**Overview**

By integrating concepts of space and place, map skills, and fieldwork, this scheme of work aims to engage students actively in geography, helping them recognise its significance and applicability in both their personal lives and the global community. It promotes personal connections to geography, encourages enquiry-based learning, and provides hands-on fieldwork experiences, helping students develop practical skills and gain awareness of environmental issues. The ultimate goal is to inspire students to choose geography academically and professionally, equipping them with the skills needed to navigate and shape the world around them.

**Implementation**

The SOW is designed for lower Key Stage 3 students, building on the foundational knowledge acquired in the Key Stage 2 Geography curriculum. It introduces key concepts such as space and place, enhances map skills, and incorporates fieldwork activities to deepen students' understanding of geography.

The SOW is structured to promote engagement and curiosity through interactive lessons and practical applications. Each lesson progresses in complexity, allowing students to develop critical thinking, spatial awareness, and a personal connection to geographic concepts.

Although primarily aimed at lower KS3, this SOW can easily be adapted for older year groups by increasing the depth of content and analytical tasks. Additionally, it can serve as a standalone taster lesson or a careers-oriented session, showcasing the diverse opportunities within the field of geography. This flexibility makes the SOW an excellent resource for a range of educational contexts and student needs.

**Assessment**

Students are not formally assessed; however, opportunities to check for understanding will be integrated throughout the lessons. Formative assessment strategies, such as class discussions and group activities, will help gauge comprehension and engagement.

Longer pieces of writing, particularly in the fieldwork conclusions section, can be marked to provide feedback on analytical skills and information synthesis. Prep learning/ homework tasks, such as interviews about students’ special places, will also serve as informal assessments, allowing teachers to observe engagement with the concepts of space and place. The focus is on creating a supportive learning environment for skill development at each student’s own pace, especially if delivered to Year 7 students as intended.

| **Lesson** | **Objective(s) / Aims** | **Geographical Skills** | **How does it encourage students to #Choose Geography?** | **Extension / Further Reading** |
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| 1, Places and Spaces: Understanding our World through Geography | To understand the concepts of space and place, to apply the concepts to worked examples of geographical careers and to use personal geographies to explore students’ special ‘places’. | Spatial awareness - Students understanded how ‘spaces’ and ‘places’ are situated in relation to each other, using maps to interpret spatial patterns of their peers’ ‘special places’.  Critical thinking/ analysis - During collaborative discussion, students engage in critical thinking about patterns of why peers picked their ‘places’. Additionally, students analyse personal connections to space and place.  Prep learning - Fieldwork and Enquiry - Interviewing someone about their special place is a form of geographic enquiry, helping students practise data collection and qualitative research skills. | Sociology and Community Engagement - By exploring their special places, students begin to understand how places shape personal identities and relationships. Additionally, interview questions (prep learning) can focus on family stories and connections to those places, illustrating sociological themes of community and social behaviour.  Urban and Regional Planning - Personal mapping helps students develop skills essential for urban planners, who design cities and regions by analysing spatial data, community needs and physical geography to create urban spaces. | [Everyday Anthropology: Space vs. Place](https://theculturalcourier.home.blog/2019/02/22/everyday-anthropology-space-vs-place/#:~:text=In%20anthropology%2C%20as%20well%20as,%E2%80%9CPlace.%E2%80%9D&text=Space%20is%20location%2C%20physical%20space,a%20cultural%20or%20personal%20identity.)  [The Concept of Place](https://www.coolgeography.co.uk/advanced/Concept_of_Place.php)  Rawling, E. (2018) ‘Reflections on ‘place'’. *Teaching Geography*, *43*(2), pp.55-58.  Freeman, D. and Morgan, A. (2017) ‘Place and locational knowledge’ in Jones, M. (ed) The Handbook of Secondary Geography. Sheffield: Geographical Association, pp. 120-3. |
| 2, A Geographer’s Toolbox: Maps | To understand the key components of a map, to understand the importance of maps to geographers, to practise map-making with personal geographies of students’ journey to school. | Map interpretation - By learning to interpret map keys and symbols, students understand how abstract representations can convey information about real-world geography (e.g., roads, parks, landmarks).  Map making - Drawing personal maps enhances students' cartographic abilities, helping them understand how to organise information visually.  Place-making and interpreting - Mapping a personal journey helps students understand the interaction between individuals and their environment. | Disaster Management and Risk Assessment - Map skills, including map interpretation, are critical for careers in disaster management, where professionals use spatial data to assess risk areas, plan evacuations and disaster recovery.  Cartographic Storytelling - Combining map-making skills with personal and social geographies enhances storytelling skills by creating compelling, location-based narratives. This skill is often applied in fields such as journalism, tourism, and cultural heritage. | [Map Your Route](https://www.ourdailycraft.com/2016/04/04/map-your-route-craft-challenge-day-95/)  [Geographies of the Mind: Mentally Mapping the Silk Road](https://pulitzercenter.org/builder/lesson/geographies-mind-mentally-mapping-silk-road)  Parkinson, A. (2022) ‘Everyday geographies: the power of the quotidian’, *Teaching Geography*, *47*(2), pp.53-55. |
| 3, The World at Your Feet: Fieldwork in Geography | To understand fieldwork techniques and the concept of sustainability, conduct onsite fieldwork using environmental quality surveys, field sketches, and emotional mapping to evaluate the sustainability of a site. | Fieldwork Techniques - Students practice and conduct a range of qualitative and quantitative fieldwork techniques to understand environmental and social sustainability, further teaching them about geographical enquiry.  Spatial awareness - Students recognise how sustainability challenges vary across different locations and the importance of context in environmental studies.  Communication and collaboration - Students will work together to plan and conduct fieldwork, learning to share responsibilities and support each other in gathering data effectively. | Community and Environmental Education - Emotional mapping and social sustainability assessments prepare students for roles in environmental education, where engaging communities in sustainability practices is key.  Landscape Architecture and Environmental Design - Field sketching and environmental assessment can contribute to careers in designing sustainable landscapes, where an understanding of human-environment interactions informs the planning and design process.  Geographical Information Systems (GIS) - Skills in field data collection and spatial analysis are directly applicable to GIS careers, where environmental and social data are mapped to guide sustainable decision-making. | [Getting The Most Out of Fieldwork](https://www.sagepub.com/sites/default/files/upm-binaries/47618_Phillips_&_Johns.pdf)  [COP28 summit: Kent school wins $150,000 prize for its beehive business](https://www.bbc.co.uk/news/uk-england-kent-67600606)  [Three new net zero carbon schools to be built - with design help from school pupils](https://www.fenews.co.uk/education/three-new-net-zero-carbon-schools-to-be-built-with-design-help-from-school-pupils/)  [In Focus: The recipe for the most sustainable school buildings](https://www.schoolmanagementplus.com/category/campus-design-experience/) |
| 4, The World at Your Feet: Presenting and Analysing Fieldwork Data | To analyse and present sustainability fieldwork data using radar graphs, interpret the data to draw conclusions about the sustainability of the school site, and evaluate the effectiveness of their fieldwork techniques. | Graphical Literacy - Students will develop an understanding of how to use graphs and visuals to convey complex geographical data in a way that is accessible and informative.  Critical thinking and Evaluation - Students will assess the strengths and weaknesses of their fieldwork methods, discussing any limitations in data collection, or inaccuracies that could have influenced their results. | Urban and Environmental Planning - The ability to interpret and present fieldwork data equips students for roles in planning and development, where environmental and social sustainability must be balanced.  Skills in Data Visualisation - Creating graphs to analyse and present fieldwork data is vital for careers in environmental consultancy and data analysis, where the ability to turn complex data into clear, understandable formats is essential. | Harris, R. (2018) ‘From data to knowledge: teaching data skills in geography’, *Geography*, *103*(1), pp.12-18.  [The Importance of Data and Geography in Education](https://jcheshire.com/resources/the-importance-of-data-and-geography-in-education/)  [Fieldwork Evaluation](https://www.field-studies-council.org/resources/14-16-geography/route-to-enquiry/evaluation/) |
| 5, The Room Where it Happens: Influential and Inspirational Geographers | To explore the contributions of influential geographers, reflect on geography-related careers that interest them, and evaluate the importance of geography in addressing global challenges and shaping society. | Critical Reflection - Evaluating how famous geographers assess the interactions between people and their environments and the significance of these relationships for society.  Career Exploration - Understanding various geography-related professions and reflecting on personal interests within these fields.  Societal Relevance - Connecting geographic knowledge to real-world applications, such as urban planning, sustainability, and global development. | This lesson encourages students to #ChooseGeography by showing how it is a dynamic, interdisciplinary field that tackles global challenges, from climate change to urban growth, and offers meaningful career paths that make a real impact on society.  It highlights geography's ability to provide skills in problem-solving and understanding human-environment interactions, making it a valuable and practical subject. | [Embedding careers education into geography lessons](https://www.rgs.org/schools/resources-for-schools/embedding-careers-education-into-geography-lessons)  [My Learning My Future: Geography](https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-geography)  Solem, M., Huynh, N.T. and Kerski, J. (2019) ‘Teaching geography students about careers’, In *Handbook for teaching and learning in geography* (pp. 443-457). Edward Elgar Publishing.  Bytheway, L. (2022) ‘Future geographers: careers as an integral part of the curriculum’, *Teaching Geography*, *47*(3), pp.110-112. |