

Year 7 GEOGRAPHY – Glaciation

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|--|-------------|-----------------|---------------|-------------|--------------|----------|---------------|-----------|-----------|---------------|----------------|------------|----------|------------|--------------|-------------|--------------------|-----------------|------------|----------------|--|----------|--|
| Intent | <p>Wider Learning:</p> <ul style="list-style-type: none"> • Biomes • Climate change • Global warming • Weather and climate for other countries outside of the UK • Global atmospheric circulation • Extreme weather for other countries outside of the UK • Sea level rise • Tourism | <p>Prior learning:</p> <p>A basic understanding of climate change and what the earth looked like during the ice age may have been acquired by some students at KS2.</p> | <p>Key vocab:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Abrasion</td> <td style="width: 50%;">11. Moraine</td> </tr> <tr> <td>2. Accumulation</td> <td>12. Meltwater</td> </tr> <tr> <td>3. Altitude</td> <td>13. Plucking</td> </tr> <tr> <td>4. Arete</td> <td>14. Pyramidal</td> </tr> <tr> <td>5. Corrie</td> <td>15. Snout</td> </tr> <tr> <td>6. Deposition</td> <td>16. Striations</td> </tr> <tr> <td>7. Drumlin</td> <td>17. Tarn</td> </tr> <tr> <td>8. Erosion</td> <td>18. Terminal</td> </tr> <tr> <td>9. Erratics</td> <td>19. Transportation</td> </tr> <tr> <td>10. Freeze-thaw</td> <td>20. Tundra</td> </tr> <tr> <td>11. Weathering</td> <td></td> </tr> <tr> <td>12. Till</td> <td></td> </tr> </table> | 1. Abrasion | 11. Moraine | 2. Accumulation | 12. Meltwater | 3. Altitude | 13. Plucking | 4. Arete | 14. Pyramidal | 5. Corrie | 15. Snout | 6. Deposition | 16. Striations | 7. Drumlin | 17. Tarn | 8. Erosion | 18. Terminal | 9. Erratics | 19. Transportation | 10. Freeze-thaw | 20. Tundra | 11. Weathering | | 12. Till | |
| | 1. Abrasion | 11. Moraine | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Accumulation | 12. Meltwater | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Altitude | 13. Plucking | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Arete | 14. Pyramidal | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Corrie | 15. Snout | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Deposition | 16. Striations | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Drumlin | 17. Tarn | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Erosion | 18. Terminal | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. Erratics | 19. Transportation | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Freeze-thaw | 20. Tundra | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. Weathering | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12. Till | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The big questions</p> <ul style="list-style-type: none"> • This module's underpinning 'big question': How does a glacier shape the land? | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implement | <p>Order of learning</p> <ol style="list-style-type: none"> 1. Introduce the module and the subject. Look at and discuss the timeline of events during the last ice age focussing on the start, during and after. What were the temperatures, were there humans and animals and to what extent did the ice cover the UK? Update key terms glossary as the plenary. 2. Intro to glaciers. Explore inside real life glaciers using media and videos. Build up student's knowledge through a series of mini lessons followed by completion of the worksheet. Have students research other glaciers using the link provided. Update key terms glossary as the plenary. 3. Homework: In the world this happened this month... December. The Boxing Day Tsunami. Glacial processes. Describe how glaciers shape the landscape by introducing the concepts of erosion, transportation, weathering and deposition. Use the Barry the Boulder story to describe the movement of till followed by questions. Update key terms glossary as the plenary. 4. Erosional landforms. Use the Lake District as a case study for this lesson. Explore how glaciers change the land before and after through erosion. This lesson focuses on aretes, pyramidal peaks and corries whereby students will complete questions/worksheets. Update key terms glossary as the plenary. 5. Erosional landforms. Use the Lake District as a case study for this lesson. Explore how glaciers change the land before and after through erosion. This lesson focuses on U-shaped valleys and hanging waterfalls whereby students will complete questions/worksheets. AfL quiz to check understanding mid-module. Update key terms glossary as the plenary. 6. Depositional landforms. Discuss moraines, drumlins and Erratics. Watch a short video to see these taking shape. Questions/worksheets to be completed by students. Update key terms glossary as the plenary. 7. OS Maps and Glaciers. Study some aerial imagery and mapping of glaciers. Enthuse students showing drone footage inside a glacier. Students to complete as many questions as possible on page 73 of the Geog 1 textbook. Peer marking to take place. 8. Glaciers and us. Analyse whether glaciers matter. Have students complete a gap fill, followed by a discussion of social, economic and environmental effects of bringing in tourism, presenting a challenge, supporting life, in need of protections and melting. In groups, they will try to come up with as many effects for the statements provided in the PowerPoint and then present to their classmates. 9. Future of glaciers. Use the link to create students' own glaciers. Questions to follow. Any remaining time can be group revision of glaciation. 10. Glaciation summative assessment. Feedback on homework. 11. Feedback on assessment. EBI and WWW. WCF sheet available as required. | | <p>Differentiation</p> <p>G&T/stretch: Link to other geographical topics. Questioning based on higher order (bloom's taxonomy of questioning). Super stretch tasks (GCSE).</p> <p>Scaffold in mind: Modelling tasks. Scaffolding and explanations to assist students in this bracket. Support students with sentence starters. Recap during starters and plenaries (link).</p> <p>SEND: Short chunks of reading with glossaries. Sentence starters and word banks for written tasks. Dual coding on slides.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| | Impact | <p>Assessment and homework</p> <ul style="list-style-type: none"> • Formative assessment using hinge questions, starters, plenaries and questioning throughout the lessons. Adjust lessons to adapt to the groups understanding of each topic taught (as required). • Formative assessment: teacher led/informed. • Homework will look to 'hook' students onto interesting geographical topics and develop geographical questioning techniques in a fascinating manner. <i>What happened in the world this month...</i> • Summative assessment will take place at the end of topic. | | <p>Feedback</p> <p>Feedback strengths and areas of critical evaluation. Peer and self-assessment. Correct and reflect opportunities to encourage independent progression.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Where will this be revisited?</p> <p>Climate change Energy disputes/conflicts Environmental issues facing our planet Polar/cold regions at KS4 (if selected) Climate graphs Adaptability of animal species and humans</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |