| **Lesson Title** | Places and Spaces: Understanding our World through Geography |
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| **Objective** | 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’. |
| **Geographical skills** | 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. |
| **Careers Links** | Urban Planner, Cartographer, Real Estate Developer, Tourism Planner: Develops, Museum Curator, Social Worker |
| **Tier 3 vocab** | Geography, Space, Place |
| **Equipment** | World Map / Atlases / Sticky Notes (1 per pupil) |

|  | **Task** | **Instructions** | **Rough timings** |
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| Starter | Do Now | **Student instruction:** In your books, draw a spider diagram of all of the words you can think of that are associated with GEOGRAPHY. They could be from:  •Topics you learnt at Primary School  •Places you have been  •TV Programmes that you have watched  **Teacher instruction:**  If used as an intro to Geography lesson - model what a spider diagram is on a whiteboard.  **Follow up:**  Once students have finished their spider diagrams - cold call students to share their key terms - with high frequency words such as ‘travel’ ask students to raise their hands if they also had the same word on their diagram.  Move onto the next slide and explain the definition of ‘Geography’, getting students to write out the key term. | 10 minutes |
| Main tasks | Collaborative Mapping | **Student instruction:** Using the sticky note you have been given, write the location of somewhere that is a significant place to you and then stick your sticky note in the correct location on the board.  **Teacher instruction:**  Explain that students should think of a significant place to them - write the location name and stick it on the board in that location.  Have atlases / a large world map available if students need to check their location.  **Follow up:**  Ask several students to volunteer to explain why they picked their specific location / try draw out what it means to them / its significance  Highlight any recurring patterns as a class (e.g. If a relative lives in that country / location)  Ask students why they think you’ve made them do this task ... .links to next activity. | 15 minutes |
| Understanding Space and Place | **Student instructions:** Write the definitions of space and place and then two sentences using the terms correctly.  **Teacher Instruction:**  Use the slides to explain the difference between space and place - highlighting the differences between the two concepts and examples. For oracy practice you could also get the students to read the information off of the slide.  Ask students to write two sentences using the key terms correctly - give them 5 minutes to do so and then ask students to share their sentences. Discuss any misconceptions between the terms if they arise. | 15 minutes |
| Applying concepts | **Student instructions:** Draw a table in your book - With your partner, identify if the geographical job relates to ‘space’ or ‘place’.  **Teacher instruction:**  Before starting the task, discuss the meaning of the careers with students - ask students to volunteer to share what they think that job involves.  **Paired work** - With their partner, students should create a table of the geographical careers - splitting them into whether they are linked to ‘space’ or ‘place’ - circulate around the classroom during discussions.  Reveal the answers on the following slide. | 10 minutes |
| Plenary | 3,2,1 Reflection | **Teacher instruction:**  **Verbal reflection -** give students some time to think of the following:  • 3 key terms they learnt  • 2 geographical careers linked to ‘space’ or ‘place’  • 1 question that they have about geography  (These final question could inform discussions later in the SOW) | 10 mins |

| Prep Learning / Homework | **Student Instructions**  **Prep Learning Task:** Discovering Special Places  **Objective:** To learn about a special place that is important to someone you know.  **Instructions**:  **Choose a Person**: Pick a friend or family member to interview.  **Prepare Your Questions**: Write down at least 3 questions to ask. Here are some examples:   * Can you tell me about a place that is special to you? * Why do you like this place? * What do you remember most about this place?   **Do the Interview:**  Talk to your chosen person and ask them your questions. Take notes on what they say.  **Write a Summary:**  Write two paragraphs (½ a side of A4) about what you learned. Include:   * Who you interviewed (just their first name). * What place they talked about and why it's important to them * How you felt about their story. |
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