

The Asian International School
Unit Backward Design
Geography, Intermediate, 2018-2019

1.1 Hey, you over there!	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To instill a sense of wonder about the planet, and excitement about geography. • To set the scene for later work on human and environmental geography 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ our planet has been here for 4.6 billion years, held in place by the attractive force (gravity) between it and the sun ▪ it is teeming with different species. Many have been here for billions of years. ▪ humans like us (Homo sapiens) appeared only about 200,000 years ago – and our numbers are growing fast. ▪ the surface of our planet is continually changing thanks to physical process – and the actions of us humans 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Which is more powerful, humans’ impact on an environment or an environment’s impact on humans? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view? ▪ How do geography, climate and natural resources affect the way people live and work?
<p>Knowledge:</p> <p><i>students will know.....</i></p> <ul style="list-style-type: none"> ▪ that the Earth is moving around the sun, ▪ that the Earth is spinning as it goes; ▪ the Earth’s approximate age ▪ examples of many species living on it. 	<p>Skills:</p> <p><i>students will be able to...</i></p> <ul style="list-style-type: none"> ▪ explain the terms gravity, atmosphere and species ▪ give at least three basic facts about our planet ▪ say that humans have been here only for a very short time compared with other planet, and even compared with other species
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 7, questions 1-5 ▪ Workbook, p 3. Hey, You Over There! ▪ Teacher’s Handbook, p 30. Further Suggestions for Class and Homework, Activity # 1, Day and Night ▪ Teacher’s Handbook, p 22. Ideas for Starter, Activity # 1 ▪ Teacher’s Handbook, p 23. Ideas for Plenary, Activities # 1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation

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	and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
Learning Activities: • Read and learn: Planet Earth, Your Home. You live on planet Earth. You are young. The Earth is very old. About 4.6 billion years old What’s it like? Your planet home is big – about 40,000 km around its middle Full of Life! From space, your planet looks cold and lonely. But it is full of life ...and Always Changing. From space, the Earth looks quiet and unchanging. Don’t be fooled ▪ Do some simple calculations to explain facts about the Earth’s rotation ▪ Review and assess facts about the Earth	

1.2 Or planet: always changing
Stage 1 - Desired Results

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<p>Established Goals:</p> <ul style="list-style-type: none"> To understand how the Earth’s surface is being shaped and changed by both natural and human processes. 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> the Earth’s surface is being changed by natural processes. These results from: currents of hot rock flowing inside the Earth; rivers, waves, glaciers and the wind, flowing on the Earth’s surface; the action of the weather, atmosphere and plants on rocks; their combined effect is called weathering. these natural changes are usually slow. But some can be fast, and dangerous. the Earth’s surface is also being changed by human activity (farming, building, mining, cutting down forests , and so on) these changes are happening quickly, compared with most natural changes. And some are causing big problems, for us and for other species. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do geography, climate, and natural resources affect the way people live and work? Are regions “real” or constructions made by humans to facilitate the study of geography? How does the movement of people, material, goods, and ideas influence geography? How does geography influence lifestyle and point of view? How do geography, climate and natural resources affect the way people live and work?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> the changes brought about by natural processes the changes brought about by humans. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> give at least three examples of ways the Earth ‘s surface is being changed naturally and by humans give at least two examples to show that natural changes can be dangerous to us give at least three examples to show that human changes can cause problems
<p>Stage 2 - Assessment Evidence</p>	
<p>Performance tasks:</p> <ul style="list-style-type: none"> Student book. Your Turn, p. 9, questions 1-6 Workbook, p 4. Our Planet: Always Changing Teacher’s Handbook, p 30. Further Suggestions for Class and Homework, Activity # 9, And What about the Dodo? Teacher’s Handbook, p 24. Ideas for Starter, Activity # 3 Teacher’s Handbook, p 25. Ideas for Plenary, Activities # 5 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. Special class activities , such as Geography club activities, will also be the tools to measure student progress in their

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academic learning

Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

All Change. You might not notice that your planet is changing. But it is, all the time. It's being changed by natural forces. And by us.

Changed by Us. The Earth is around 4.6 billion years old. That's 4 600 000 000 years old

Changed by Natural Forces. Deep inside the Earth, currents of hot soft rock are flowing – causing earthquakes and volcanoes, and even making mountains grow

Are All These Changes a Problem? Natural changes can cause us big problems. For example if an earthquake strikes our place or a river floods it.

- Assess information and arrange in order of importance
- Come up with responses to some fundamental questions about looking after the Earth
- Examine your local area to identify evidence of change

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1.3 Your place on the planet	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To stimulate interest in geography, and help develop their geographical imagination and their sense of their own place. • To develop an appreciation of the differences and similarities between people and places around the world. 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ we all have places on the planet – and our places can be different ▪ in geography, it helps to be able to imagine what a place is really like to live in – and it’s fun, too. ▪ our own places are special – even if we don’t like them that much. We carry memories and images of them in our head. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How does the movement of people, material goods and ideas influence geography? ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view? ▪ How do geography, climate and natural resources affect the way people live and work?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ how to describe their own place ▪ the differences between their own place and other places, for example those shown in the chapter photos. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ recognize that people’s places can be very different ▪ recognize that you can gather a lot of information about a place , from a photo ▪ find places on a world map ▪ Describe some features and characteristics of their own place
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 11, questions 1-7 ▪ Workbook, p 5. Your Place on the Planet ▪ Teacher’s Handbook, p 30. Further Suggestions for Class and Homework, Activity # 14, Lots of Places ▪ Teacher’s Handbook, p 26. Ideas for Starter, Activity # 3 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ To measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and

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<p>▪Teacher’s Handbook, p 27. Ideas for Plenary, Activities # 2,3, 5</p>	<p>attendance), behavior and attitude.</p> <p>▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>●Read and learn: Everyone has a Place. Everyone has a place on the planet. So let’s have a look at some of our places.</p> <p>So, What’s Your Place Like? Your place is a tiny dot on the planet. Billions of people may never even have heard of it.</p> <ul style="list-style-type: none">●Gather information about places from photographs and imagine what it is like to live there●Find places on a world map●Call up mental images of familiar places and describe what places are like, verbally and in writing●Imagine what a place is like to live in, from a photo	

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1.4 It's all geography!

Stage 1 - Desired Results

Established Goals:

- To stimulate enthusiasm about geography.
- Understanding and differentiating the three strands of geography - physical, human, and environmental.
- Understanding that asking questions and investigating are key parts of geography

Understandings:

Students will understand that...

- Geography covers a wide and exciting range of topics. It can be divided into three areas: physical, human and environmental geography.
- Physical geography is about the Earth's natural features, processes and events.
- Human geography is about how and where we live on the Earth – how we feed, clothe, and shelter ourselves, and earn our living.
- Environmental geography is about how we interact with our environment. For example about how we protect places, or create pollution
- The way to be a good geographer is to get nosy - ask questions and look for clues.

Essential Questions:

- Which is more powerful, humans' impact on an environment or an environment's impact on humans?
- How do geography, climate, and natural resources affect the way people live and work?
- Are regions "real" or constructions made by humans to facilitate the study of geography?
- How does the movement of people, material, goods, and ideas influence geography?
- How does geography influence lifestyle and point of view?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:

Students will know.....

- physical, human and environmental geography as three strands of geography
- at least two topics for each strand
- at least four questions about a photo

Skills:

Students will be able to...

- explain the terms physical, human and environmental geography
- give examples of at least two topics for each of the three areas of geography
- give at least four examples of questions they can ask about the photo
- state that asking questions is a key part of geography

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 13, questions 1-6

Other Evidence:

- Measure student progress made in academic learning, this

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<ul style="list-style-type: none"> ▪ Workbook, p 7. And to Finish... ▪ Teacher’s Handbook, p 30. Further Suggestions for Class and Homework, Activity # 16, SWOP pics ▪ Teacher’s Handbook, p 28. Ideas for Starter, Activity # 2 ▪ Teacher’s Handbook, p 29. Ideas for Plenary, Activities # 1,2,3 	<p>course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades.</p> <ul style="list-style-type: none"> ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
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Stage 3 – Learning Plan

Learning Activities:

Read and learn:

Glorious Geography. Geography is about everything that’s going on , in places all over the planet right at this moment

Dividing up geography. Physical, human and environmental geography

So, get ready to geog! The first step to being good at geography is: get nosy! Use your eyes. Look around you. Look for clues. Ask questions that start with *who, what, where, how, why, when*

- Study photographs for clues and ask questions to gather information
- Complete definitions in own words
- Classify topics giving reasons
- Look for similarities and differences in two photos of different places

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3.1 Settling down

Stage 1 - Desired Results

Established Goals:

- Understand the factors that led to the first humans to settle down
- Be able to identify factors that influenced their choice of site.

Understandings:

Students will understand that...

- As humans evolved, they move from hunting to farming, and began to settle down.
- They cleared land and put up dwellings. The result: **settlements**.
- A **site** is a land a settlement is built on
- Various factors influenced the choice of site. For example: suitability for farming; access to water, fuel, and other materials; shelter offered; access for trade; ease of defense

Essential Questions:

- How does the movement of people, material goods, and ideas influence geography?
- Are regions “real” or constructions made by humans to facilitate the study of geography?
- How does the movement of people, material, goods, and ideas influence geography?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:

Students will know.....

- how and why humans began to settle
- at least five factors that would have influenced the choice of site

Skills:

Students will be able to...

- define the terms dwelling, site, development
- explain how and why settlements started
- give at least five factors that influenced the choice of sites for early settlers

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 37, questions 1-6
- Workbook, p 18. **Settling Down**
- Teacher’s Handbook, p 72. Further Suggestions for Class and Homework, Activity # 1, **A Timeline for the Human Race**
- Teacher’s Handbook, p 56. Ideas for Starter, Activity # 1
- Teacher’s Handbook, p 57. Ideas for Plenary, Activities # 2,3

Other Evidence:

- Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades.
- The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- Special class activities , such as Geography club activities,

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	will also be the tools to measure student progress in their academic learning
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Stage 3 – Learning Plan

Learning Activities:

Read and learn

Once Upon a time. As you saw, Earth was empty for billions of years. Then life began. Around 200,000 years ago the first humans appeared. They lived by eating fruit and berries, and hunting which meant they were nearly always on the move chasing dinner

Do You See What I See? Around 10,000 years ago, they noticed something amazing: if you drop seeds in soil, plants grow!

- Imagine and discuss what life was like 10,000 years ago
- Create a spider map of factors in choosing a settlement (7000 years ago)
- Identify from photographs which places are settlements
- Identify and explain the factors that led to sites being chosen or not being chosen for settlements
- Group activity: Choose a site a map to settle and give reasons.

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3.2 Example: settling in Aylesbury	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> To understand how the physical environment affects human settlement 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> 7000 years ago, Britain was covered in thick forest. Only small groups of hunters lived here. Around 6000 years ago, the first significant influx of people arrived – farmers from mainland Europe. Over the centuries, they were joined by many other groups of people: Celts, Romans, Saxons, Vikings and Normans. (This brings us up to 900 years ago. There have been many more recent arrivals.) The Saxons were the first to settle properly at Aylesbury. They chose the site because it offered many advantages. A site with advantages grows. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does geography influence lifestyle and point of view? Are regions “real” or constructions made by humans to facilitate the study of geography? How does the movement of people, material, goods, and ideas influence geography? How do geography, climate and natural resources affect the way people live and work?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> at least five factors that would have influenced the choice of site 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> define the terms Romans, Saxons Say who were the first people to settle in Aylesbury, and give reasons why they settled there Evaluate and compare different sites, from the point of view of an early settler
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> Workbook, p 19. Example: Settling Down in Aylesbury Teacher’s Handbook, p 72. Further Suggestions for Class and Homework, Activity # 3, The Story of My Settlement Teacher’s Handbook, p 58. Ideas for Starter, Activity # 2 Teacher’s Handbook, p 59. Ideas for Plenary, Activities # 3 Student book. Your Turn, p. 39, questions 1-7 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.

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	<ul style="list-style-type: none">▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none">• Read and learn: <p>Once Upon a time. 7000 years ago, Britain was covered in thick forest. Only small groups of hunter lived here</p> <p>Who Settled in Aylesbury? Aylesbury is a town about 55km from London. It's in the middle of an area of good flat farmland</p> <p>The Settlement Starts. The Saxons liked what they saw , and decided to stay</p> <p>... And Grows and Grows: The little Saxons settlement kept on growing</p> <ul style="list-style-type: none">▪ Compare a sketch map with an aerial photograph and identify features▪ Evaluate three sites based on six different factors▪ Explain which site was actually chosen and deduce the main concern for the original settler▪ Compare and aerial photograph to an OS map and identify features	

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3.3 How Aylesbury grew	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • Understanding the factors that led to the growth of settlements 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ Settlements with advantages grow. ▪ Settlements surrounded by good farmland, on routes that offered easy access from other places, often grew as market towns. (and many are still market towns today). ▪ A settlement grows because the population increases by birth, and because people move in from other places, usually to find work. ▪ The Industrial Revolution caused an explosion in the size of many settlements, because new factories were set up and people flocked from rural areas to work in them. These settlements turned into industrial towns and cities. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How do geography, climate and natural resources affect the way people live and work?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ how Aylesbury grew from an early Saxon settlement, and give at least four factors that help a settlement to grow ▪ why settlements change, and give examples of changes 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain the terms market own, industrial revolution ▪ estimate the area of a place on a map, by counting squares ▪ draw and annotate a line graph showing rise in population ▪ explain that the growth of a place is the result of a variety of factors , natural and human ▪ give at least four factors that would help a settlement grow
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 41, questions 1-6 ▪ Workbook, p 20. How Aylesbury Grew ▪ Teacher’s Handbook, p 72. Further Suggestions for Class and Homework, Activity # 9, How My Settlement Has Grown in Population ▪ Teacher’s Handbook, p 60. Ideas for Starter, Activity # 3 ▪ Teacher’s Handbook, p 61. Ideas for Plenary, Activities # 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.

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3,5	<ul style="list-style-type: none">▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none">• Read and learn: <p>From Here to Now. The little Saxon settlement at Aylesbury grew slowly at first. Babies were born. New people moved in, to farm, or bake, or make shoes</p> <p>How has it Grown Since 1830? The maps in 1830 and 2002 show how Aylesbury has grown after 172 years</p> <p>Events that Helped Aylesbury to Grow. Eight events that contributed to the growth of the settlement</p> <p>Population of Aylesbury. The table shows the population of the settlement in 1810 up to 2010</p> <ul style="list-style-type: none">▪ Learn how to calculate the area of an irregular shape (a mapped settlement) and practice using 2 maps on page 41.▪ Calculate the amount of growth in Aylesbury over time.▪ Draw, extrapolate and annotate a line graph.▪ List and explain both human and natural factors that helped Aylesbury to grow.	

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3.4 The pattern of growth	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • Understanding that settlements grew over the centuries and this growth led to a pattern of land use. 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ There is an overall pattern to land use in a town or city. For example, we don't get shops factories and houses all jumbled up together. ▪ We can use a model (a simple generalized picture) to demonstrate these patterns. But note that no settlement will fit the model exactly. ▪ Note too that redevelopment around the centre (for example, old factories knocked down to make way for flats) means the pattern is still developing and changing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How does the movement of people , material, goods, and ideas influence geography? ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How do geography, climate and natural resources affect the way people live and work?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ how the pattern of land use developed, and draw a simple model for it ▪ why settlements change, and give examples of changes 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ define the terms central business district, model, industrial area, outer and inner suburbs, terraced houses ▪ explain how the pattern can be shown by a simple model , and sketch model ▪ look for ways in which a real place fits the model ▪ use the pattern of roads in a place as a clue to the location of the CBD
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 43, questions 1-6 ▪ Workbook, p 21. The Pattern of Growth ▪ Teacher’s Handbook, p 72. Further Suggestions for Class and Homework, Activity # 13, A “Model” Transect (cross section) ▪ Teacher’s Handbook, p 62. Ideas for Starter, Activity # 2 ▪ Teacher’s Handbook, p 63. Ideas for Plenary, Activities # 1 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning

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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

As a Settlement Grows. A settlement usually grown out from the center. So, the center is where the oldest buildings are

One Way to Show the Pattern. The diagram sums up in a simple way the pattern of growth in our settlements

The Patterns of Growth in Aylesbury. In general,, as you move out from CBD: land gets cheaper to buy rent; housing gets more modern

- Class discussion: What is found in the center of our settlement? Why are those things located there? Why?
- Compare the model and the map on page 43.
- Identify the location of buildings in photographs based by applying information from the model.
- Memory game: Set a time limit to memorize as many sections of the model and examples of the features found in each section. Students work in teams to complete the model from memory.

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2.1 Making connections	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To understand that we are connected to different places around the world in many different ways • To be able to identify and explain our connections to other places 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ We are connected to hundreds of people and places - in our local area, across the country, and around the world. For example through relatives, friends, the items we buy in shops, and where we go on holiday. ▪ You can show these connections on the map. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view?
<p>Knowledge:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ their own connections at local, national and international levels 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ define the terms local, national, international ▪ list ways in which they are connected to other places ▪ classify their own connections as local , national, international
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 17, questions 1-4 ▪ Workbook, p 8. Making Connections ▪ Teacher’s Handbook, p 52. Further Suggestions for Class and Homework, Activity # 1, My Address-illustrated, Activity # 5, Mapping Your Own Connections ▪ Teacher’s Handbook, p 34. Ideas for Starter, Activity # 4 ▪ Teacher’s Handbook, p 35. Ideas for Plenary, Activities # 1,2 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	

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Learning Activities:

- **Read and learn:**

Walter connected. Walter is alone in his room in Liverpool – but connected to people and places everywhere

Mapping connections. With maps, its easy to see where places are, and to show connections between them

The maps show Walter’s connections. It’s the same for you. All day long, you are connected to hundreds of people and places – through school, TV, the internet, the things you own or use, and the food you eat

- Discuss in what Vietnam is influenced by other countries; music, food, language, business, politics, film, fashion etc.
- Classify connections as local, national and international.
- Create a spider map of all the ways we are connected to other places.
- Choose 3 examples of national and three examples of international connections and display this information using tables and maps with keys.

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2.2 A plan of Walter's room	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To understand the concepts of 'aerial view' and scale, which are important in developing map work skills. • To develop skills in using a scale to find actual lengths, and in drawing lines to represent lengths, using different scales. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ A plan is aerial view (bird's –eye view) of a place. It usually shows a small area such as a room, or a floor of a building – but it could show a whole section of a town or city. ▪ Plans are drawn accurately, to scale. ▪ The scale tells you how size on the plan relates to the size in real life. It is shown as a number ratio, or using a scale line. 	Essential Questions: <ul style="list-style-type: none"> ▪ How are regions “real” or constructions made by humans to facilitate the study of geography? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How do geography, climate and natural resources affect the way people live and work?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ how to work out the real (actual) distance given a line and scale; draw lines to different scales; convert distances on a map to actual distances using the map scale ▪ how to recognize, interpret and draw a simple plan 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain what a plan is ▪ interpret, and draw, a simple plan ▪ explain what scale means and show a scale in three different ways ▪ draw lines to represent lengths, using different scales ▪ use scales to convert scaled length to actual heights
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 19, questions 1-10 ▪ Workbook, p 9. A Plan of Walter's Room ▪ Teacher's Handbook, p 52. Further Suggestions for Class and Homework, Activity # 5, Mapping Your Own Connections ▪ Teacher's Handbook, p 36. Ideas for Starter, Activity # 4 ▪ Teacher's Handbook, p 37. Ideas for Plenary, Activities # 3,6 ▪ Group project: measure and draw a scaled plan of a real 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their

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room	academic learning
Stage 3 – Learning Plan	
Learning Activities: <ul style="list-style-type: none">• Explain that a plan is a bird’s-eye, or aerial view of a room and is the same as a map. But of a smaller area.• Display the map of Walter’s room from page 18 on the projector. Draw students’ attention to the scale. Explain that 1:30 means 1cm on the plan is 30cm in real life.• Practice drawing lines and shapes at different scales and measuring objects on a plan and using the scale to calculate the real-life measurements.• Students measure their own desks and draw them to the scales of 1:25 and 1:50.	
GROUP PROJECT: <ul style="list-style-type: none">• Divide the class into groups and give each group measuring tapes and graph paper.• Students measure the classroom and takes note of their measurements on a sketch.• Work in groups to calculate the best scale to draw the room on the A4 graph paper and then work individually to draw it at a smaller scale in their notebooks.	

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2.3 Your mental maps	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To develop geographical imagination, and to understand that we are already mapmakers, and are using our mental maps successfully. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ We all have images of places in our minds. We can ‘see’ them with our eyes shut. ▪ We also have a sequence of mental images, like a movie, of how to get from one place to another. ▪ Together, these images form our mental maps, that help us to get around. If they’re good enough, we don’t get lost. ▪ You can develop and improve your mental maps by observing what’s around you. It’s fun to do – and good mental maps help us cope with the world. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ how to draw a sketch map from a mental map, a photo and an OS maps 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain what a mental map is, and give an example ▪ draw a sketch map from memory, of a place they know well ▪ say what they need to do, to improve their mental maps
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 21, questions 1-7 ▪ Workbook, p 10. Your Mental Maps ▪ Teacher’s Handbook, p 52. Further Suggestions for Class and Homework, Activity # 3, The World in My Kitchen ▪ Teacher’s Handbook, p 38. Ideas for Starter, Activity # 1 ▪ Teacher’s Handbook, p 39. Ideas for Plenary, Activities # 2,5 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning

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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

Mental Maps. A mental map is a map that you make and carry around, in your head. It is really a sequence of images, like a movie. It helps you find your way

Sketching Mental Map. It's fun to see your mental map in your head, then draw it on paper. You end up with a rough map or *sketch map*

You Own Mental Map. You have mental maps of your home, and your local area

They are Gappy. Our mental maps show things that are important to us. Such as paths we use, shops we like, places we have fun.

- Giving and following directions based on a sketch map
- Calling up mental maps of a place
- Drawing a sketch map from a mental map
- Group work: Draw a sketch map of Vietnam from mental maps. Compare, and assess the accuracy of the maps
- Assess the accuracy of a sketch map

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2.4 Real maps	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> ▪ To understand that maps are aerial views of a place. ▪ To learn the difference between a sketch map and an accurate map and the features found on maps ▪ To introduce the function of grid lines on a map 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ An aerial photo is a view from the air. And so is map. ▪ Sketch maps are rough maps to show what a place is like, are not meant to be accurate, and are not drawn to scale ▪ Accurate maps are drawn to scale, and the scale is marked on them. ▪ A grid drawn on a map makes it a lot easier to say where places are on the map. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ The difference between a map sketch and a real map ▪ The features found on a map (title, frame, key, labels and annotations) ▪ how to draw a sketch map from a mental map, a photo and OS maps 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ explain what an aerial photo is ▪ draw a labeled and annotated sketch map from a photo ▪ say what a difference is between a sketch map and a map drawn to scale ▪ say why grid lines on a map are useful ▪ give and use simple letter / number grid references
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 23, questions 1-6 ▪ Workbook, p 11. Real Maps ▪ Teacher’s Handbook, p 52. Further Suggestions for Class and Homework, Activity # 8, TV Trail! ▪ Teacher’s Handbook, p 40. Ideas for Starter, Activity # 2 ▪ Teacher’s Handbook, p 41. Ideas for Plenary, Activities # 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.

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2,6	▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>Read and learn:</p> <p>First, the Photo. It's an aerial photo- taken from the air</p> <p>Next, the Sketch Map. The sketch map has a title, frame, key, label, annotations (notes)</p> <p>Now, a Map Drawn to Scale. It's an accurate map, drawn to scale. It uses symbols to show things</p> <p>The Same Map with a Grid. They divide the map into squares. The columns and rows of squares have been labeled.</p> <ul style="list-style-type: none">▪ Compare an aerial photograph to a sketch map and a real map.▪ Draw a sketch map from an aerial photo▪ Devise a scoring system and assess the accuracy of a map▪ Giving simple grid references	

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2.5 Using grid references	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To learn how to use four and six-figure grid references • To know the conventions of a good map 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ Like plans, accurate maps are drawn to scale ▪ Accurate maps should have a title, frame, North arrow, scale, and key. ▪ Grid lines are also useful, to help you find things on the map quickly. ▪ A four-figure grid reference shows the square in which a place or feature lies. ▪ A six-figure grid reference shows its position more accurately. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ The conventions of mapping – BOLTS (Border, Orientation, Legend(or key), Title, Scale) ▪ how to use for a six-figure grid references to locate features on a map 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ explain the terms aerial photo, map, grid lines, four-figure grid references, six-figure grid references ▪ state what features an accurate map should have (scale, key and so on) ▪ describe where a feature is on a map using four and six-figure grid references <p>locate a feature on a map by following 4 and 6-figure grid references</p>
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 25, questions 1-8 ▪ Workbook, p 12. Using Grid References ▪ Teacher’s Handbook, p 52. Further Suggestions for Class and Homework, Activity # 11, Your Bedroom Plan ▪ Teacher’s Handbook, p 42. Ideas for Starter, Activity # 3 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and

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<p>▪Teacher’s Handbook, p 43. Ideas for Plenary, Activities # 1,3</p>	<p>attendance), behavior and attitude.</p> <p>▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning</p>
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Stage 3 – Learning Plan

Learning Activities:

Read and Learn:

A Photo. Learn how to find places on a map, using grid lines with numbers on

A Map of the Same Place. The map of the same place with: Key, Label, Annotations, Frame, Title (KLAFT)

Four-figure grid references. The grid lines on a map help you find a place quickly

Six-figure grid references. You can say exactly where each is in the square using six-figure number

- Compare the map and the aerial photograph on page 24 and identify features visible in both.
- Draw a large grid on the board and number the lines. Draw a house in one square and a school in another square. Give the 4-figure grid reference for both and ask students to figure out where those numbers came from. Now ask them to figure out the rule for giving 4 figure grid references.
- Draw some more objects into the grid and ask the class and then individual students to give the 4-figure grid reference.
- Repeat the exercise, this time with more detailed 6-figures on a 10x10 grid.
- Use 4 and 6 figure grid references to locate features on a map.
- Give 4 and 6 figure grid references for features shown on a map.

2.6 How far?

Stage 1 - Desired Results

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Established Goals:	
<ul style="list-style-type: none"> • To learn how to work out the distance, as the crow flies and by road, between two places on a map. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ You can find out the distance between two places, using a map. ▪ You can measure the linear distance ('as the crow flies') or the distance along a route such as a road or railway. ▪ You use the scale on the map to convert this to the actual distance. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions "real" or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ the real (actual) distance given a line and scale; draw lines to different scales; convert distances on a map to actual distances using the map scale ▪ how to measure linear and non-linear distances on a map and use the scale to work out the actual distance 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain the terms straight line distance, as the crow flies, pivot ▪ measure the distance between places on a map, using a strip of paper and a linear scale ▪ give, and follow, directions based on a simple map
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 27, questions 1-6 ▪ Workbook, p 13. How Far? ▪ Teacher's Handbook, p 52. Further Suggestions for Class and Homework, Activity # 24, My Distances ▪ Teacher's Handbook, p 44. Ideas for Starter, Activity # 2 ▪ Teacher's Handbook, p 45. Ideas for Plenary, Activities # 2,4 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
Learning Activities: <ul style="list-style-type: none"> ▪ Read and learn: As the Crow Flies. As the Crow Flies means the straight line distance between two places. 	

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By the Road. Roads bend and twist. So it further from A to F by road than as the crow flies. Students infer the meaning of 'as the crow flies' by considering the how a bird would travel from point A to point B on a map, compared to somebody travelling by road.

- Measure the distances as the crow flies and by road on the map on page 27.
- Follow directions that give distances to locate places on the map.
- Write simple directions using distances to show how to get from one place to another on the map.

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2.7 Which direction?	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To learn and become familiar with using the compass points N, S, E and W, and the 'in-betweens' (NW, SW, NE, SE). 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ North, South, East and West are the four key directions. ▪ More directions can be added between these points ▪ North west means north of west, South east means south of east, and so on. 	Essential Questions: <ul style="list-style-type: none"> ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How does geography influence lifestyle and point of view? ▪ How do geography, climate and natural resources affect the way people live and work?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ how to give and use simple letter/number and four- and six-figure grid references to locate places ▪ linear and non-linear distances on a map and use the scale to work out the actual distance ▪ how to follow and give directions using compass bearings 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ point out the other directions (S,E,NE,NW,SE,SW) when told where North is ▪ follow simple instructions using compass bearings ▪ write simple instructions using these bearings , for someone else to follow
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 28, questions 1-8 ▪ Workbook, p 14. Which Direction? ▪ Teacher’s Handbook, p 53. Further Suggestions for Class and Homework, Activity # 27, Lost in the Desert! ▪ Teacher’s Handbook, p 46. Ideas for Starter, Activity # 3,4 ▪ Teacher’s Handbook, p 47. Ideas for Plenary, Activities # 2 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	

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Learning Activities:

• **Read and learn:**

The Compass Points. You can use a compass to tell you where N is

The Compass Points. N,S,E,W are the four compass points : North, South, East, West

Don't get East and West mixed up. Remember they form the word WE

- Use compass directions to describe direction and follow a route on a map.
- Use simple grid references and linear scale to measure distances and locate places on a map.
- Write instructions for a treasure hunt and follow another students instructions using compass points and grid references.

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2.8 Ordnance survey maps	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To introduce OS maps and become familiar with the symbols used and gain further practice using grid references. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ Ordnance Survey (OS) maps are always to scale and show a lot of detail. ▪ The OS maps that pupil meet in geog.1 are at scales of 1:25 000 and 1:500 000 (or 1 cm to 250 m and 1 cm to 500 m). • OS maps use numbered grid lines and standard symbols to represent different features. 	Essential Questions: <ul style="list-style-type: none"> ▪ How does geography influence lifestyle and point of view? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography? ▪ How does the movement of people, material, goods, and ideas influence geography? ▪ How do geography, climate and natural resources affect the way people live and work?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ the features found on OS maps and how to identify them using the key 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain what Ordnance Survey Maps are, and what kinds of features they show ▪ interpret OS symbols using a key ▪ use four- and six-figure grid references , for an OS map ▪ use an OS map to look for clues and gather information about a place ▪ draw a sketch map from an OS map , to show a route
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 30, questions 1-13 ▪ Workbook, p 15. Ordnance Survey Maps? ▪ Teacher’s Handbook, p 53. Further Suggestions for Class and Homework, Activity # 31, Our Grid References ▪ Teacher’s Handbook, p 48. Ideas for Starter, Activity # 1,3 ▪ Teacher’s Handbook, p 49. Ideas for Plenary, Activities # 2 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their

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Stage 3 – Learning Plan	
Learning Activities:	
• Read and learn:	
What are OS Maps? Ordnance Survey or OS Maps are maps places that give lots of detail. They use symbols to show things. They have numbered grids	
<ul style="list-style-type: none">• Review how to give 4 and 6-figure grid references and identify and locate items on an OS map.• Measure distance on an OS map using 1:250 000 scale• Compare an OS map to an aerial photograph and identify features visible in both to determine the orientation of the photograph• Draw conclusions about population, tourism and coastal dangers from information shown on the OS map	

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2.9 How high?

Stage 1 - Desired Results

Established Goals:

- To learn how height is shown on an OS map, and being able to identify flat and steep land, as well as the height of certain locations above sea level.

Understandings:

Students will understand that...

- OS maps use contour lines and spot heights to show how high land is, in meters above sea level.
- Contour lines join places at the same height above sea level
- Contour lines are at regular height intervals : every 5 m on a 1:25 000 map, and every 10 m on a 1:50 000 map
- The further apart the contour lines, the flatter the ground is. The closer they are, the steeper it is.
- A spot height is a number on the map, showing the exact height at that spot, in meters above sea level.

Essential Questions:

- How do social, cultural, political and economic factors shape and become shaped by the physical environment?
- Are regions “real” or constructions made by humans to facilitate the study of geography?
- How does the movement of people, material, goods, and ideas influence geography?
- How do geography, climate and natural resources affect the way people live and work?

Knowledge:

Students will know.....

- What spot heights and contour lines are and what they show.
- How to identify flat and steep land on a map.

Skills:

Students will be able to...

- explain what contour lines and spot heights are
- tell the height at a place on an OS map , by using contour lines and spot heights
- interpret the pattern of contour lines , to decide how flat or steep land is, and which way it slopes

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 33, questions 1-9
- Workbook, p 15. **Ordnance Survey Maps?**
- Teacher’s Handbook, p 53. Further Suggestions for Class and Homework, Activity # 31, **Our Grid References**
- Teacher’s Handbook, p 48. Ideas for Starter, Activity # 1,3
- Teacher’s Handbook, p 49. Ideas for Plenary, Activities # 2

Other Evidence:

- Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades.
- The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

Contour lines. Everywhere along a contour line is the same height above sea level. The number on the line shows the height in meters above sea level.

Spot heights. They give the exact height at a spot, in meters above sea level.

More about contour lines. When the lines are far apart, the ground is flat. Where they are close together, the ground is steep.

- Imagine how a hill seen from a side elevation with horizontal lines at 10m intervals would appear if viewed from above. Analyze a few examples and then match hills drawn in elevation to their mapped contour lines.
- Interpret contour lines on a map on page 32 and practice identifying steep, flat or gently sloping land.
- Use spot heights to determine the exact height at a specific location.
- Determine whether a route is going uphill, downhill or along flat land.
- Plan a route that fits a set of criteria.

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3.5 Be a land-use detective	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To learn how to use an OS map to gather information about the use of the land, age of the buildings and so on. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ An OS map provides many clues about the pattern of land use in a town or city. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ the different types of land use, and different functions, on an OS map 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ define the terms industrial, terraced housing, housing estate, land use, function, ▪ explain in general terms how an OS map helps you identify patterns of land use ▪ identify the CBD of a town or city, on an OS map, and give evidence to back up their choice ▪ identify other types of land use on the map, including different types of housing and give evidence to back up their choice
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 44, questions 1-6 ▪ Workbook, p 21. Be a Land-Use Detective! ▪ Teacher’s Handbook, p 73. Further Suggestions for Class and Homework, Activity # 16, Land Use, Using Clues from an OS Map ▪ Teacher’s Handbook, p 64. Ideas for Starter, Activity # 2,4 ▪ Teacher’s Handbook, p 65. Ideas for Plenary, Activities # 5 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	

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Learning Activities:

- **Read and learn:**

Clues from OS Maps. OS Maps give you lots of clues about what the land in a place is used for.

The Central Business District (CBD). The main roads led to it; it may have a ring around it

Industrial Area. Older industry is usually along a canal, river or railway; modern industry is usually on or near main roads

- Identify land use from clues on an OS map and explain by giving evidence.
- Compare a map and a photograph to identify and locate features in a town.
- Evaluate different sites based on evidence from an OS map.

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3.6 How's Aylesbury doing today?

Stage 1 - Desired Results

Established Goals:

- To understand that every settlement has good and bad points
- To learn how redevelopment can improve the quality of life for residents of a settlement

Understandings:

Students will understand that...

- Every settlement has good points and bad points that people grumble about.
- The grumbles are usually about things like poor services and traffic congestion.
- Settlements are always changing.
- Ideally, the changes will be for the better, in response to people's grumbles, rather than making things worse.

Essential Questions:

- How does geography influence lifestyle and point of view?
- How do geography, climate, and natural resources affect the way people live and work?
- Are regions "real" or constructions made by humans to facilitate the study of geography?

Knowledge:

Students will know.....

- some examples of good and bad points about a settlement
- why settlements change, and give examples of changes

Skills:

Students will be able to...

- define the terms commute, dormitory town, low-level jobs, high-value businesses, business park, redevelop
- give example of good and bad points of Aylesbury
- explain what redevelopment means, and that it can improve a place
- give some good and bad points about their own settlement or local/school area

Stage 2 - Assessment Evidence

Performance tasks:

- Student book. **Your Turn**, p. 47, questions 1-6
- Workbook, p 23. **How's Aylesbury Doing Today?**
- Teacher's Handbook, p 73. Further Suggestions for Class and Homework, Activity # 18, **Local Services**
- Teacher's Handbook, p 66. Ideas for Starter, Activity # 2,3
- Teacher's Handbook, p 67. Ideas for Plenary, Activities # 3

Other Evidence:

- Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades.
- The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude.
- Special class activities, such as Geography club activities, will also be the tools to measure student progress in their

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Stage 3 – Learning Plan

Learning Activities:

- **Read and learn:**

How is it Doing? The settlement at Aylesbury is now over 1400 years old. So how is it doing?

Grumbles. So the people of Aylesbury have some grumbles. They don't think the town is as good as it should be, or could be.

Improving Aylesbury. Now there are big plans to improve Aylesbury: redevelop the town center to make it more attractive

- Create a graffiti wall on the board with good and bad points about Ho Chi Minh City.
- Compare a photograph to a development plan and locate the site on an OS map.
- Classify opinions relating to transport, tourism and leisure.
- Look for evidence that Aylesbury is becoming a dormitory town, identify the cause and predict the impact.
- Assess a proposed plan's effectiveness.

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3.7 A new challenge for Aylesbury	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To understand why there is a high demand for new homes • To understand the pros and cons to building on greenfield and brownfield sites 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ Greenfield sites are sites that have not been built on before. ▪ Brownfield sites are sites that have already been built on, but can be redeveloped. ▪ The main area targeted for new homes in the UK is in south east England, in an area largely north and west of London – and which includes Aylesbury. ▪ There is conflict about whether to build on greenfield or brownfield sites. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How does geography influence lifestyle and point of view? ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ why settlements change, and give examples of changes ▪ why there is a growing demand for houses; explain what greenfield and brownfield sites are, and suggest some pros and cons for each type of site 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ give at least three reasons why more new homes are needed ▪ say where in the UK most of them will go , and why ▪ explain what Greenfield and brownfield sites are ▪ explain why there is a conflict over where to build new homes ▪ give examples of things a settlement needs to think about , in getting ready for many thousands more people
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 49, questions 1-10 ▪ Workbook, p 24. A New Challenge for Aylesbury ▪ Teacher’s Handbook, p 73. Further Suggestions for Class and Homework, Activity # 21, Living in a Hamlet: on the Other Hand 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and

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<ul style="list-style-type: none"> ▪Teacher’s Handbook, p 68. Ideas for Starter, Activity # 1 ▪Teacher’s Handbook, p 69. Ideas for Plenary, Activities # 4 	<p>attendance), behavior and attitude.</p> <ul style="list-style-type: none"> ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
<p>Stage 3 – Learning Plan</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Read and understand: <p>Help, We Need More Home! The UK needs a lot more new homes, and fast. You will find out why...</p> <p>Aylesbury’s New Homes. Aylesbury is to have lots of new homes: around 15,000 more by 2020.</p> <p>So, Where Will the New Homes Go? The new homes will be on two kinds of sites: <i>brownfield sites</i> and <i>Greenfield sites</i></p> <ul style="list-style-type: none"> ▪ Identify the reasons for the high demand for new homes. ▪ Analyze and compare different kinds of maps to draw conclusions about the choice of a development site. ▪ Identify and explain conflict and compatibilities in where to build. ▪ Compare photographs and evaluate sites. ▪ Predict the impact of a new housing development. 	

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3.8 Sustainable development for Aylesbury	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To understand the concept sustainable development, and be able to assess and evaluate plans based on sustainability. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ Sustainable development means development that will improve our lives, and not lead to problems in the future. ▪ It has 3 strands: economic, social and environmental ▪ Economic is about money and earning a living. ▪ Social is about our quality of life, health, education, leisure time, and so on. ▪ Environmental concerns both the natural environment and our built environment. ▪ If a development has a negative impact in <i>any</i> of these strands, it is unsustainable. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ How does geography influence lifestyle and point of view? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ why settlements change, and give examples of changes ▪ what sustainable development means, and how a development such as a housing estate could be made sustainable 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain the terms: sustainable development, economic, social, environmental insulated, global warming, recycling ▪ explain the three strands of sustainable development in simple terms ▪ give examples of ways in which a new development , such as housing estate, could be made sustainable
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 51, questions 1-3 ▪ Workbook, p 25. Sustainable Development for Aylesbury ▪ Teacher’s Handbook, p 73. Further Suggestions for Class and Homework, Activity # 24, You’re Still In Charge ▪ Teacher’s Handbook, p 70. Ideas for Starter, Activity # 1 ▪ Teacher’s Handbook, p 71. Ideas for Plenary, Activities # 2,4 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities,

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	will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none">• Read and understand: <p>What is Sustainable Development? Sustainable development means development that will improve our lives, and not lead to problems in the future. It has three strands</p> <p>The Three Strands of Sustainable Development. Economic, social, environmental</p> <p>The new Developments at Aylesbury. The Aylesbury planners want the new housing developments to be sustainable</p> <ul style="list-style-type: none">▪ Brainstorm ideas about the problems with hypothetically replacing the school with a landfill site. Classify these points into the three strands of sustainability.▪ Draw a Venn diagram and classify features of a housing development.	

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4.1 Shopping around	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> To understand the basic shopping theory and hierarchy, and that shopping is tied up with population and relative distances to other settlements. 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Convenience goods are low-cost goods that we buy often (e.g. milk, newspapers). We are prepared to buy them in the nearest convenient place, such as a corner store. Comparison goods are more expensive goods that we buy less often, and where choice is more important. We like to compare styles, prices, etc. before we buy. So we're prepared to travel further for them. Shops have to make a profit. So they must set up where they'll get enough customers. The larger the settlement, the more shops it has, attracted by all those customers. As a consequence, large settlements have a large sphere of influence. They draw in shoppers from a large area, for comparison goods, because they offer a good choice. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do geography, climate, and natural resources affect the way people live and work? How does geography influence lifestyle and point of view? Are regions "real" or constructions made by humans to facilitate the study of geography?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> some examples of both types of goods that some places are too small to support a shop; and that the bigger the settlement, the bigger the range of shops you'll find there. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> explain the terms convenience goods, comparison goods, profits, sphere of influence give examples of convenience and comparison goods describe and explain the link between the range of shops in a place and the size of its population
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> Student book. Your Turn, p. 55, questions 1-6 Workbook, p 27. Shopping Around Teacher's Handbook, p 82. Further Suggestions for Class and Homework, Activity # 2, How and Why Shopping Has Changed: a Class Enquiry 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and

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<ul style="list-style-type: none">▪ Teacher's Handbook, p 76. Ideas for Starter, Activity # 1▪ Teacher's Handbook, p 77. Ideas for Plenary, Activities # 1	<p>attendance), behavior and attitude.</p> <ul style="list-style-type: none">▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none">• Read and understand: <p>Shopping can be fun. But behind the fun is some very serious business</p> <p>There are Two Types of Goods. There are some things we buy often that don't cost much. These are called convenience goods; Then there are goods that cost more, and we don't buy so often and they are called comparison goods</p> <p>Shops Have to Make a Profit. Profit is the money left after you pay all the cost of your business.</p> <ul style="list-style-type: none">▪ Make a table of items often purchased and classify them as convenience or comparison items.▪ Draw a scattergraph to display information and identify trends and analyze the graph to form a general rule.	

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4.2 Out of town shopping: Bluewater	
Stage 1 - Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> • To understand the reasons for building a large shopping center out of town and explore the impact on the environment and communities. 	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ▪ Mega-centres provide a shopping ‘day out’, with catering, entertainment and leisure facilities, as well as a wide range of shops. ▪ Bluewater is a brownfield development (an old chalk quarry) built by developers. ▪ The government is concerned about the effect of such centres on the local economy and the transport network, and may not allow more to be built. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ How does geography influence lifestyle and point of view? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
<p>Knowledge:</p> <p><i>Students will know.....</i></p> <ul style="list-style-type: none"> ▪ at least two reasons to explain the location of Bluewater shopping center ▪ that out-of-town shopping is a change in the way people shop ▪ groups who benefit, and suffer, as a result of out-of-town shopping 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ▪ explain the terms out-of-town shopping center, developer ▪ give a reason for the development of out-of-town shopping center ▪ give at least two reasons for the choice of location for Bluewater ▪ describe at least two negative impacts of out-of-town shopping center
Stage 2 - Assessment Evidence	
<p>Performance tasks:</p> <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 57, questions 1-5 ▪ Workbook, p 28. Out-Of-Town Shopping: Bluewater ▪ Teacher’s Handbook, p 82. Further Suggestions for Class and Homework, Activity # 4, Convenience Comparison ▪ Teacher’s Handbook, p 78. Ideas for Starter, Activity # 3 ▪ Teacher’s Handbook, p 79. Ideas for Plenary, Activities # 2,3 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their

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Learning Activities:

▪ **Read and learn:**

Bluewater: Shopping Haven? Shops want to be where lots of customers can reach them easily. So, as more and more households got cars, someone had a bright idea: out-of-town shopping centers!

Things You Can Do There. Shop, eat all kinds of food, go to the cinema, etc.

Are There More? The UK has 11 more mega-centers like Bluewater. They are owned by developers.

- Display images and information about some of the largest shopping malls in the world. Discuss Vietnam's largest shopping malls. Where do students like to go shopping and why?
- Analyze maps and photos to deduce why a site was chosen.
- Draw conclusions about the likely impact of Bluewater on the surrounding environment and businesses.
- Make a leaflet to promote the benefits of Bluewater.
- Devise a plan to attract shoppers to a local town, prepare and deliver a speech.

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4.3 Shopping on the internet	
Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> • To understand how internet shopping works and its impact and its benefits for different groups of people. 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ▪ The internet is a network of millions of computers, linked together worldwide. ▪ You can buy almost anything from anywhere over the internet – so an internet shop can have an enormous sphere of influence. (Amazon.com is a good example.) ▪ Internet shopping brings benefits – but also has some negative effects. 	Essential Questions: <ul style="list-style-type: none"> ▪ How do geography, climate, and natural resources affect the way people live and work? ▪ How does geography influence lifestyle and point of view? ▪ Are regions “real” or constructions made by humans to facilitate the study of geography?
Knowledge: <i>Students will know.....</i> <ul style="list-style-type: none"> ▪ the steps in internet shopping ▪ that out-of-town shopping and internet shopping are examples of changes ▪ some examples of groups who benefit, and suffer, as a result of out-of-town and internet shopping 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ▪ explain the terms internet, sphere of influence, website, service provider ▪ explain in their own words how internet shopping works ▪ recognize that internet shopping brings benefits , but also has some negative effects <p>Give at least three examples of groups of people it could benefit , and three examples of negative effects</p>
Stage 2 - Assessment Evidence	
Performance tasks: <ul style="list-style-type: none"> ▪ Student book. Your Turn, p. 59, questions 1-7 ▪ Workbook, p 29. Shopping on the Internet ▪ Teacher’s Handbook, p 83. Further Suggestions for Class and Homework, Activity # 28, Compare Mail Order and Internet Shopping ▪ Teacher’s Handbook, p 80. Ideas for Starter, Activity # 1 ▪ Teacher’s Handbook, p 81. Ideas for Plenary, Activities # 1,3 	Other Evidence: <ul style="list-style-type: none"> ▪ Measure student progress made in academic learning, this course will include two achievement tests, midterm 30% and final 30%, accounting for the assigned percentage of the overall course grades. ▪ The remaining percentages 40% of student grades will come from homework, class performance (e.g. participation and attendance), behavior and attitude. ▪ Special class activities , such as Geography club activities, will also be the tools to measure student progress in their academic learning

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Learning Activities:

- **Read and understand:**

The Shops in Your Home. Internet shopping is a big change in shopping .And it is catching fast.

How Does Internet Shopping Work? The internet is a network of millions of computers around the world, all linked together. You connect your computer to the network using a phone line

What Else Can You Buy? You can buy almost anything over the internet, from anywhere in the world. Including food from the supermarket down the road

- Class discussion: 1. the internet – we use it every day. What is it? How does it work? 2. Online Shopping. What is your experience with online shopping? Have you, or anyone you know had any bad experiences while shopping online?
- Assess the suitability of buying different items online.
- Brainstorm and assess the impacts of online shopping on various groups of people
- Revise the three strands of sustainability. Would a future where ALL shopping is done online be sustainable? Discuss or essay 150 words.