr>
<td>Volunteers.</td>
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</tr>
</tbody>
</table>

Imagine that your class has been asked to write a flood plan for your neighbourhood. Your plan should contain three sections.

How to:
- stop floods and flood damage from happening
- warn people when a flood may happen
- respond to the emergency when a flood has happened.

Don’t forget to use the information about people and organisations that can help before, during and after a flood in your plan.

A flood episode

Look at the graph below. It shows the height of a river during a flood episode. In pairs, read through the statements underneath the graph. You need to write the number of each statement in the correct place on the graph. Number 1 has been done for you.

- Check on family and neighbours.
- Collect warm clothes, food and a torch.
- Switch-off electricity and gas.
- Listen to the local radio for flood news.
- Never walk, drive or swim through flood water.
- Avoid flood water as it may be contaminated.
- Throw out contaminated food.
- Wash taps and run them before use.
- Call your insurance company for advice.
- Flood Watch
- Severe Flood Warning
- All Clear
How does the UK cope with floods?

Floods can cause much damage and seriously affect people's lives. Each of the statements on Activity Sheet 3.14a shows people or organisations that can help in times of floods.

Working with a partner, decide which type of organisation each is and, using the words in bold, complete the table below by ticking the correct columns.

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Add two further people or organisations that can help in times of floods.

Imagine that your class has been asked to write a flood plan for your neighbourhood. Your plan should contain three sections.

How to:
- stop floods and flood damage from happening
- warn people when a flood may happen
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Look at the graph below. It shows the height of a river during a flood episode. In pairs, read through the statements underneath the graph. You need to write the number of each statement in the correct place on the graph. Number 1 has been done for you.

1. Check on family and neighbours.
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4. Listen to the local radio for flood news.
5. Never walk, drive or swim through flood water.
6. Avoid flood water as it may be contaminated.
7. Throw out contaminated food.
8. Wash taps and run them before use.
9. Call your insurance company for advice.
10. Flood Watch.
11. Severe Flood Warning.
12. All Clear.
Floods in Bangladesh, 2004 – asking questions

Floods can cause much damage and seriously affect people’s lives. There are usually several different causes of floods but some places are more at risk from flooding than others. Imagine that you are a newspaper reporter assigned to report on the flood disaster. On your way to the flood you must plan your research.

- Work with a partner or in a small group, study the photo and questions above.
- Think of more questions to help you find out what is happening and help the newspaper’s readers to understand the disaster. Write these questions in the boxes. Your questions should begin with: What? Where? Who? When? Why? How?


Who was affected? Who? Why? How?

How were the people affected? Why? How?

What caused the floods in Bangladesh, 2004?

The floods of 2004 were very severe but serious floods are common in Bangladesh. Much of the country floods on a regular basis. Floods may result from natural events or from human activity. Bangladesh has floods nearly every year because the River Ganges overflows its banks.

1. Read the following 14 statements describing the causes and the effects of floods in Bangladesh.
2. Write each statement’s letter into the flow diagram below in an order that makes sense to you.

A The Himalayas and Bangladesh get very heavy monsoon rain.
B Huge rivers quickly bring the water towards Bangladesh.
C Rivers are most likely to flood because of deforestation in the Himalayan foothills.
D On reaching Bangladesh, the rivers easily overflow their banks.
E Flooding is most likely in late summer after heavy monsoon rains and snow melt in the Himalayas.
F Tropical cyclones are most likely to happen in late summer and early autumn.
G Both river flooding and tidal storm surge linked to cyclones happen in late summer.
H Tropical cyclones often occur with river floods caused by monsoons.
I Cyclones bring high waves, storm surges and heavy rainfall.
J Buildings, bridges and crops are destroyed.
K Not enough to eat as crops have been destroyed.
L Heavy rain for many days.
M Levels of the rivers rise.
N The ground becomes full of water and can take no more.

Using the information above and on pages 52 and 53 in the pupil book, write a paragraph explaining what caused the floods in Bangladesh in 2004.
Floods in Bangladesh, 2004 – asking questions

Floods can cause much damage and seriously affect people’s lives. There are usually several different causes of floods but some places are more at risk from flooding than others.

Imagine that you are a newspaper reporter assigned to report on the flood disaster. On your way to the flood you must plan your research.

What was the damage? Where did it happen?

When did it happen? Who was affected?

Why did it happen? How were the people affected?

Working with a partner or in a small group, study the photo and questions above.

Think of more questions to help you find out what is happening and help the newspaper’s readers to understand the disaster. Write these questions in the boxes. Your questions should begin with: What? Where? Who? When? Why? How?

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Using the information above and on pages 52 and 53 in the pupil book, write a paragraph explaining what caused the floods in Bangladesh in 2004.
Floods in Bangladesh, 2004

a Cut out the dominoes below and study the key words written on them.
b Working in pairs, lay all the dominoes in a straight line.

c Now arrange the dominoes in the correct order. You may only put a domino in place if you can explain to your partner the link between the words that you are putting together. There is only one correct order!

START Bangladesh

- When a river overflows its banks
- Dysentery
- Cutting down trees
- Urbanisation
- More built-up areas
- Monsoon rain
- A country found in Asia
- Himalayas
- Mountain range north of Bangladesh
- Dhaka
- Roads and railways under water
- Rice crop destroyed by floods
- Disease spreads during floods
- Transport links destroyed
- Extended period of heavy rain
- River delta
- Capital city of Bangladesh
- Deforestation
- Area of flat land where a river meets the ocean
- Flooding
- People starve
- FINISH

How does Bangladesh cope with floods?

Poor countries like Bangladesh find it very difficult to cope with floods. The effects of flooding are therefore a lot worse than they would be for a rich country.

In a group, discuss the life of the mother, her family and neighbours. You should consider:

- the heavy monsoon rains that continue to fall
- people left homeless
- the spread of diseases
- crops ruined by the flood water
- the risk of starvation
- roads and railways that have been swept away.

Write a paragraph continuing the story of the mother and her fight for survival.
### 3.20 River flooding

**How successful is the Bangladesh Flood Action Plan?**

In pairs, think back over what you have learned about preventing flooding in Bangladesh. Use the diagram below to organise your thoughts. Annotate the scales with bullet points to evaluate how effective the Bangladesh Flood Action Plan has been.

---

### 3.21 River flooding

**How can the risk of flooding be reduced?**

Imagine that the Bangladeshi government planned to build a dam on the River Brahmaputra in the north of the country to control flow and hold back the monsoon rainwater in reservoirs.

✧ Read the questions below and work out where each question fits around the development compass.

✧ Write the questions in one of the four spaces around an enlarged copy of the development compass.

- Will people have any say in the decision about the dam?
- How much will the dam cost?
- How many families will be forced to move?
- Will it provide jobs?
- How many towns and small villages will be lost forever?
- Will the dam affect people further down the river?
- How will the Bangladeshi people benefit from the dam?
- Will it lead to a loss of fertile silt to land downstream?
- How much land will be submerged?
- Will people be paid any compensation for moving?
- How will people feel about having to move?
- Will flood damage be reduced and lives saved?
- How will the dam affect fish and threaten wildlife?
- Who will make the final decision about the dam?
- Will land for resettlement be on higher land with thin, infertile soils?
- Who will make money from building the dam?
- How will the Bangladeshi economy benefit from the dam?
- Will Bangladesh have to borrow money to pay for the dam?
- Add two further questions to the development compass.
How successful is the Bangladesh Flood Action Plan?

In pairs, think back over what you have learned about preventing flooding in Bangladesh. Use the diagram below to organise your thoughts. Annotate the scales with bullet points to evaluate how effective the Bangladesh Flood Action Plan has been.

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- Will land for resettlement be on higher land with thin, infertile soils?
- Who will make money from building the dam?
- How will the Bangladeshi economy benefit from the dam?
- Will Bangladesh have to borrow money to pay for the dam?

Add two further questions to the development compass.
How can the risk of UK flooding be reduced?

A variety of methods can be used to reduce the risk of floods, but there is no way to stop flooding. A modern approach is to allow parts of a river to flood naturally.

Read what people say about flood prevention schemes below.

A. Flooding is a natural event. It has always happened. In the past, people were sensible enough to live well away from rivers and floodplains. It’s their own fault if people are having problems with flooding.

B. Don’t people understand why the flat land next to rivers is called a floodplain? If people live somewhere that is prone to flooding – it’s their own fault. I say let flooding happen!

C. Building new houses on flat land is much easier than building on slopes! Buying floodplain land from farmers is cheap because it can only be used as summer pasture for cattle. I think we’re making better use of floodplain land.

D. We must use all the ways possible to stop flooding – using all the modern technology we have. If this means concrete walls and flood barriers, so be it.

E. I bought this new house for over £300,000 last summer. Last winter, after heavy rain, the local river flooded my house not once, but twice! I wonder what it’s worth now?

F. I think that recent floods are a result of global warming. More government money could lead to better prevention measures but, even then, we cannot remove the risk of flooding when all’s said and done.

G. The lives and property of people are much more important than what the countryside looks like. I blame the county council for not keeping up with river defences to stop these floods. I want to know how they are spending all the money I pay in business rates and taxes.

Which people think that river flooding can be stopped? On the line below, put the letters A to G where you think they should go.

Impossible to stop flooding

Flooding can be stopped by spending lots of money

Place an ‘X’ on the line above to show your own opinion. Explain your answer.

Why do you think different people have different opinions about river flooding and how to stop it?

What are the advantages and disadvantages of flood prevention schemes?

There are eight examples of flood prevention schemes below. Your task is to complete the information boxes.

You must add the name of the flood prevention scheme and one advantage.

You should add one disadvantage for each flood prevention scheme.

You could add the name of a person who would be in favour of using each type of flood prevention scheme.
How can the risk of UK flooding be reduced?

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Read what people say about flood prevention schemes below.

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- C: Building new houses on flat land is much easier than building on slopes! Buying floodplain land from farmers is cheap because it can only be used as summer pasture for cattle. I think we're making better use of floodplain land.

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1. Impossible to stop flooding
2. Flooding can be stopped by spending lots of money
3. Place an 'X' on the line above to show your own opinion. Explain your answer.
4. Why do you think different people have different opinions about river flooding and how to stop it?

What are the advantages and disadvantages of flood prevention schemes?

There are eight examples of flood prevention schemes below. Your task is to complete the information boxes.

You must add the name of the flood prevention scheme and one advantage.

You could add the name of a person who would be in favour of using each type of flood prevention scheme.
Comparing floods in the UK and in Bangladesh

Poor countries like Bangladesh find it very difficult to cope with floods. The effects of flooding are therefore a lot worse than they would be for a rich country.

Use the Venn diagram below to compare the problems faced by flood victims in the UK with those in Bangladesh.

- a Study the factors in the following list.
- b Place the letters of the factors in the Venn diagram to show which factors are most likely to affect which victims.
- c Any effects that are shared by both countries should be written where the two circles overlap.

A No safe drinking water.
B Electricity cut-off.
C Starvation.
D Emergency services rescue people.
E Homeless people.
F Roads impassable.
G Food and shelter for the homeless.
H Medical care.
I Government help.
J Crops destroyed.
K Spread of disease.
L People dead.
M Lost belongings.
N Families separated.
O International aid sent from abroad.
P Evacuation plans.
Q Insurance cover.
R Buildings and property damaged.
S Animals drowned.
T Rail services cancelled.
U Sewage contaminates water supplies.
V Clean-up operation.
W Flood warnings.
X Homes destroyed.
Y Water Authority pumps water away.
Z People stranded on rooftops.

Flood havoc hits southern England

Worst ever floods hit Bangladesh

For any five statements, explain the damage caused by flooding.

‘Flood victims in Bangladesh suffer more than flood victims in the UK.’ Do you agree with this statement? Explain your answer.
3.24 River flooding

Comparing floods in the UK and in Bangladesh

Poor countries like Bangladesh find it very difficult to cope with floods. The effects of flooding are therefore a lot worse than they would be for a rich country.

Use the Venn diagram below to compare the problems faced by flood victims in the UK with those in Bangladesh.

- Poor countries like Bangladesh find it very difficult to cope with floods. The effects of flooding are therefore a lot worse than they would be for a rich country.

- Use the Venn diagram below to compare the problems faced by flood victims in the UK with those in Bangladesh.

- Study the factors in the following list.
  - Electricity cut-off.
  - Starvation.
  - Emergency services rescue people.
  - Homeless people.
  - Roads impassable.
  - Food and shelter for the homeless.
  - Medical care.
  - Government help.
  - Spread of disease.
  - People dead.
  - Lost belongings.
  - No safe drinking water.
  - International aid sent from abroad.
  - Evacuation plans.
  - Insurance cover.
  - Buildings and property damaged.
  - Animals drowned.
  - Rail services cancelled.
  - Sewage contaminates water supplies.
  - Clean-up operation.
  - Flood warnings.
  - Homes destroyed.
  - Water Authority pumps water away.
  - People stranded on rooftops.

- Place the letters of the factors in the Venn diagram to show which factors are most likely to affect which victims.

- Any effects that are shared by both countries should be written where the two circles overlap.

- For any five statements, explain the damage caused by flooding.

- ‘Flood victims in Bangladesh suffer more than flood victims in the UK.’ Do you agree with this statement? Explain your answer.

3.25 River flooding

Comparing floods in the UK and in Bangladesh

Use all you have learned about floods to describe the similarities and the differences between the causes and effects of flooding in the UK and in Bangladesh. You may find this writing frame useful to structure your work.

**Sentence starters**
- I have been studying... If we compare... In [date]...

Flooding in the UK and Bangladesh has had many effects. In many ways the two floods had different effects. These effects included...

- There were also several similarities in the two floods. These were...

**Linking words**
- although      but      whilst      in contrast      however      whereas      then
  - this caused      and so      because of this

Possible endings
- Finally      We can see that      Having looked at
  - In conclusion, I think the floods in ____________ had a greater effect than in ____________ because ____________
Before you finish your enquiry use the reminders below to make sure that you have covered all of the correct points.

To make a well thought through and effective decision about the best flood protection scheme for the Doveton valley,

**you will need to:**

- make a copy of Table A on page 58 in the pupil book
- read the four scheme descriptions
- make a list of anything you are not sure about in the four scheme descriptions
- ask your teacher to explain the points you do not understand
- evaluate how successful each scheme would be by putting ticks in columns A, B, C or D of your table if the scheme would fulfil that factor
- add up the number of ticks for each scheme and write in the total score
- using the total score, make a decision about which scheme you would recommend
- think about which part of the valley you would like to protect most and then make your decision, if two schemes get the same total scores
- describe the scheme you would like to recommend
- justify your decision by explaining the benefits of your scheme for the Doveton valley
- state whether each of the four characters would be for or against your chosen scheme
- explain why each character would be for or against each scheme.

---

**River flooding**

**Think about your learning!**

Before you submit your final enquiry, spend some time thinking about the learning that you have carried out.

- Look carefully at this list of skills. Geographers are skilled people! **Tick** the skills you are developing during your time working on this enquiry.
- Describe one thing that enabled you to be successful in this task:

  - [ ]
  - [ ]
  - [ ]
  - [ ]

- Describe one problem you had, or thought you had, that stopped you from achieving your potential:

  - [ ]
  - [ ]
  - [ ]
  - [ ]

- In these boxes write two actions that you will carry out to help you be more successful and reach your target in the future.

  - [ ]
  - [ ]
  - [ ]
  - [ ]

- [ ] Teamwork
- [ ] Reading
- [ ] Listening
- [ ] Discussion
- [ ] Problem solving
- [ ] Decision making
- [ ] Map interpretation
- [ ] Graphing
- [ ] Data analysis
- [ ] Questioning
- [ ] Debating
- [ ] Time management
- [ ] Presenting
- [ ] Empathy
- [ ] Annotation
- [ ] Evaluation
- [ ] Research
- [ ] Using ICT
- [ ] Comparing
What are settlements like?

Settlements are places that are useful to people. They provide jobs, shops, offices, entertainment and other services. These are called the functions of a settlement.

Choose one of the photos and describe the type of settlement.

Remember: Be careful when you are working with different ‘points of view’. Your thoughts may be based on labels and unfairness, and not on real knowledge.

<table>
<thead>
<tr>
<th>Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derelict buildings and disused warehouses.</td>
</tr>
<tr>
<td>Work in a large factory.</td>
</tr>
<tr>
<td>Inner centre redevelopment.</td>
</tr>
<tr>
<td>Have waste land and abandoned buildings.</td>
</tr>
<tr>
<td>Be a bad place for asthma sufferers to live.</td>
</tr>
<tr>
<td>A corner shop open late at night.</td>
</tr>
<tr>
<td>Find people buying and selling goods.</td>
</tr>
<tr>
<td>High-rise flats.</td>
</tr>
<tr>
<td>Find crime, vandalism and litter.</td>
</tr>
<tr>
<td>Empty homes in need of renovation.</td>
</tr>
<tr>
<td>Children playing outside in the street.</td>
</tr>
<tr>
<td>Old buildings being demolished.</td>
</tr>
<tr>
<td>See holiday makers relaxing and enjoying themselves.</td>
</tr>
<tr>
<td>Find an area of factories and old houses next to the city centre.</td>
</tr>
<tr>
<td>See market traders selling fruit and vegetables.</td>
</tr>
<tr>
<td>Find cars speeding.</td>
</tr>
<tr>
<td>Enjoy the ‘bright lights’ and entertainment.</td>
</tr>
<tr>
<td>Find narrow streets where people still know their neighbours.</td>
</tr>
<tr>
<td>Find boarded-up houses.</td>
</tr>
<tr>
<td>Enjoy parks and open spaces.</td>
</tr>
<tr>
<td>Live in a multicultural society.</td>
</tr>
<tr>
<td>Be stuck in a traffic jam in August.</td>
</tr>
<tr>
<td>Go shopping in new indoor shopping centres.</td>
</tr>
<tr>
<td>Find traffic jams, pollution and noise.</td>
</tr>
<tr>
<td>Find cinemas, clubs, theatres, art galleries and museums.</td>
</tr>
<tr>
<td>Be unemployed.</td>
</tr>
<tr>
<td>Find houses very expensive to buy.</td>
</tr>
</tbody>
</table>
Settlement

What are settlements like?

Settlements are places that are useful to people. They provide jobs, shops, offices, entertainment and other services. These are called the functions of a settlement.

What are settlements like?

Most of us live in a settlement of some kind. What settlements are like affects us all in some way or another.

Below is a list of words to do with settlements.

- Market
- Traffic
- London
- Industrial
- Farming
- CBD
- Saxons
- Town
- Rome
- Rural
- New York
- Near water
- Suburbs
- Market
- Traffic
- London
- Industrial
- Farming
- CBD
- Saxons
- Town
- Rome
- Rural
- New York
- Near water
- Suburbs

1 a Working with a partner, study the sets of numbers below, which match to words in the list above.
b Cross out the ‘odd one out’ in each set.
c Add a fifth number to match the other three.
d Explain what links the four ‘in’ numbers.

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<thead>
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</tr>
</tbody>
</table>

Choose one of the photos and describe the type of settlement. Remember: Be careful when you are working with different ‘points of view’. Your thoughts may be based on labels and unfairness, and not on real knowledge.
How were the sites for early settlements chosen?

Early sites for settlements were chosen because of natural advantages such as good water supply, dry land, defence, shelter, farmland and building materials.

In the table below, match each description to its correct factor. Colour the matching pairs.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Order of importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A south facing slope will have more sun and will be protected from the cold north wind.</td>
<td>Protection.</td>
</tr>
<tr>
<td>Good views from a hilltop give you warning if you are about to be attacked.</td>
<td>Building materials.</td>
</tr>
<tr>
<td>Needed for fires for warmth and to cook on.</td>
<td>Plenty of water.</td>
</tr>
<tr>
<td>Sites must not flood or be marshy.</td>
<td>Shelter.</td>
</tr>
<tr>
<td>Needed wood or stone. Useful to be near a wood or a rocky hillside.</td>
<td>Supply of wood.</td>
</tr>
<tr>
<td>Easier to build on, for growing crops and travelling to other towns.</td>
<td>Rivers.</td>
</tr>
<tr>
<td>Needed for drinking, cooking and washing. Water might come from a river, a spring or a well.</td>
<td>Not too much water.</td>
</tr>
<tr>
<td>Easy to cross either on foot at a ford or by a bridge.</td>
<td>Flat land.</td>
</tr>
</tbody>
</table>

Decide which of these factors would be the most important in choosing a site for a settlement. Which would be next? Using the right-hand column, number the list of factors above in order of importance. Explain why you put the factors in this order.

Imagine that you are in charge of building a new settlement and have a free choice over where to build.

a. What factors would be important in choosing the site of a new settlement in the twenty-first century?

b. How, and why, do you think this would be different from settlements of hundreds of years ago?

Choosing the best site for a settlement

Early sites for settlements were chosen because of natural advantages such as good water supply, dry land, defence, shelter, farmland and building materials.

Decide which of these factors would be the most important in choosing a site for a settlement. Which would be next? In your book or file, list the statements above in order of importance. Explain why you put the factors in this order.

Imagine that you are in charge of building a new settlement and have a free choice over where to build.

a. What factors would be important in choosing the site of a new settlement in the twenty-first century?

b. How, and why, do you think this would be different from settlements of hundreds of years ago?

Can you think of any situations where the order of importance might change? Explain your answer.
Which group of people is most likely to live here?

Using Figure B on page 62 in the pupil book, complete the table below. Match each group of people to an appropriate site (A–E). Each site should be used, two sites will be used twice. Once you have matched the groups of people to their sites, justify your choice.

<table>
<thead>
<tr>
<th>Group of people</th>
<th>Site chosen</th>
<th>Justification</th>
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</thead>
<tbody>
<tr>
<td>Roman soldiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potters</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td>Basket weavers</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>Wood carver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheep farmer</td>
<td></td>
<td></td>
</tr>
</tbody>
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What different settlement patterns are there?

Geography is about people and places. It helps us to understand our world and makes it a more interesting place in which to live. You are connected to people and places all over the world in a variety of ways.

Your task is to investigate a place you know well – your local town or city. Produce a written report with photos, maps and diagrams.

1 What is it?  
Is it a village, town, a suburb, a city borough?  
Is it an industrial town, a market town, a regional centre, a port, a holiday resort?

2 Where is it?  
Describe its location using an atlas. 
Can you give an Ordnance Survey grid reference? 
Is it on a hill, by the coast or inland? 
Draw a labelled sketch map to show the location.

3 What is it like?  
Describe the landscape – physical and human features. 
Is the place busy/quiet, large/small? 
Describe its industries and jobs. 
Describe its transport links like road and rail.

4 How did it get like this?  
What is its history? 
What changes have taken place? 
Has the place grown?

5 How is it changing?  
Are people moving in or moving out? 
Are there fewer or more jobs?

6 Extra  
What might happen in the future? 
How is it linked to other places in the UK and the world? 
Is it affected by other places and decisions made elsewhere? 
How has its importance changed over time?
### 4.5 Settlement

**Which group of people is most likely to live here?**

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### 4.6 Settlement

**What different settlement patterns are there?**

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Your task is to investigate a place you know well – your local town or city. Produce a written report with photos, maps and diagrams.

1. **What is it?**
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   - Is it an industrial town, a market town, a regional centre, a port, a holiday resort?

2. **Where is it?**
   - Describe its location using an atlas.
   - Can you give an Ordnance Survey grid reference?
   - Is it on a hill, by the coast or inland?
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3. **What is it like?**
   - Describe the landscape – physical and human features.
   - Is the place busy/quiet, large/small?
   - Describe its industries and jobs.
   - Describe its transport links like road and rail.

4. **How did it get like this?**
   - What is its history?
   - What changes have taken place?
   - Has the place grown?

5. **How is it changing?**
   - Are people moving in or moving out?
   - Are there fewer or more jobs?

6. **Extra**
   - What might happen in the future?
   - How is it linked to other places in the UK and the world?
   - Is it affected by other places and decisions made elsewhere?
   - How has its importance changed over time?
Have changes to settlements been a success?

Complete a copy of the table below using Figures A and B on page 66 in the pupil book. For each difference in the village, you need to think of:
- why the village has changed
- what disadvantage the change may have brought to the village
- which groups of people like the change
- which groups of people do not like the change
- whether you think the change has been successful/unsuccessful and why.

Do not worry if you are unable to complete all of the table immediately. There will be an opportunity for you to question your classmates to find the missing information later.

<table>
<thead>
<tr>
<th>Change</th>
<th>Why has the village changed in this way?</th>
<th>Can you think of a disadvantage of this change?</th>
<th>Who might support this change?</th>
<th>Why might other groups be against this change?</th>
<th>Do you think the change is successful/unsuccessful? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building of the by-pass.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More car parking at the pub.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm buildings are converted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A new caravan park has been built.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has closed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A new old people’s home is opened.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The village restaurant opens.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A craft museum is in the old school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The village pond is drained.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Make a list of questions to find out the information that you have not managed to complete so far. For example: ‘Who might support the village restaurant opening?’

What are the benefits and problems of settlement growth?

Your pen-pal, Geoff, has written to you to let you know that he and his family are moving to London.
Geoff’s mother has a new job in London and they have to move next month. He is worried about the big move, he has never lived in a city before, let alone one as big as London.

Your task
Use the postcard template on Activity Sheet 4.9b.
- Write back to Geoff and try and reassure him that there are many advantages to living in a big city.
- Explain to Geoff what is being done to try and make cities like London a great place to live for everyone.
- Once you have finished your postcard to Geoff, decorate the front of the postcard with images/pictures advertising the benefits of life in a big city.

Your success criteria
- give two advantages of life in a city like London.
- give two examples of actions that are being taken to try and tackle problems of life in a city like London.

You must:
- carry out some research and give specific examples of the advantages of life in London.
- carry out some research and give specific examples of what is being done by London’s councils to improve life in London.
Have changes to settlements been a success?

Complete a copy of the table below using Figures A and B on page 66 in the pupil book. For each difference in the village, you need to think of:

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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 The village shop has closed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make a list of questions to find out the information that you have not managed to complete so far. For example: ‘Who might support the village restaurant opening?’

What are the benefits and problems of settlement growth?

Your pen-pal, Geoff, has written to you to let you know that he and his family are moving to London.
Geoff’s mother has a new job in London and they have to move next month. He is worried about the big move, he has never lived in a city before, let alone one as big as London.

Your task

Use the postcard template on Activity Sheet 4.9b.

a Write back to Geoff and try and reassure him that there are many advantages to living in a big city.
b Explain to Geoff what is being done to try and make cities like London a great place to live for everyone.
c Once you have finished your postcard to Geoff, decorate the front of the postcard with images/pictures advertising the benefits of life in a big city.

Your success criteria

You must…

- give two advantages of life in a city like London.
- give two examples of actions that are being taken to try and tackle problems of life in a city like London.

You should…

- give at least four advantages of life in a city like London.
- give three examples of actions that are being taken to try and tackle problems of life in a city like London.

You could…

- carry out some research and give specific examples of the advantages of life in London.
- carry out some research and give specific examples of what is being done by London’s councils to improve life in London.
What are the benefits and problems of settlement growth?

Land in a town can be used in different ways. Land use depends upon the main function of that part of town.

Look carefully at the four pictures of different types of settlement on Activity Sheet 4.10b.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Feature Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Large, modern private houses and council estates.</td>
</tr>
<tr>
<td></td>
<td>A bus service into the city.</td>
</tr>
<tr>
<td></td>
<td>Old terraced housing.</td>
</tr>
<tr>
<td></td>
<td>Home owners gardening at weekends.</td>
</tr>
<tr>
<td></td>
<td>The oldest buildings, modern office blocks and shops.</td>
</tr>
<tr>
<td></td>
<td>Noisy neighbours.</td>
</tr>
<tr>
<td></td>
<td>Derelict buildings and disused warehouses.</td>
</tr>
<tr>
<td></td>
<td>Inner centre redevelopment.</td>
</tr>
<tr>
<td></td>
<td>A garden centre.</td>
</tr>
<tr>
<td></td>
<td>Semi- and detached homes with gardens.</td>
</tr>
<tr>
<td></td>
<td>Areas of open space.</td>
</tr>
<tr>
<td></td>
<td>Council and private houses.</td>
</tr>
<tr>
<td></td>
<td>Schools with good examination results.</td>
</tr>
<tr>
<td></td>
<td>New roofs on old houses.</td>
</tr>
<tr>
<td></td>
<td>A corner shop open late at night.</td>
</tr>
<tr>
<td></td>
<td>Old people and families with young children.</td>
</tr>
<tr>
<td></td>
<td>Crowds and busy streets.</td>
</tr>
<tr>
<td></td>
<td>Houses built in the 1920s and 1930s.</td>
</tr>
<tr>
<td></td>
<td>Vandalism, litter and crime.</td>
</tr>
<tr>
<td></td>
<td>Cars parked in garages.</td>
</tr>
<tr>
<td></td>
<td>A new supermarket opening soon.</td>
</tr>
<tr>
<td></td>
<td>Rows of terraced housing.</td>
</tr>
<tr>
<td></td>
<td>Restaurants, cafés, museums, cinemas and entertainment.</td>
</tr>
<tr>
<td></td>
<td>High-rise flats.</td>
</tr>
<tr>
<td></td>
<td>New shopping centres.</td>
</tr>
<tr>
<td></td>
<td>Double-glazing to reduce traffic noise.</td>
</tr>
<tr>
<td></td>
<td>Hear football crowds.</td>
</tr>
<tr>
<td></td>
<td>Empty homes in need of renovation.</td>
</tr>
<tr>
<td></td>
<td>Parking meters.</td>
</tr>
<tr>
<td></td>
<td>New, modern industrial estates and business parks.</td>
</tr>
<tr>
<td></td>
<td>Pensioners who've lived in the same house all their lives.</td>
</tr>
<tr>
<td></td>
<td>Houses with burglar alarms and window locks.</td>
</tr>
<tr>
<td></td>
<td>The most expensive land.</td>
</tr>
<tr>
<td></td>
<td>A good community feeling.</td>
</tr>
<tr>
<td></td>
<td>Children playing outside in the street.</td>
</tr>
<tr>
<td></td>
<td>New neighbours to the area.</td>
</tr>
<tr>
<td></td>
<td>A golf course nearby.</td>
</tr>
<tr>
<td></td>
<td>Old buildings being demolished.</td>
</tr>
<tr>
<td></td>
<td>Find cars speeding.</td>
</tr>
<tr>
<td></td>
<td>Live in a cul-de-sac.</td>
</tr>
<tr>
<td></td>
<td>Be near a farm.</td>
</tr>
<tr>
<td></td>
<td>Buy a new house on a brownfield site.</td>
</tr>
<tr>
<td></td>
<td>Find boarded-up houses.</td>
</tr>
<tr>
<td></td>
<td>Find well-planned and expensive housing.</td>
</tr>
<tr>
<td></td>
<td>Hear people complain about newcomers to the area.</td>
</tr>
<tr>
<td></td>
<td>Find people who commute to work.</td>
</tr>
<tr>
<td></td>
<td>Cheap housing in need of repair.</td>
</tr>
<tr>
<td></td>
<td>Hear people complain about being split up from family and friends.</td>
</tr>
<tr>
<td></td>
<td>People behind with the rent.</td>
</tr>
</tbody>
</table>

Remember: Be careful when you are working with different 'points of view'. Your thoughts may be based on labels and unfairness, and not on real knowledge!
What are the benefits and problems of settlement growth?

What are the different land use patterns in towns?

Land in a town can be used in different ways. Land use depends upon the main function of that part of town.

- Look carefully at the four pictures of different types of settlement on Activity Sheet 4.10b.
- In which picture would the features listed below appear? Enter A, B, C or D in the left-hand columns.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Large, modern private houses and council estates.</td>
</tr>
<tr>
<td>B</td>
<td>A bus service into the city.</td>
</tr>
<tr>
<td>C</td>
<td>Old terraced housing.</td>
</tr>
<tr>
<td>D</td>
<td>Home owners gardening at weekends.</td>
</tr>
</tbody>
</table>

Mr G Thorne
17 Nelson Avenue
West Millfield
WM12 4UK

Remember: Be careful when you are working with different 'points of view'. Your thoughts may be based on labels and unfairness, and not on real knowledge!
Where do we shop?

There are many different types of shopping centre. The larger the centre, the greater the choice of shops and goods there are to buy.

Look carefully at the photos of different types of shops on page 74 in the pupil book.

- There are many different types of shopping centre. The larger the centre, the greater the choice of shops and goods there are to buy.
- Look carefully at the photos of different types of shops on page 74 in the pupil book.

- In which photo are you most likely to do the following things? Write each statement’s letter in the appropriate place in the Venn diagram below. Place those things that apply to both shops in the overlapping sector.

| A | Shop two or three times a week. |
| B | Find parking difficult. |
| C | Travel here by foot. |
| D | Do most of your grocery shopping, once a week. |
| E | Stop for lunch at Macdonald’s. |
| F | Buy a daily newspaper. |
| G | Get caught in a traffic jam. |
| H | Buy new clothes. |
| I | Have more choice of goods and services. |
| J | Have lower prices. |
| K | Buy goods less often. |
| L | Buy exotic fruits from overseas countries. |
| M | Find more competition between shops. |
| N | Find bargains in the January sales. |
| O | Be open late at night. |
| P | Travel here by bus or car. |
| Q | Get fed up with the crowds of people. |
| R | Buy locally-grown vegetables. |
| S | Pay for goods with cash. |
| T | Have pedestrianised areas. |
| U | Pay more for a pint of milk. |
| V | Use a credit card or store card. |
| W | Buy your weekly Lottery ticket. |
| X | Catch shoplifters on closed-circuit TV. |
| Y | Buy a present for someone. |
| Z | Be near to a main road. |

Imagine you are a shopkeeper in a corner shop. Write a paragraph to describe ‘My customers’.

How has shopping changed?

Shopping habits are changing. The town centre has always been the main shopping area in a town but it is now often congested and expensive.

- As more people shop by car, modern out-of-town centres are becoming increasingly popular.

- Study the following seven labels and write each one in the correct place on the timeline below.
  - Street markets selling fruit, vegetables, clothing and other things in the open air.
  - New pedestrianised shopping centres in the CBD with department stores and chain stores. You can’t park outside them!
  - Out-of-town shopping centres are often huge with chain stores, free car parking, cafés, restaurants and a wide range of leisure amenities.
  - Shopping streets – main roads lined with shops, leading towards the town centre with car parking for short periods.
  - Internet shopping selling virtual goods!
  - Corner shops, shopping parades and town centres. You might find kerbside parking.
  - District shopping centres with a variety of shops and a wide choice of goods serving a large area in the suburbs with its own car park.

Timeline

- 2010
- 2000
- 1999
- 1990
- 1980
- 1970
- 1960
- 1950

How do you think the internet will change shopping in the future?
4.14 Settlement

NEW KEY GEOGRAPHY Foundations pages 74–75

Where do we shop?

There are many different types of shopping centre. The larger the centre, the greater the choice of shops and goods there are to buy.

Look carefully at the photos of different types of shops on page 74 in the pupil book.

In which photo are you most likely to do the following things? Write each statement's letter in the appropriate place in the Venn diagram below. Place those things that apply to both shops in the overlapping sector.

A Shop two or three times a week.
B Find parking difficult.
C Travel here by foot.
D Do most of your grocery shopping, once a week.
E Stop for lunch at Macdonald’s.
F Buy a daily newspaper.
G Get caught in a traffic jam.
H Buy new clothes.
I Have more choice of goods and services.
J Have lower prices.
K Buy goods less often.
L Buy exotic fruits from overseas countries.
M Find more competition between shops.
N Find bargains in the January sales.
O Be open late at night.
P Travel here by bus or car.
Q Get fed up with the crowds of people.
R Buy locally-grown vegetables.
S Pay for goods with cash.
T Have pedestrianised areas.
U Pay more for a pint of milk.
V Use a credit card or storecard.
W Buy your weekly Lottery ticket.
X Catch shoplifters on closed-circuit TV.
Y Buy a present for someone.
Z Be near to a main road.

Corner shop

Shopping centre

Imagine you are a shopkeeper in a corner shop. Write a paragraph to describe ‘My customers’.

4.15 Settlement

NEW KEY GEOGRAPHY Foundations pages 76–77

How has shopping changed?

Shopping habits are changing. The town centre has always been the main shopping area in a town but it is now often congested and expensive. As more people shop by car, modern out-of-town centres are becoming increasingly popular.

Study the following seven labels and write each one in the correct place on the timeline below.

- Street markets selling fruit, vegetables, clothing and other things in the open air.
- New pedestrianised shopping centres in the CBD with department stores and chain stores. You can't park outside them!
- Internet shopping selling virtual goods!
- Corner shops, shopping parades and town centres. You might find kerbside parking.
- District shopping centres with a variety of shops and a wide choice of goods serving a large area in the suburbs with its own car park.
- Out-of-town shopping centres are often huge with chain stores, free car parking, cafes, restaurants and a wide range of leisure amenities.
- Shopping streets – main roads lined with shops, leading towards the town centre with car parking for short periods.

Timeline

2010

2000

1999

1980

1970

1960

1950

In which photo are you most likely to do the following things? Write each statement's letter in the appropriate place in the Venn diagram below. Place those things that apply to both shops in the overlapping sector.

- Have more choice of goods and services.
- Have less choice of goods and services.
How does internet shopping work?

The internet has made shopping easier for many people. Its growth may affect the trade of traditional shopping outlets but it can also help reduce congestion and pollution in towns.

Complete the diagram below that shows how internet shopping works by writing the letters of each of the following statements in the correct place.

A The order is sent to the company’s distribution warehouse in minutes.
B Connect to a company’s website and choose the goods or services that you want.
C The order is received by the company which then confirms details and costs.
D It is finally delivered to your door.
E The order is sent instantly through the internet to the company.
F The order is processed and packed for posting.
G Place your order and give your credit card number and address details for payment.
H The order is transported by plane, van or lorry.

‘From mouse to house!’ Imagine that you are setting up a virtual shop—an internet shop. What will you call your business? What are you going to sell? Make up a name for your company and design a home page for your website.

How does internet shopping affect us?

The internet has made shopping easier for many people. Its growth may affect the trade of traditional shopping outlets but it can also help reduce congestion and pollution in towns.

In the space below, draw two graphs to show the value (£ million) of internet shopping in each sector for 1999 and 2005. Decide on a scale for your axes.

Explain how the value of internet shopping is different from one retail sector to another.

Explain what happened to the value of internet shopping between 1999 and 2005.
How does internet shopping work?

The internet has made shopping easier for many people. Its growth may affect the trade of traditional shopping outlets but it can also help reduce congestion and pollution in towns.

- Complete the diagram below that shows how internet shopping works by writing the letters of each of the following statements in the correct place.
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- F. The order is processed and packed for posting.
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- H. The order is transported by plane, van or lorry.

How internet shopping works

‘From mouse to house!’ Imagine that you are setting up a virtual shop – an internet shop. What will you call your business? What are you going to sell? Make up a name for your company and design a home page for your website.

How does internet shopping affect us?

The internet has made shopping easier for many people. Its growth may affect the trade of traditional shopping outlets but it can also help reduce congestion and pollution in towns.

- In the space below, draw two graphs to show the value (£ million) of internet shopping in each sector for 1999 and 2005. Decide on a scale for your axes.
- Explain how the value of internet shopping is different from one retail sector to another.

<table>
<thead>
<tr>
<th>Retail sector</th>
<th>1999</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>All retail shopping</td>
<td>600</td>
<td>12,500</td>
</tr>
<tr>
<td>Grocery</td>
<td>165</td>
<td>4,700</td>
</tr>
<tr>
<td>Clothing and footwear</td>
<td>5</td>
<td>1,850</td>
</tr>
<tr>
<td>Computer software</td>
<td>120</td>
<td>1,500</td>
</tr>
<tr>
<td>Electrical</td>
<td>20</td>
<td>1,000</td>
</tr>
<tr>
<td>Music and video</td>
<td>85</td>
<td>780</td>
</tr>
<tr>
<td>Books</td>
<td>110</td>
<td>475</td>
</tr>
<tr>
<td>Health and beauty</td>
<td>1</td>
<td>350</td>
</tr>
<tr>
<td>Other</td>
<td>80</td>
<td>1,325</td>
</tr>
</tbody>
</table>
Can you convince Mum to shop online?

Your Mum is not convinced about internet shopping. Compose an argument that you think might just convince your Mum that she could benefit from shopping online.

Below is a table to show what level of detail you need to be successful.

<table>
<thead>
<tr>
<th></th>
<th>Number of points made for internet shopping</th>
<th>Number of potential concerns tackled</th>
</tr>
</thead>
<tbody>
<tr>
<td>An excellent answer</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>A reasonable answer</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>A disappointing answer</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Do not forget that you are trying to convince your Mum. Do not include disadvantages.

Traffic in urban areas – why is it a problem?

Congestion and pollution are major problems in urban areas. The main causes of these problems are too many cars, rush-hour traffic and unsuitable roads.

Study events A–G listed below. Each event is linked to a time of day on the traffic flow into London graph on a typical weekday.

A. Grant returns home by bicycle avoiding the heavy evening traffic queues by using the cycle routes.
B. Francesca commutes to work, leaving home at dawn for her long journey into the city centre avoiding the congestion charge.
C. Carlos gets up late for work and leaves home dreading the traffic congestion and gridlock ahead.
D. Yasmin takes her daughter to primary school in her 4x4 vehicle through the infamous ‘school run’ traffic.
E. Despite the long traffic jams, Aki’s bus, using the bus lanes, arrives on time in the city centre.
F. Maria decides to go shopping for the day after the morning rush hour is over.
G. Gennaro takes advantage of his flextime job and leaves work for home avoiding the evening rush hour.
H. 

Match each event in the list above, to the correct time of day on the traffic flow into London graph.

Compare the shape of the graph and the number of vehicles at the morning and evening rush hours. Why are they different?

Add one more event in the list and graph above.
Settlement

Think about your learning!

Before you submit your final enquiry, spend some time thinking about the learning that you have carried out.

Look carefully at this list of skills. Geographers are skilled people! **Tick** the skills you are developing during your time working on this enquiry.

Describe **one** thing that enabled you to be successful in this task:

Describe **one** problem you had, or thought you had, that stopped you from achieving your potential:

In these boxes write **two** actions that you will carry out to help you be more successful and reach your target in the future.

---

Teamwork
Reading
Listening
Discussion
Problem solving
Decision making
Map interpretation
Graphing
Data analysis
Questioning
Debating
Time management
Presenting
Empathy
Annotation
Evaluation
Research
Using ICT
Comparing

---

5 The Indian Ocean tsunami

**Unit Overview**
Approximate teaching time, 10 hours

**Key ideas:**
- the causes of the earthquake and tsunami
- the effects of the tsunami
- how the world responded to the disaster
- how the tsunami danger may be reduced.

**Pos** | **Key questions** | **Pupil book** | **Suggested activities/methods**
--- | --- | --- | ---
6b ii, 6b iii, 6c ii | The world’s worst natural disaster? | 88, 89 | Pupils could be asked for their own recollection of the disaster, or the emergency relief that followed. If this is too long in the past, discuss with pupils what natural disasters from the past they are able to recall.

6b ii, 6b iii, 6c ii | What caused the Asian tsunami of December 2004? | 90, 91 | Discussion of the causes of the tsunami. Link to prior learning on earthquakes.

6b iii, 6c ii | How did the tsunami affect different countries? | 92, 93 | Analysis of the effects of the tsunami on different countries, relating this to location and distance from the initial earthquake.

6b iii, 6c ii | What were the effects of the tsunami? | 94, 95 | Analysis of the main short and long-term effects of the tsunami.

6b iii, 6c ii | How did the world help? | 96, 97 | Discussion of the impacts of emergency relief, short-term aid and long-term aid.

6b iii, 6c ii | How can the tsunami danger be reduced? | 98, 99 | Analysis of the effectiveness of prediction and preparation as means of reducing the impact of tsunamis.

6b iii, 6c ii | Tsunami enquiry – what help can be given to people affected by the tsunami? | 100, 101 | Pupils prioritise spending on various projects within a finite budget.

---

**PoS Skills**

1 | Geographical enquiry and skills
1e | Appreciate the importance of values and attitudes
2d | Select and use secondary sources of evidence
2g | Decision-making skills

---

**Vocabulary and technical terms**

(see Glossary in pupil book)

Earthquake
Emergency relief/aid
Tsunami
Hazard
Short-term
What is the UK like?

Read the questions below and decide where each question fits around the development compass.

Write the questions in one of the four spaces around the development compass.

- What is the climate like here?
- Who designed this building?
- How crowded is it here?
- What is the environment like?
- How good is the quality of life?
- How rich or poor are people here?
- What are the buildings used for?
- Who designed this place?

- How is the land used?
- Why do people live here?
- What jobs do people do?
- How safe is it to live here?
- What improvements might people want?
- What natural vegetation grows here?
- What are the buildings made of?
- To what extent do people have choices about their lives?

Nature and the environment

Who decides and choices for possible futures

Economic and trade issues

Social issues and the people

Study the list below of where we get our images. Make a list of the type of images you get of the UK from:

- TV
- Books
- Comics
- Videos/films
- Newspapers
- Charities
- School subjects
- Advertisements
- Other

What is your home town or city like?

Geography is about people and places. Think about your home town or city. Imagine that you have a new pen-pal who lives in the USA. You decide to send a postcard to tell this friend all about your home town.

Find out information from books, the school library, Tourist Information and the internet – use a search engine and simply type in the name of your home town or city.

Decide on the best image for your home town. Paste or draw it below and then complete your postcard.
How might we promote the UK?

Imagine that you work for a travel agent called Get Away! The company wants to promote the UK across Europe. Your job is to outline the introduction to a short DVD that Get Away! will use to promote holidays in the UK.

Working with a partner or in a small group, you will need to:
- write the script and draw a storyboard
- think carefully about its content – what main attractions does the UK have to offer?
- think carefully about the screen shots you want to use. You could glue photos into the storyboard or draw pictures, or even write short descriptions of what you would show.
- include a voice over for each frame. Think carefully about the message you want to get across with each screen shot.
- produce between 8–10 scenes.

Use this activity sheet and Activity Sheet 6.3b to help you organise your ideas.

Screen 1: Screen shot

Screen 1: Voice over

Screen 2: Screen shot

Screen 2: Voice over

Screen 3: Screen shot

Screen 3: Voice over

Screen 4: Screen shot

Screen 4: Voice over

Screen 5: Screen shot

Screen 5: Voice over

Screen 6: Screen shot

Screen 6: Voice over

Screen 7: Screen shot

Screen 7: Voice over

Screen 8: Screen shot

Screen 8: Voice over

Screen 9: Screen shot

Screen 9: Voice over

Screen 10: Screen shot

Screen 10: Voice over
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Screen 1: Voice over

Screen 2: Screen shot

Screen 2: Voice over

Screen 3: Screen shot

Screen 3: Voice over

Screen 4: Screen shot

Screen 4: Voice over

Screen 5: Screen shot

Screen 5: Voice over

Screen 6: Screen shot

Screen 6: Voice over

Screen 7: Screen shot

Screen 7: Voice over

Screen 8: Screen shot

Screen 8: Voice over

Screen 9: Screen shot

Screen 9: Voice over

Screen 10: Screen shot

Screen 10: Voice over
### What are the UK’s main physical and human features?

Both the scenery and climate of the UK are varied. Usually the scenery is very attractive while the climate is temperate. Most people in the UK live in England. The UK can be subdivided into countries, economic and administrative regions.

Below is a list of words to do with the UK:

1. England
2. Hilly
3. Weather
4. Perceptions
5. Locations
6. The Fens
7. The Pennines
8. Republic of Ireland
9. Images
10. Wind
11. Climate
12. Rainfall
13. Temperate
14. Scotland
15. Relief
16. Lake District
17. Dartmoor
18. Stereotype
19. Destinations
20. Wales
21. Facts
22. Identity
23. Great Britain
24. Forecast
25. Temperature
26. Places
27. Regions
28. Opinions
29. Flat
30. Lowland
31. Grampian Mountains
32. Edinburgh
33. Cardiff
34. London
35. Northern Ireland
36. United Kingdom
37. British Isles
38. Belfast

---

### Where do people in the UK come from?

Migration is the movement of people from one place to another to live or to work. International and internal migration may be forced or voluntary. Forced migration happens when people have no choice but to move. They are forced out by push factors. When people choose to move, because of pull factors elsewhere, that is voluntary migration.

Below is a list of words to do with migration:

1. Commuting to and from work each day.
2. Wars creating large numbers of refugees.
3. Leaving to live in Spain for three years.
4. Moving to avoid natural disasters such as volcanic eruptions.
5. National service.
6. Moving to find better housing.
7. Refugee.
10. Going to work in London for six months.
12. Asylum seeker.
13. Immigration.
14. Losing your job.
15. Moving to escape from poverty on poor farmland.
17. Moving to avoid crime.
18. Emigration.
19. Moving to be with friends and relatives.
20. Moving to live in a better climate, especially in retirement.
22. Freedom of speech.
23. Moving to escape religious or political persecution.
24. Moving to improve quality of life.
26. Going shopping for the day.
27. Moving to an area with cheaper house prices.
28. Flying to Paris for a one-day business meeting.
29. Retiring to the coast from life in the city.
30. Better services such as hospitals, schools and entertainment.
31. Moving because of a lack of food due to crop failure.
32. Leaving after 10 years of drought.
33. Moving to find a job or earn a higher salary.
34. Going round Europe picking grapes during the summer.
35. To escape compulsory labour like slavery.
36. Leaving to enjoy a greater chance of education.

---

<table>
<thead>
<tr>
<th>Set A</th>
<th>1</th>
<th>14</th>
<th>32</th>
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</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Set B</td>
<td>16</td>
<td>7</td>
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</tr>
<tr>
<td>What’s the link?</td>
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<td></td>
</tr>
<tr>
<td>Set C</td>
<td>2</td>
<td>25</td>
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<tr>
<td>What’s the link?</td>
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</tr>
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<td>Set F</td>
<td>33</td>
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<td>27</td>
</tr>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are the UK’s main physical and human features?

Both the scenery and climate of the UK are varied. Usually the scenery is very attractive while the climate is temperate. Most people in the UK live in England. The UK can be subdivided into countries, economic and administrative regions.

Below is a list of words to do with the UK.

1 England. 14 Scotland.
2 Hilly. 15 Relief.
3 Weather. 16 Lake District.
4 Perceptions. 17 Dartmoor.
5 Locations. 18 Stereotype.
6 The Fens. 19 Destinations.
7 The Pennines. 20 Wales.
8 Republic of Ireland. 21 Facts.
9 Images. 22 Identity.
10 Wind. 23 Great Britain.
11 Climate. 24 Forecast.
12 Rainfall. 25 Temperature.
13 Temperate. 26 Places.
27 Regions.
28 Opinions.
29 Flat.
30 Lowland.
31 Grampian Mountains.
32 Edinburgh.
33 Cardiff.
34 London.
35 Northern Ireland.
36 United Kingdom.
37 British Isles.
38 Belfast.

a Working with a partner, study the sets of numbers below; which match to words in the list above.
b Cross out the ‘odd one out’ in each set.
c Add a fourth number to match the other two.
d Explain what links the three ‘in’ numbers.

<table>
<thead>
<tr>
<th>Set A</th>
<th>1</th>
<th>14</th>
<th>32</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set B</th>
<th>16</th>
<th>7</th>
<th>6</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set C</th>
<th>2</th>
<th>25</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set D</th>
<th>5</th>
<th>26</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set E</th>
<th>9</th>
<th>4</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set F</th>
<th>53</th>
<th>58</th>
<th>27</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where do people in the UK come from?

Migration is the movement of people from one place to another to live or to work. International and internal migration may be forced or voluntary. Forced migration happens when people have no choice but to move. They are forced out by push factors. When people choose to move, because of pull factors elsewhere, that is voluntary migration.

Below is a list of words to do with migration.

1 Commuting to and from work each day.
2 Wars creating large numbers of refugees.
3 Leaving to live in Spain for three years.
4 Moving to avoid natural disasters such as volcanic eruptions.
5 National service.
6 Moving to find better housing.
7 Refugee.
8 Racial discrimination.
9 Moving to live in a cleaner, safer environment.
10 Going to work in London for six months.
11 Free health care.
12 Asylum seeker.
13 Immigration.
14 Losing your job.
15 Moving to escape from poverty on poor farmland.
16 Moving to improve standard of living.
17 Moving to avoid crime.
18 Emigration.
19 Moving to be with friends and relatives.
20 Moving to live in a better climate, especially in retirement.
21 Migration.
22 Freedom of speech.
23 Moving to escape religious or political persecution.
24 Moving to improve quality of life.
25 Economic migrant.
26 Going shopping for the day.
27 Moving to an area with cheaper house prices.
28 Flying to Paris for a one-day business meeting.
29 Retiring to the coast from life in the city.
30 Better services such as hospitals, schools and entertainment.
31 Moving because of a lack of food due to crop failure.
32 Leaving after 10 years of drought.
33 Moving to find a job or earn a higher salary.
34 Going round Europe picking grapes during the summer.
35 To escape compulsory labour like slavery.
36 Leaving to enjoy a greater chance of education.
Where do people in the UK come from?

6.5b

a Study the sets of numbers below, which match to words in the list on Activity Sheet 6.5a.
b Cross out the ‘odd one out’ in each set.
c Explain what links the two ‘in’ numbers.

<table>
<thead>
<tr>
<th>Set A</th>
<th>1</th>
<th>10</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set B</th>
<th>12</th>
<th>7</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set C</th>
<th>22</th>
<th>11</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set D</th>
<th>18</th>
<th>21</th>
<th>13</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set E</th>
<th>19</th>
<th>4</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set F</th>
<th>9</th>
<th>17</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set G</th>
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<th>29</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set H</th>
<th>23</th>
<th>14</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the link?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highlight the statements describing causes of voluntary migration in red, and causes of forced migration in green.

Complete a copy of the table below using the statements on Activity Sheet 6.5a.

<table>
<thead>
<tr>
<th>Push factors (forced migration)</th>
<th>Pull factors (voluntary migration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot pay the rent</td>
<td>No home</td>
</tr>
<tr>
<td>Few friends or family</td>
<td>No money</td>
</tr>
<tr>
<td>No mortgage to go to</td>
<td>Shantytown settlement</td>
</tr>
<tr>
<td>Travel</td>
<td>Migrant</td>
</tr>
<tr>
<td>Immigrant</td>
<td>Feel like an outsider</td>
</tr>
<tr>
<td>Push factor</td>
<td>Better prospects in city</td>
</tr>
<tr>
<td>Poor health and illness</td>
<td>High infant mortality</td>
</tr>
<tr>
<td>No food to eat</td>
<td>Children have to work</td>
</tr>
<tr>
<td>No mortgage to pay</td>
<td>High birth rate</td>
</tr>
<tr>
<td>Farm sold</td>
<td>No job to go to</td>
</tr>
</tbody>
</table>

The table only tells part of the story of why people migrate. It is not always a simple choice. There is a lot more to migration than push and pull!

6.6

a Cut out the dominoes below and study the key words written on them.
b Working in pairs, lay all the dominoes in a straight line.
c Now arrange the dominoes in the correct order. You may only put a domino in place if you can explain to your partner the link between the words that you are putting together. There is only one correct order!

Pull factor | Leave the area
---|---
Children have to work | High birth rate
Farm sold | No job to go to

No pension | Poor health care
---|---
Arrive | New city
Few prospects | Little or no education

Crops fail again | No food to eat
---|---
No mortgage to pay | Shantytown settlement
Push factor | Better prospects in city

Travel | Migrant
---|---
Immigrant | Feel like an outsider
Poor health and illness | High infant mortality

Cannot pay the rent | No home
---|---
Few friends or family | No money
Informal job | Poor pay

Stick the dominoes in your book or file in the correct order.

Explain the pattern of events that may lead to the movement of people from one place to another.
Where do people come from in our local area?

Label your settlement on the UK map below.

List four pull factors under the appropriate heading. These are factors that might encourage people to move into your area.

List four push factors under the appropriate heading. These are factors that might encourage people to move out of your area.

Pull factors

Push factors

How well off is the UK?

Jobs, or economic activities, may be divided into three main groups: primary; secondary and tertiary.

Below is a list of words to do with economic activities.

1. Natural resources.
2. Tourism.
3. Car assembly.
4. Education.
5. Farming.
6. Retailing.
7. Forestry.
8. Service activities.
10. Entertainment.
12. Fishing.
15. Primary activity.
16. Mining and quarrying.
17. Manufacturing.
18. Steel industry.
19. Tertiary industry.
20. Teaching.
22. Nurse.

a. Working with a partner, study the sets of numbers below, which match to words in the list above.

b. Cross out the ‘odd one out’ in each set.

c. Add a fourth number to match the other two.

d. Explain what links the three ‘in’ numbers.

Set A
5
20
12

What’s the link?

Set B
2
10
7

What’s the link?

Set C
4
7
9

What’s the link?

Set D
1
4
16

What’s the link?

Set E
17
6
14

What’s the link?

Set F
3
2
11

What’s the link?

Set G
13
8
19

What’s the link?
How does the standard of living differ in the UK?

The UK can be divided into several regions. Development is not spread evenly. Some people in the UK still have a poor standard of living.

Below are two sets of cards showing:

- UK average weekly pay
- UK average unemployment.

<table>
<thead>
<tr>
<th>Region</th>
<th>UK average weekly pay</th>
<th>Region</th>
<th>UK average weekly pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>£440</td>
<td>Yorkshire and the Humber</td>
<td>£425</td>
</tr>
<tr>
<td>North West</td>
<td>£440</td>
<td>East</td>
<td>£475</td>
</tr>
<tr>
<td>West Midlands</td>
<td>£435</td>
<td>South West</td>
<td>£440</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>£400</td>
<td>North East</td>
<td>£400</td>
</tr>
<tr>
<td>Scotland</td>
<td></td>
<td>Yorkshire and the Humber</td>
<td>£425</td>
</tr>
<tr>
<td>North West</td>
<td></td>
<td>East</td>
<td>£3.5%</td>
</tr>
<tr>
<td>West Midlands</td>
<td></td>
<td>South West</td>
<td>4%</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td></td>
<td>North East</td>
<td>9%</td>
</tr>
</tbody>
</table>

CUT OUT THE CARDS AND STICK THEM NEAR EACH CORRECT REGION ON THE MAP ON ACTIVITY SHEET 6.9B.

WORKING WITH A PARTNER, WHAT EVIDENCE CAN YOU FIND BETWEEN THE STANDARD OF LIVING IN THE NORTH AND SOUTH? YOU MAY ALSO USE MAP D ON PAGE 113 IN THE PUPIL BOOK TO HELP YOU. BE SURE TO GIVE REASONS FOR YOUR ANSWER.

UK average unemployment

<table>
<thead>
<tr>
<th>Region</th>
<th>UK average unemployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>7.5%</td>
</tr>
<tr>
<td>North West</td>
<td>5%</td>
</tr>
<tr>
<td>West Midlands</td>
<td>6%</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>7%</td>
</tr>
<tr>
<td>Yorkshire and the Humber</td>
<td>6%</td>
</tr>
<tr>
<td>East</td>
<td>3.5%</td>
</tr>
<tr>
<td>South West</td>
<td>4%</td>
</tr>
<tr>
<td>North East</td>
<td>9%</td>
</tr>
<tr>
<td>East Midlands</td>
<td>5%</td>
</tr>
<tr>
<td>Wales</td>
<td>6%</td>
</tr>
<tr>
<td>South East</td>
<td>3%</td>
</tr>
</tbody>
</table>

This area has always been wealthy. London is a major service and trading centre. It has millions of tourists.

Earnings are rising here due to increased tourism and new high-tech industries.

Earnings have fallen here with the closure of coal mines and steelworks in the south. New industries are slowly being introduced.

This area is enjoying rapid development. Improvements have been made to transport and many new industries have started up.

Some of the UK’s best farmland is here. New high-tech industries have helped increase earnings.

Earnings are low in northern Scotland where there is a lack of manufacturing and service industries.

Coal, shipbuilding and other heavy industries made this area rich. Most have now closed down. New industries are slowly replacing the old ones.
How does the standard of living differ in the UK?

The UK can be divided into several regions. Development is not spread evenly. Some people in the UK still have a poor standard of living.

Below are two sets of cards showing:
- UK average weekly pay
- UK average unemployment.

<table>
<thead>
<tr>
<th>Region</th>
<th>Average Weekly Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>£440</td>
</tr>
<tr>
<td>Yorkshire and the Humber</td>
<td>£425</td>
</tr>
<tr>
<td>East Midlands</td>
<td>£430</td>
</tr>
<tr>
<td>North West</td>
<td>£440</td>
</tr>
<tr>
<td>East West</td>
<td>£475</td>
</tr>
<tr>
<td>Wales</td>
<td>£41</td>
</tr>
<tr>
<td>West Midlands</td>
<td>£435</td>
</tr>
<tr>
<td>South West</td>
<td>£440</td>
</tr>
<tr>
<td>South East</td>
<td>£500</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>£400</td>
</tr>
<tr>
<td>North East</td>
<td>£400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Average Unemployment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scotland</td>
<td>7.5%</td>
</tr>
<tr>
<td>Yorkshire and the Humber</td>
<td>6%</td>
</tr>
<tr>
<td>East Midlands</td>
<td>5%</td>
</tr>
<tr>
<td>North West</td>
<td>5%</td>
</tr>
<tr>
<td>East West</td>
<td>3.5%</td>
</tr>
<tr>
<td>Wales</td>
<td>6%</td>
</tr>
<tr>
<td>West Midlands</td>
<td>6%</td>
</tr>
<tr>
<td>South West</td>
<td>4%</td>
</tr>
<tr>
<td>South East</td>
<td>3%</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>7%</td>
</tr>
<tr>
<td>North East</td>
<td>9%</td>
</tr>
</tbody>
</table>

Cut out the cards and stick them near each correct region on the map on Activity Sheet 6.9b.

Working with a partner, what evidence can you find between the standard of living in the north and south? You may also use map D on page 113 in the pupil book to help you. Be sure to give reasons for your answer.

![Map of the United Kingdom showing average weekly earnings](https://example.com/map.png)
How developed is the UK?

The UK is one of the most developed countries in the world. Development is not spread evenly. Some people in the UK still have a poor standard of living.

Working with a partner, read and cut out the following development indicators, which can be used to measure development.

- Crime
- Concern for the environment
- Air quality
- Shopper goods
- Clean water
- Cities
- Freedom and democracy
- Jobs
- Peace
- Trade
- Equality
- Power supply
- Quality housing
- Wealth
- Health
- Strong defence
- Transport
- Modern industry
- Education
- Women's rights
- Sufficient food
- Access to technology

Select nine development indicators that you think are the most important and arrange these statements into an order of importance in the diamond arrangement shown on the right.

Explain your choice for the most important development indicator.

Think about the area where you live. Use the development indicators above and make a list to explain how your area is developed.

Do you think that all areas of the UK are developed? Give reasons for your answer.

How well off is your home region?

Collect as much information as you can about the state of wealth in your home region. Use pages 112 and 113 in the pupil book to help you.

Describe ways in which you think this might affect the quality of life in your region.

Name a region that has greater wealth than your home region.

Name a region that has less wealth than your home region.
What are the regional differences in the UK?

You are going to compare your region with another region in the UK.

Using pages 114 and 115 in the pupil book, complete the Venn diagram below.

If there is any information that applies to both regions, write it where the two circles overlap.

---

What is it like where you live?

Most of us live in a neighbourhood. This is the area that immediately surrounds the building in which we live. It could be a few streets that make up part of a town or city, or it could be the whole of a small town or village.

Look carefully at photos A and B showing two different types of environment in the UK on page 118 in the pupil book. In which photo are you most likely to come across the following things? Enter A or B in the left-hand columns of the table below.

<table>
<thead>
<tr>
<th>Photo</th>
<th>Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noisy neighbours.</td>
<td>Houses with burglar alarms and window locks.</td>
</tr>
<tr>
<td>Reduced pollution and a cleaner environment.</td>
<td>The most expensive land.</td>
</tr>
<tr>
<td>Derelict buildings and disused factories.</td>
<td>A good community feeling.</td>
</tr>
<tr>
<td>Town centre redevelopment.</td>
<td>Children playing outside in the street.</td>
</tr>
<tr>
<td>Garages and ‘lock-ups’.</td>
<td>Old buildings being demolished.</td>
</tr>
<tr>
<td>A corner shop open late at night.</td>
<td>Cars speeding.</td>
</tr>
<tr>
<td>Litter and graffiti.</td>
<td>Houses in need of repair.</td>
</tr>
<tr>
<td>Old people and families with young children.</td>
<td>The air polluted by harmful exhaust fumes.</td>
</tr>
<tr>
<td>Crowds and busy streets.</td>
<td>A cycle path.</td>
</tr>
<tr>
<td>Vandalism, litter and crime.</td>
<td>Improved local shopping facilities.</td>
</tr>
<tr>
<td>A new supermarket opening soon.</td>
<td>Your car stolen.</td>
</tr>
<tr>
<td>Restaurants, cafés, museums, cinemas and entertainment.</td>
<td>Open space and greenery.</td>
</tr>
<tr>
<td>High-rise flats.</td>
<td>Children playing safely in the street.</td>
</tr>
<tr>
<td>New shopping centre.</td>
<td>Difficulty parking your car.</td>
</tr>
<tr>
<td>Boarded-up empty homes in need of renovation.</td>
<td>A bus service into town.</td>
</tr>
<tr>
<td>Pensioners who’ve lived in the same house all their lives.</td>
<td>A better quality of life.</td>
</tr>
</tbody>
</table>

Explain why photo A shows a better environment than photo B.

Using your local newspaper, find adverts for property or houses for sale in your neighbourhood. Cut out the adverts, then label and stick them in your book or file. Use all that you have learned from this exercise to label the adverts and add other labels of your own.

Remember: Be careful when you are working with different viewpoints. Are your answers based on real knowledge or are they based on stereotypes and prejudice?

Imagine that your home is for sale. How would you sell your home to a buyer? Write the advert for an estate agent.
The United Kingdom

Think about your learning!

Before you submit your final enquiry, spend some time thinking about the learning that you have carried out.

1. Look carefully at this list of skills. Geographers are skilled people! Tick the skills you are developing during your time working on this enquiry.

2. Describe one thing that enabled you to be successful in this task:

3. Describe one problem you had, or thought you had, that stopped you from achieving your potential:

4. In these boxes write two actions that you will carry out to help you be more successful and reach your target in the future.

Teamwork
Reading
Listening
Discussion
Problem solving
Decision making
Map interpretation
Graphing
Data analysis
Questioning
Debating
Time management
Presenting
Empathy
Annotation
Evaluation
Research
Using ICT
Comparing

Map skills

**Key ideas:**
- How to work out distance and direction
- How to use map symbols
- How to use four and six figure map references
- How height and shape of the land are shown on a map
- How to plan and follow routes on a map.

<table>
<thead>
<tr>
<th>Pos</th>
<th>Key questions</th>
<th>Pupil book</th>
<th>Suggested activities/methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c</td>
<td>How can we use maps?</td>
<td>124, 125</td>
<td>Discuss with pupils where they encounter maps in their lives, and in what circumstances they may be used.</td>
</tr>
<tr>
<td>2c</td>
<td>How can the eight points of the compass be used to show direction?</td>
<td>126, 127</td>
<td>Define what maps and plans are. Describe different types of map and their uses. Draw an eight-point compass for a wall display. Give directions around the classroom.</td>
</tr>
<tr>
<td>2c, 2e</td>
<td>How can straight line distances be measured on a map or plan? How can scale be used to find real distances on a map or plan?</td>
<td>128, 129</td>
<td>Look at different scale lines in an atlas. Measure distance on a school plan. Play the Treasure Hunt game – distance and direction. Draw a plan of the classroom to scale.</td>
</tr>
<tr>
<td>2c, 2e</td>
<td>How can symbols be used to show map features? How are symbols used on an OS map?</td>
<td>150, 151</td>
<td>Invent symbols for common features – TV, car, etc. Draw map of local street using symbols. Sort OS symbols into four types. Draw map of imaginary island using OS symbols.</td>
</tr>
<tr>
<td>2c</td>
<td>How can four figure grid references be used to locate features on a map?</td>
<td>152, 155</td>
<td>Draw grid on school plan and give references. Give grid references from local OS map.</td>
</tr>
<tr>
<td>2c, 2e</td>
<td>How can six figure grid references be used to locate features on a map?</td>
<td>154, 155</td>
<td>Pupils to design instructions for teaching young children six figure grid references. Follow a route using six figure grid references on a local area OS map.</td>
</tr>
<tr>
<td>2c, 2e</td>
<td>What methods can be used to show height and relief on a map?</td>
<td>156–159</td>
<td>Define methods and terms. Study relief map of Britain. Colour in relief map of local area. Name features. Complete unfinished contour map and convert to layer colouring.</td>
</tr>
<tr>
<td>2c, 2e</td>
<td>How can a route be followed on a map? How can an OS map be used to describe the landscape? How can maps be used to plan routes and measure distances?</td>
<td>140, 141</td>
<td>Describe the route from home to school. Describe and follow a route on the school plan. Give directions from school to a nearby feature using an OS map. Describe a village/beauty spot from an OS map.</td>
</tr>
</tbody>
</table>

PoS Skills

- 2c Locate a place on a map
- 2e Map a route using symbols

Vocabulary and technical terms

(see Glossary in pupil book)

<table>
<thead>
<tr>
<th>Contour</th>
<th>Contour interval</th>
<th>Direction</th>
<th>Four figure grid reference</th>
<th>Grid square</th>
<th>Height</th>
<th>Key</th>
<th>Layer colouring</th>
<th>Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinance Survey</td>
<td>Plan</td>
<td>Points of the compass</td>
<td>Relief</td>
<td>Scale</td>
<td>Six figure grid reference</td>
<td>Spot height</td>
<td>Symbol</td>
<td>Triangulation pillar</td>
</tr>
</tbody>
</table>
Geography can be very useful to you as you start a new term in a brand-new school. Coming to a new secondary school can be a daunting experience. Secondary schools are usually much bigger than primary schools – you may already have had difficulties finding your way around new corridors and new classrooms. I bet everybody took a wrong turn somewhere! Geography can help with this.

The map below shows a plan of your school.

Look carefully and you will see all the classrooms and their room numbers marked on the map. Working with a partner, complete the following activities.

- Use your school map to plan your route to each of your lessons.
- Use a colour code for each school subject and colour in each subject classroom. Clue: Subject classrooms are usually grouped together.
- Carefully draw a black border around each classroom where you have lessons. Clue: Your new timetable will show all your lessons and classrooms.
- Use your school map to plan your route to each of your lessons.

The Think about your learning! assessment sheet (page 192) provides an opportunity for pupils to reflect on the work they have undertaken during this unit. By considering how they approached a task, pupils can compile a list of their own success criteria and analyse barriers to their learning. This information will leave them better prepared to approach other units.
How can we show direction?

Maps are a good way of giving information and showing where places are. Direction can be described by using points of the compass.

There are four main directions. These are: north; south; east; and west. Between these there are four other directions: north-east; north-west; south-east; and south-west.

These directions are shown on this compass.

Working with a partner, practise these directions by playing the game below. You will need two dice to play.

- One player chooses the red ‘start’ and the other player the green ‘start’.
- The winner is the first one to get to the same coloured ‘finish’ square.
- Throw the two dice, add up the scores and move your counter one space in the direction shown in the key below.
- Colour this square red or green.
- Be careful! You must not use a square already used by your opponent.
- If you make a mistake and your move takes you off the board, you must go back to your ‘start’.

<table>
<thead>
<tr>
<th>Key</th>
<th>Red start</th>
<th>Green finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dice score</td>
<td>Direction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Any direction</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>South-east</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>North-east</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>West</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>South</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Stay where you are!</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>East</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>North</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>South-west</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>North-west</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Any direction</td>
<td></td>
</tr>
</tbody>
</table>

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How can we measure distance?

Distances on a map can be measured using the scale line. The scale line gives the real distance between places on a map.

Imagine that it is the summer holidays and you are walking along the beach. You find a message in a bottle washed up by the tide. Inside, you discover a map and some kind of instructions giving you the exact location of a desert island with buried treasure! Mark on the map a good spot where the treasure might have been buried.

Just as you work out where the treasure is buried, a strong gust of wind tears the instructions from your grip leaving you only the first instruction. Quickly, and before you forget, you write down the instructions.

Start at the shipwreck and complete the set of instructions below. Ask your partner to find the booty!
7.2 Map skills

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<tr>
<td>Dice</td>
<td>Direction</td>
<td></td>
</tr>
<tr>
<td>score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Any direction</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>South-east</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>North-east</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>West</td>
<td></td>
</tr>
<tr>
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</tr>
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7.3 Map skills

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Start at the shipwreck and complete the set of instructions below. Ask your partner to find the booty!

**Leave the wreck and go east for 2 km.**

**Go north for 2 km,**
7.4 Map skills

How do we use map symbols?
Symbols are simple drawings that show things on a map. All maps have a key to explain the symbols.

Follow the instructions below to draw a sketch map of Keysville (a fictional village) in the grid.

Design a symbol for each feature in the village and produce a key.

Instructions

Houses Fill the squares 6N, 7M, 7L, 7I, 10I, 6H and 8H.
Roads A main road runs in a straight line from 13 to 19J.
A minor road runs in a straight line from 9A to 90.
A track runs in a straight line from 16C to 16J.
River Flows in a straight line from 5A to 19L.
Pond In square 4E.
Railway line Runs in a straight line from 1F to 6Q.
Bridges Where the road crosses a river.
Railway station In square 4L.
Church With a steeple in square 8M.
Pub In square 7H.
Wood Covers 13Q, 13P, 13O, 12N and all the area to the east of these coordinates.
Post Office In square 5H.
Village shop In square 6I.

What are grid references?

Grid references can be used to help describe the location of a place on a map.

Imagine that you are stranded on a desert island and your only hope of rescue is to be spotted from the air!

You have made a grid on the beach in the sand like this.

Carefully shade the squares using the key below. Tick each instruction as you do it. The pattern will begin to spell out a word that may save your life!

Oh dear! The waves have washed away some of your letters! Guess what the word is and shade in the squares needed to complete it. Each time you shade a square, don’t forget to write a grid reference for it in the table.

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9B 11E 15B 1F 3D
15F 1E 1C 2D 5C
3C 13F 13D 11C 5E
15D 5F 8C 6F 12F
15E 5E 8E 6D 5D
13E 11D

What clues tell you Keysville is a fictional village?
How do we use map symbols?

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Add three more features to your sketch map and give the grid reference for each. Don’t forget to design a symbol and add each to the key.

What clues tell you Keysville is a fictional village?
How do we use grid references?

Grid references can be used to help describe the location of a place on a map. In this activity, you need to plan the design of a village.

Study the grid outline on Activity Sheet 7.6b. This shows the area in which your village will be designed.

- Draw two main roads. The roads must cross somewhere towards the centre of the grid.
- 90 squares should be used for housing.
- 50 squares should be used for farmland.
- 1 square should be used for a farmhouse.
- 18 squares should be used for shops, a Post Office and a pub.
- 1 square should be used for the village pond.
- 2 squares should be used for a primary school and playground.
- 4 squares should be used for a sports field.
- 2 squares should be used for a doctor’s surgery.
- 4 squares should be used for farm workers’ cottages.
- 10 squares should be used for a small wood.
- 1 square should be used for an orchard.
- 3 squares should be used for a rural craft centre.

Think about the types of symbols you will draw for each type of land use and complete the key below the map.

Start the map with the two main roads and then add other features to your map from the list above. Be careful! You will need to think carefully about where you will place each of the features.

Add further features to your village. Maybe a village green, a railway line, small roads, a new housing estate, a waste disposal and recycling centre, or even open space!

Be prepared to explain your village plan to your teacher. Give your village a name. Why did you plan the land use for your village the way you did?
Map skills

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How do we use six figure grid references?

Six figure grid references can be used to give the exact position of a place on a map.

- The first three numbers tell us how far to go along the bottom or top of the map. The third number tells us the number of tenths of a grid square.
- The last three numbers tell us how far to go up the sides of the map. The sixth number tells us the number of tenths of a grid square.
- On a map you will have to estimate the tenths of each grid square.

Add the following features to the map and key above using OS map symbols.

Camp site at 168243
Caravan site at 162242
Wind pump at 178237
Youth hostel at 174235
Orchard at 169241
Train station (closed to passengers) at 174231

Add three more features to the map and key.

How is height shown on a map?

Below is a relief map of the British Isles. The map uses layer colouring to show height above sea level.

Show height on the map by layer colouring using coloured pencils.

- Colour areas more than 300 metres dark brown.
- Colour areas 100–300 metres light brown.
- Colour areas less than 100 metres green.
- Complete the key.

Name the following highland areas on the map. Pages 133 and 137 in the pupil book will help you.

Cambrian Mountains        Lake District        Pennines
Scafell Pike        Snowdon        Southern Uplands

Name the following cities and towns on the map. Page 133 in the pupil book will help you.

Belfast        Birmingham        Cardiff        Edinburgh        Glasgow        London
Manchester        Newcastle upon Tyne        Norwich        Plymouth        Southampton
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![Map showing grid references](image)

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**Add three more features to the map and key.**

- 
- 
- 

How is height shown on a map?

Below is a relief map of the British Isles. The map uses layer colouring to show height above sea level.

**Key**

- More than 300 m
- 100–300 m
- Less than 100 m
- Main towns

**Show height on the map by layer colouring using coloured pencils.**

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- Pennines
- Scafell Pike
- Snowdon
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**Name the following cities and towns on the map. Page 133 in the pupil book will help you.**

- Belfast
- Birmingham
- Cardiff
- Edinburgh
- Glasgow
- London
- Manchester
- Newcastle upon Tyne
- Norwich
- Plymouth
- Southampton
How can height be shown on a map?

There are three main methods of showing height above sea level on maps.

- Spot heights are numbers that show the exact height of a place.
- Contours are lines on a map which join up places which have the same height.
- Layer colouring uses bands of different colours to show areas of different heights.

Complete the contour map below by following the instructions.

1. Finish joining the dots showing 10 to complete the 10 metre contour.
2. Complete the 20 metre contour by joining the 20 dots.
3. Complete the 30 metre contour by joining the 30 dots.
4. Complete the 40 metre contour by joining the 40 dots.
5. Colour land above 40 metres in brown.
6. Colour land between 30 and 40 metres in orange.
7. Colour land between 20 and 30 metres in yellow.
10. Use coloured pencils to complete the key.

Complete the following sentences:

- The height at A is _____________ metres.
- The height at B is _____________ metres.
- The height at C is _____________ metres.
- The height at D is _____________ metres.

Mark the place that you think has the lowest height with an ‘X’.
7.9 Map skills

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7.10 Map skills

How do contours show height and relief?

Contour lines are a good way of showing height and relief on a map. Contours that are close together show steep slopes. Contours that are far apart show gentle slopes. The pattern of the contours tells us about the features of the land.

Match each of the landform sketches below to the correct contour pattern by writing the correct letter in the space provided.
How can we describe routes?

Maps can be used to describe routes and places. Accuracy is very important when describing things.

A. Go to the Key Geography Foundations link on the Nelson Thornes website.
B. From the Map skills section, select the links to Multimap.
C. Enter the postcode of your home, and click ‘Find’.
   A street map will download, with the exact location of your home circled.
D. Select scale 1:50 000. An Ordnance Survey map of your neighbourhood will now download, again with your home circled.
E. Copy and paste this map into a word processing or desktop publishing program.
F. Use the software tools to describe and label places you know in your neighbourhood on the map.
G. Mark your route from your home to school (you may need to select a different scale of map).
H. Describe your route from your home to school. There is no need to try to include everything, but you must be very accurate. You might first describe the area in general and then mention both the physical features and human features. Write out the features in the order you would pass them.
I. Give six figure grid references to locate the main features observed on your journey.

As you finish each section of the map skills unit you should reflect on what you have learned. The table below will help you work out what you can do and what you might need some more practice with. (Page references refer to the pupil book.)

<table>
<thead>
<tr>
<th>Task</th>
<th>My level of understanding</th>
<th>I must remember to...</th>
<th>Teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction (pages 126–127)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Distance (pages 128–129)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Map symbols (pages 130–131)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Four figure grid references (pages 132–135)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Six figure grid references (pages 134–135)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Height (pages 136–137)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Contours (pages 138–139)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
</tr>
<tr>
<td>Describing routes (pages 140–141)</td>
<td>☺ ☻ ☼</td>
<td>☺ ☻ ☼</td>
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Maps can be used to describe routes and places. Accuracy is very important when describing things.

A Go to the Key Geography Foundations link on the Nelson Thornes website.
B From the Map skills section, select the links to Multimap.
C Enter the postcode of your home, and click 'Find'.
A street map will download, with the exact location of your home circled.
D Select scale 1:50 000. An Ordnance Survey map of your neighbourhood will now download, again with your home circled.
E Copy and paste this map into a word processing or desktop publishing program.
F Use the software tools to describe and label places you know in your neighbourhood on the map.
G Mark your route from your home to school (you may need to select a different scale of map).
H Describe your route from your home to school. There is no need to try to include everything, but you must be very accurate. You might first describe the area in general and then mention both the physical features and human features. Write out the features in the order you would pass them.
I Give six figure grid references to locate the main features observed on your journey.

As you finish each section of the map skills unit you should reflect on what you have learned. The table below will help you work out what you can do and what you might need some more practice with. (Page references refer to the pupil book.)

<table>
<thead>
<tr>
<th>Task</th>
<th>My level of understanding</th>
<th>I must remember to...</th>
<th>Teacher assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direction (pages 126–127)</td>
<td>☒ ☒ ☒</td>
<td></td>
<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Distance (pages 128–129)</td>
<td>☒ ☒ ☒</td>
<td></td>
<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Map symbols (pages 130–131)</td>
<td>☒ ☒ ☒</td>
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<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Four figure grid references (pages 132–133)</td>
<td>☒ ☒ ☒</td>
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<td>☒ ☒ ☒</td>
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<tr>
<td>Six figure grid references (pages 134–135)</td>
<td>☒ ☒ ☒</td>
<td></td>
<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Height (pages 136–137)</td>
<td>☒ ☒ ☒</td>
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<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Contours (pages 138–139)</td>
<td>☒ ☒ ☒</td>
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<td>☒ ☒ ☒</td>
</tr>
<tr>
<td>Describing routes (pages 140–141)</td>
<td>☒ ☒ ☒</td>
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</tbody>
</table>
Map skills

Think about your learning!

Before you submit your final enquiry, spend some time thinking about the learning that you have carried out.

₁ Look carefully at this list of skills. Geographers are skilled people! Tick the skills you are developing during your time working on this enquiry.

₂ Describe one thing that enabled you to be successful in this task:

₃ Describe one problem you had, or thought you had, that stopped you from achieving your potential:

₄ In these boxes write two actions that you will carry out to help you be more successful and reach your target in the future.

Teamwork
Reading
Listening
Discussion
Problem solving
Decision making
Map interpretation
Graphing
Data analysis
Questioning
Debating
Time management
Presenting
Empathy
Annotation
Evaluation
Research
Using ICT
Comparing
Think about your teamwork skills!

Spend time thinking about how you have worked as part of a team. Complete the bar diagram below by deciding which numbers match your performance in a team. Add up your total score out of 80 and then decide upon a target for the next time you work in a team.

1 = Needs a great deal of improvement
10 = Excellent

When working as part of a team ...

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I spend time sharing ideas and opinions.</td>
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<tr>
<td>I spend time planning and organising the task.</td>
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<tr>
<td>I manage my time effectively.</td>
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<tr>
<td>I encourage and help others.</td>
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<tr>
<td>I listen to others and have useful discussions with them.</td>
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<tr>
<td>I work with others to solve problems and create solutions.</td>
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<tr>
<td>I manage distractions and stay focused on the task.</td>
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<tr>
<td>I find ways of coming to an agreement with others.</td>
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</tbody>
</table>

Total score out of 80: 

Target for improvement

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Think about your decision-making skills!

Spend time thinking about how you have made decisions in your work. Complete the bar diagram below to see where your strengths and weaknesses lie by deciding which numbers match your performance. Add up your total score out of 80 and then decide upon a target for the next time you have a decision to make.

1 = Needs a great deal of improvement
10 = Excellent

When making decisions ...

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am clear about the decisions that need to be made.</td>
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<tr>
<td>I use all of the sources available to gather information.</td>
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<td>I use questions to survey other people’s opinions.</td>
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<tr>
<td>I spend time carefully analysing sources to find information.</td>
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<tr>
<td>I use labels to help me collect information and make decisions.</td>
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<tr>
<td>I refer back to the tables to help me give reasons for my decisions.</td>
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</tr>
<tr>
<td>I ask questions to help me clarify my understanding and solve problems.</td>
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</tr>
<tr>
<td>I stay focused on the task.</td>
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</tbody>
</table>

Total score out of 80:  

Target for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Think about your research skills!

Spend time thinking about the research techniques you have used in your work. Complete the bar diagram below to see where your strengths and weaknesses lie by deciding which numbers match your performance. Add up your total score out of 80 and then decide upon a target for the next time you have research to undertake.

1 = Needs a great deal of improvement
10 = Excellent

When carrying out research ...

1 read the task and make a list of exactly what I am looking for.
2 understand clearly what research needs to be carried out.
3 plan carefully how I will collect my information.
4 use all of the sources available to carry out research.
5 ask questions to help me clarify my understanding and solve problems.
6 manage my research time effectively.
7 stay focused on the research task.
8 work with others to help me complete the task more effectively.

Total score out of 80:

Target for improvement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Think about your learning!

Spend some time thinking about the learning that you have carried out during your work in Geography in Key Stage 3.

1. Look carefully at this list of skills. Geographers are skilled people! Tick the skills you have developed during your time doing Geography:

   - Teamwork
   - Reading
   - Listening
   - Discussion
   - Problem solving
   - Decision making
   - Map interpretation
   - Graphing
   - Data analysis
   - Questioning
   - Debating
   - Time management
   - Presenting
   - Empathy
   - Annotation
   - Evaluation
   - Research
   - Using ICT
   - Comparing
   - Prediction
   - Creating ideas

2. Choose three skills that have enabled you to be a successful geographer:

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Choose three skills you need to improve upon in the future:

   ____________________________________________
   ____________________________________________
   ____________________________________________

4. In these boxes write two actions that you will carry out to help you be more successful in the future.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________