## Contents

### Lesson Plans

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is a geographer?</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Is Earth running out of natural resources?</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>What is an economy, from local to global?</td>
<td>44</td>
</tr>
<tr>
<td>4</td>
<td>What is weather and climate?</td>
<td>68</td>
</tr>
<tr>
<td>5</td>
<td>Is the geography of Russia a curse or benefit?</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Why are rivers important?</td>
<td>110</td>
</tr>
<tr>
<td>7</td>
<td>What is development?</td>
<td>130</td>
</tr>
<tr>
<td>8</td>
<td>One planet, many people: how are populations changing?</td>
<td>152</td>
</tr>
<tr>
<td>9</td>
<td>What happens where the land meets the sea?</td>
<td>172</td>
</tr>
<tr>
<td>10</td>
<td>Diverse and dynamic: how is Asia being transformed?</td>
<td>192</td>
</tr>
<tr>
<td>11</td>
<td>Can we ever know enough about earthquakes and volcanoes to live safely?</td>
<td>212</td>
</tr>
<tr>
<td>12</td>
<td>What are the challenges and opportunities facing Africa?</td>
<td>232</td>
</tr>
<tr>
<td>13</td>
<td>How does ice change the world?</td>
<td>252</td>
</tr>
<tr>
<td>14</td>
<td>Why is the Middle East an important world region?</td>
<td>272</td>
</tr>
<tr>
<td>15</td>
<td>What is the future for the planet? A geographer’s view</td>
<td>292</td>
</tr>
</tbody>
</table>

### Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baseline assessment</td>
<td>312</td>
</tr>
<tr>
<td>2</td>
<td>Is Earth running out of natural resources?</td>
<td>320</td>
</tr>
<tr>
<td>3</td>
<td>What is an economy?</td>
<td>322</td>
</tr>
<tr>
<td>4</td>
<td>What is weather and climate?</td>
<td>324</td>
</tr>
<tr>
<td>5</td>
<td>Is the geography of Russia a curse or benefit?</td>
<td>326</td>
</tr>
<tr>
<td>6</td>
<td>Why are rivers important?</td>
<td>328</td>
</tr>
<tr>
<td>7</td>
<td>What is development?</td>
<td>330</td>
</tr>
<tr>
<td>8</td>
<td>How are populations changing?</td>
<td>332</td>
</tr>
<tr>
<td>9</td>
<td>What happens where the land meets the sea?</td>
<td>334</td>
</tr>
<tr>
<td>10</td>
<td>How is Asia being transformed?</td>
<td>336</td>
</tr>
<tr>
<td>11</td>
<td>Can we ever know enough about earthquakes and volcanoes to live safely?</td>
<td>338</td>
</tr>
<tr>
<td>12</td>
<td>What are the challenges and opportunities facing Africa?</td>
<td>340</td>
</tr>
<tr>
<td>13</td>
<td>How does ice change the world?</td>
<td>342</td>
</tr>
<tr>
<td>14</td>
<td>Why is the Middle East an important world region?</td>
<td>344</td>
</tr>
<tr>
<td>15</td>
<td>What is the future for the planet? A geographer’s view</td>
<td>346</td>
</tr>
</tbody>
</table>

### End of KS3 review

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>348</td>
</tr>
</tbody>
</table>

### Assessment answers

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baseline assessment</td>
<td>350</td>
</tr>
<tr>
<td>2</td>
<td>Is Earth running out of natural resources?</td>
<td>351</td>
</tr>
<tr>
<td>3</td>
<td>What is an economy?</td>
<td>351</td>
</tr>
<tr>
<td>4</td>
<td>What is weather and climate?</td>
<td>352</td>
</tr>
<tr>
<td>5</td>
<td>Is the geography of Russia a curse or benefit?</td>
<td>353</td>
</tr>
<tr>
<td>6</td>
<td>Why are rivers important?</td>
<td>353</td>
</tr>
<tr>
<td>7</td>
<td>What is development?</td>
<td>354</td>
</tr>
<tr>
<td>8</td>
<td>How are populations changing?</td>
<td>355</td>
</tr>
<tr>
<td>9</td>
<td>What happens where the land meets the sea?</td>
<td>356</td>
</tr>
<tr>
<td>10</td>
<td>How is Asia being transformed?</td>
<td>356</td>
</tr>
<tr>
<td>11</td>
<td>Can we ever know enough about earthquakes and volcanoes to live safely?</td>
<td>357</td>
</tr>
<tr>
<td>12</td>
<td>What are the challenges and opportunities facing Africa?</td>
<td>357</td>
</tr>
<tr>
<td>13</td>
<td>How does ice change the world?</td>
<td>358</td>
</tr>
<tr>
<td>14</td>
<td>Why is the Middle East an important world region?</td>
<td>259</td>
</tr>
<tr>
<td>15</td>
<td>What is the future for the planet? A geographer’s view</td>
<td>360</td>
</tr>
</tbody>
</table>
1.1 What is a geographer?

About the lesson
This is a ‘create a need to know’ lesson for Unit 1, and in fact is a ‘create a need to know’ for the whole Progress in Geography course. It has been designed to engage and spike pupil curiosity. This lesson links directly to Lesson 1.10 which is a review lesson for the unit.

The overarching learning for the unit is provided at the beginning of the spread.

This lesson introduces the whole KS3 course to pupils, in particular, what it is to be a geographer, and the use of enquiry questions to investigate people and places.

In providing a definition of a good geographer on page 3, the three bullet points are actually the progression strands for the course. The key elements of the book are also introduced: the vision statement flap A, the use of geographical data such as OS maps, the activities to make sense of the data, and the enquiry questions.

The final lesson of the course on pages 300–301 concludes the whole course. As a review, it uses the same overarching learning objectives as this lesson, to support reflection about what has been learnt and how this provides a foundation for progress at GCSE.

Prior learning
This unit assesses prior learning from Key Stage 1 and 2, as a transitional assessment to the course. It assesses knowledge of continents and oceans of the world.

Overarching learning for the unit
• To be introduced to the course.
• To consider what a geographer is.
• To begin to use geographical data to investigate places.
• To begin to use enquiry questions to investigate places.
• To name the continents and oceans of the world.

Key geographical terminology
Physical world, human world, environmental world.

Teaching and learning activities
<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Create a need to know</strong>&lt;br&gt;To consider what a geographer is.</td>
<td>Introduce the overarching learning for this unit. Use the images on the spread to lead a discussion about what pupils think geography is about. Introduce the lesson with a video clip showing what it means to be a geographer. There are several on the Geographical Association’s website: <a href="https://www.geography.org.uk/GA-Manifesto-for-geography">https://www.geography.org.uk/GA-Manifesto-for-geography</a></td>
<td>5 mins</td>
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<tr>
<td></td>
<td>Geography helps you make sense of: the <strong>physical world</strong>, what our planet is like, the work of rivers, and ice. The <strong>human world</strong>, how and where people live, and earn a living. The <strong>environmental world</strong>, habitats, such as mountains, forests, oceans, how they develop and change.</td>
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</tr>
<tr>
<td>2</td>
<td><strong>Learning objective:</strong>&lt;br&gt;To consider what a geographer is.</td>
<td>Pupils use the vision statement flap A for the course to consider what a geographer does. Activity 1 b): Pupils create their own poster to show their understanding of this idea.</td>
<td>20 mins</td>
</tr>
<tr>
<td></td>
<td><strong>Answers to student book activities:</strong>&lt;br&gt;1 a) A geographer investigates and understands the physical, human and environmental aspects of the world in which we live. They develop a locational knowledge of where places are in the world and ask questions and use a wide range of geographical data to investigate places.&lt;br&gt;b) Pupil’s own poster.</td>
<td></td>
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</tr>
</tbody>
</table>
### Episode 2
**What is a geographer?**

**Geography that you want pupils to know and understand at each episode of the lesson**

- The physical world, the human world and the environmental world.

**Learning activities and resources to support pupil progress**

- Activity 2: Pupils identify the three aspects of geography.
- Activity 3: Pupils use the front cover of the book to apply their understanding of what geographers study.

**Time**

- 20 mins

### Episode 3
**Learning objective:**

- To begin to use geographical data to investigate places.
- To begin to use enquiry questions to investigate places.

**Answers to student book activities:**

4. Pupils may describe Photo B.
   - Where is this place? – Fjallsjokull glacier, Iceland.
   - What is it like? – Deserted, beautiful, ice, cold.
   - Why is it like this? Cold temperatures all year round creating ice – glacier.
   - How is it changing? – Ice is melting – warmer temperatures here.
   - Who is affected by the changes? Melting could flood areas, water can be used for drinking.
   - How do I feel about it? – Like the man looking at it – I think this is a beautiful place.

**Time**

- 20 mins

### Episode 4
**Learning objective:**

To name the continents and oceans of the world.

**Activity 5:**

1. North America
2. Europe
3. Asia
4. Africa
5. South America
6. Australasia
7. Antarctica
8. Atlantic Ocean
9. Pacific Ocean
10. Indian Ocean
11. Southern Ocean

**Time**

- 10 mins

### Plenary

**Learning objective:**

Recap on the overarching objectives for the whole unit.

**Time**

- 5 mins
1.2 How has our knowledge of the world progressed over time?

About the lesson
This lesson demonstrates to pupils that our understanding of the world has evolved through time as technology to explore and investigate the planet and our knowledge has developed. This will continue in the future.

Prior learning
Pupils should have a clear idea of what a map is from their studies in primary school.

Learning objectives
• To understand that our knowledge of the world has progressed over time.

Key geographical terminology
Cartography, map, satellite image.

Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
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<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a need to know</td>
<td>Pupils can share their findings from the Stretch and challenge task from Lesson 1.1. Show pupils examples of maps through time to demonstrate how people’s curiosity and fascination about understanding how the earth evolved and was recorded on maps such as A and B. Ask pupils what they think a map is. YouTube video could be played as pupils enter the room: <a href="https://www.youtube.com/watch?v=NP7eYBBVf9Y">https://www.youtube.com/watch?v=NP7eYBBVf9Y</a></td>
<td>5 mins</td>
</tr>
<tr>
<td>2</td>
<td>Learning objective: To understand that our knowledge of the world has progressed over time.</td>
<td>Ask pupils about how they use maps and why they are important. Activity 1: Pupils define what a map is. Activity 2: Pupils consider why maps have been important in the development of the human race.</td>
<td>10 mins</td>
</tr>
<tr>
<td>3</td>
<td>Learning objective: To understand that our knowledge of the world has progressed over time.</td>
<td>Ask pupils about what they can see in Map A, the world according to Eratosthenes. Get them to think about why the map is not accurate. Activity 3: Pupils make sense of the map.</td>
<td>15 mins</td>
</tr>
</tbody>
</table>

Answers to student book activities:
1
a) Cartography is making maps.

b) A map is a graphic representation, presenting a spacial understanding of places, ideas, or events in the human and physical worlds.

2
Maps show our knowledge and understanding of the world, and how much of our planet has been explored or discovered. These maps allow us to better understand the world, find our way around and lead to further exploration of the world.

3
194 BC.

b) Eratosthenes.

c) Before this map was drawn, only about half the planet had been discovered.

d) The outlines of the continents are not accurate, and Australia, the Americas and Antarctica are missing.

e) Parts of the world had not been explored, and coastlines had not been documented.
<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Learning objective: To understand that our knowledge of the world has progressed over time.</td>
<td>Ask pupils about what they can see in Map B, the world in 1658. Get them to think about why the map is not accurate. Activity 4: Pupils make sense of the map.</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 a)</td>
<td>1658.</td>
<td></td>
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<tr>
<td>4 b)</td>
<td>This map shows the world as a globe, and includes the poles (although Antarctica is not included). The continents are now more accurate, and look more like we know they look like today.</td>
<td></td>
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<tr>
<td>4 c)</td>
<td>By the time this map was drawn, new areas of the world had been discovered and explored, including North and South America. Sailing ships had allowed explorers from Europe to travel across the oceans and discover new lands in North and South America, and parts of Australia.</td>
<td></td>
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<tr>
<td>4 d)</td>
<td>Antarctica is missing, some of Australia and Canada is missing. New Zealand had yet to be discovered.</td>
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</tr>
<tr>
<td>5</td>
<td>Learning objective: To understand that our knowledge of the world has progressed over time.</td>
<td>Get pupils to think about the emotional impact of seeing the planet from space. Activity 5: Compare Images A to C.</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a)</td>
<td>This is not a map, this is a satellite image so it is what the world is really like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 b)</td>
<td>Seeing satellite images will have made people think of the world as a sphere rather than a flat map. This view of the Earth from space made people consider more how beautiful the planet is and maybe we need to protect it, and look after it.</td>
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<td></td>
</tr>
<tr>
<td>Plenary</td>
<td>Learning objective: To understand that our knowledge of the world has progressed over time.</td>
<td>Activity 6: Why is mapping today more accurate than in the past? How will new technology in the future further improve our knowledge of the planet? Which aspects of the planet can we discover more about?</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td></td>
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<tr>
<td>6</td>
<td>Mapping the world today is more accurate than in the past due to satellites which circle the world and send back real-time images. The constant images of the planet allow people to see changes that are taking place.</td>
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<td></td>
</tr>
</tbody>
</table>
1.3 What locational knowledge do you have of the world?

About the lesson
This lesson has been designed to assess pupil’s locational knowledge of North and South America and Europe, the continents identified for study in Key Stage 2 in the National Curriculum. This lesson is a key assessment in identifying whether your new Year 7 pupils have achieved the age related expectations for locational knowledge for an 11-year-old.

Prior learning
Pupils should have studied these continents in their primary school. This lesson is reviewing their knowledge and understanding.

Learning objectives
• To compare the size of the world’s continents and oceans.
• To know about the geography of North and South America, and Europe.

Key geographical terminology
Continents, oceans, seas.

<table>
<thead>
<tr>
<th>Teaching and learning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Episode</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Answers to student book activities:

1. a) i) 70.5. ii) 29.5.
   b) The oceans.

2. c) The bar charts show that the land area of continents does not relate directly to population size. For example Asia is nearly 15% larger than Africa in land size but has just under four times as many people living in it. Antarctica is fifth in terms of land area, but has no people living in it, whereas Europe is sixth in terms of land area, but third in terms of population size.
## Episode 3

**Learning objective:**
To know about the geography of North and South America.

**Answers to student book activities:**
3  
a) 1. Canada  
2. USA  
3. Mexico  
4. Brazil  
5. Chile  
6. Argentina  
b) Rockies and Andes.  
c) Canada, USA, Brazil, Argentina, Mexico.  
d) Peru, Brazil, Paraguay Argentina, Chile.

**Learning activities and resources to support pupil progress:**
Activity 3 and 4: Assess pupil knowledge of the continents of the world they studied in KS2. This assessment is part of building up a picture of where pupils are in their geographical learning, part of the transitional assessment of the unit.

**Time:** 20 mins

## Episode 4

**Learning objective:**
To know about the geography of Europe.

**Answers to student book activities:**
5  
a) 1. Russia  
2. Italy  
3. Spain  
4. Germany  
5. Finland  
6. North Sea  
7. Mediterranean Sea  
b) England, Scotland, Wales, Northern Ireland.  
c) Belgium, Luxembourg, Germany, Switzerland, Italy, Spain.

**Learning activities and resources to support pupil progress:**
Activity 5 and 6: Assess pupil knowledge of the continent of the world they studied in KS2, this assessment is part of building up a picture of where pupils are in their geographical learning, part of the transitional assessment of the unit.

**Time:** 20 mins

## Plenary

**Learning objectives**
- To compare the size of the world’s continents and oceans.
- To know about the geography of North and South America, and Europe.

**Learning activities and resources to support pupil progress:**
Ask a series of questions as a quiz, or use an online quiz to recap their knowledge.

**Time:** 5 mins
### About the lesson
This lesson begins with a recap of key terms and lines of latitude and longitude pupils should have studied at KS2. It also provides an opportunity to test pupil’s ability to locate places around the world using co-ordinates, before introducing new technology to locate places, GPS and the excellent website Degree Confluence Project. This website provides evidence of how people are geographers as a hobby. The use of degree confluence and locating places using co-ordinates is progressed in future units throughout Progress in Geography. It is therefore important that pupils understand the importance of this lesson to their future learning.

### Prior learning
The NC geography for KS2 requires pupils to identify the position and significance of latitude, longitude, Equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.

### Learning objectives
- To understand the difference between latitude and longitude.
- To be able to locate places on a world map using co-ordinates.

### Key geographical terminology
Latitude, longitude, Equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, Global Positioning System (GPS).

### Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a need to know</td>
<td>Write on a board or a sheet of chart paper the terms ‘latitude’ and ‘longitude’. Let students share what they know about the terms. Write down information that students share. Correct any misconceptions they might share.</td>
<td>5 mins</td>
</tr>
<tr>
<td>2</td>
<td>Learning objective: To understand the difference between latitude and longitude.</td>
<td>Introduce lines of latitude and longitude including the major lines of latitude and the Prime Meridian, and how this system of coordinates evolved, using Diagram A, page 8. Introduction: Play the YouTube video introduction to latitude and longitude. <a href="https://www.youtube.com/watch?v=swKBi6hHHMA">https://www.youtube.com/watch?v=swKBi6hHHMA</a> Activities 1–5: Pupils demonstrate their understanding.</td>
<td>15 mins</td>
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</tbody>
</table>

**Answers to student book activities:**

1. Lines of latitude and longitude are imaginary lines drawn around the world. Lines of longitude are vertical. Lines of latitude are horizontal.
2. a) Equator.  
   b) Northern hemisphere and southern hemisphere.
3. a) Prime Meridian.  
   b) Eastern and western hemispheres.
4. Equator: 0  
   Tropic of Cancer: 23½ N  
   Tropic of Capricorn: 23½ S  
   Arctic Circle: 66½ N  
   Antarctic Circle: 66½ S  
5. The Prime Meridian was chosen as a starting point for measuring longitude.
### Episode 3
**Learning objective:**
To be able to locate places on a world map using co-ordinates.

**Answers to student book activities:**
6. a) Antarctica H 80S 0  
   b) G 60N 60W  
   c) 40N 120W = F  
      0 80W = B  
      40S 170E = I  
      80S 0 = H

**Learning activities and resources to support pupil progress:**
Explain how to locate places using co-ordinates using Diagram A. Activity 6: Pupils use Map C to locate places using co-ordinates.

**Time:** 15 mins

### Episode 4
**Learning objective:**
To be able to locate places on a world map using co-ordinates. Introduce how modern technology is transforming how we can locate places using co-ordinates.

**Answers to student book activities:**
7. A worldwide navigation system made up of 24 satellites and their ground stations, used as reference points to work out a precise position on Earth.
8. a) The exact spot where a degree of latitude and a degree of longitude meets.  
   b) To have a 360 degree photograph and a description of every degree confluence.
9. 30N 130E = Kyushu, Japan  
   66N 18W = 9.1 km (5.7 miles) NE of Höfðahverfi, Suður-Þingeyjarsýsla, Iceland

**Learning activities and resources to support pupil progress:**
Explain GPS, how it works and is transforming how we locate places using co-ordinates. Introduce and demonstrate the Degree Confluence Project using Article B and the website. http://www.confluence.org  
Activity 7: Pupils define GPS.  
Activity 8: Use article B to explain what the Degree Confluence Project is and what it is trying to achieve.  
Activity 9: Pupils use the website to identify two locations, locate them using co-ordinates using the website search facility and describe them using the enquiry questions introduced in Lesson 1.1. To determine progress pupils can share their descriptions with the rest of the class.

**Time:** 20 mins

### Plenary
**Learning objective:**
Highlight that the confluence hunters are demonstrating being geographers in action.

**Answers to student book activities:**
10. Be curious about people and places, expand world knowledge of places and their location, investigate places, consider what places are like, appreciate the world, make sense of people and places.

**Learning activities and resources to support pupil progress:**
Activity 10: Pupils use the vision statement flap A to determine how the confluence hunters contributing to the degree confluence website are exhibiting aspects of the vision – e.g. be curious about people and places, expand world knowledge, consider what places are like, etc. This activity reinforces and models the progress pupils can make on their journey to become a geographer.

**Time:** 5 mins
1.5 Why do we use OS maps to investigate places?

About the lesson

This lesson introduces a sequence of lessons (1.5–1.10) that recap and assess pupil capability to use Ordnance Survey maps. These skills will be progressed throughout the unit. The lesson begins by introducing the Ordnance Survey, considering their history and purpose. This first lesson in the sequence develops understanding of the concept of scale and the ways different scales of OS map can be used. The lesson provides OS maps at four different scales for pupils to compare, focussed on the village of Mappleton on the Holderness coast.

Prior learning

Pupils could have been introduced to different scales of OS map in KS2.

Learning objectives

• To understand the idea of scale.
• To understand that different scales of map can be used for different purposes.

Key geographical terminology

Scale, linear scale, ratio, scale as a statement.

Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
</table>
| 1       | Create a need to know  
Who are the Ordnance Survey?  
What are the origins of their name?  
What do they do?  

**Answers to student book activities:**  
1 a) The national mapping agency of the UK.  
b) It was formed in 1745 as part of a military strategy to map the Scottish Highlands following rebellion.  

Play a video clip explaining who the OS are, and what they do.:  
https://www.ordnancesurvey.co.uk/about/overview/history.html  
https://www.ordnancesurvey.co.uk/about/overview/what-we-do.html  
Activity 1: Pupils recap what they have learnt. | 5 mins |
| 2       | Learning objective:  
To understand the idea of scale.  
Pupils know why maps are drawn to scale  
Pupils identify the three ways scale is shown on OS maps: ratio, statement, linear scale.  

**Answers to student book activities:**  
2 a) Scales are needed to navigate maps correctly, and give you an accurate understanding of distance.  
b) Ratio, statement, linear scale.  
d) Maps A and Map-flap E are large-scale maps and Maps B and C are small-scale maps.  
e) Map A.  

The key learning in this lesson is to develop understanding of the concept of scale and how scale is shown on OS maps.  
Activity 2: Pupils compare maps A–C and Map-flap E Map 2 – four maps of Mappleton at four different scales. | 20 mins |
## Episode 3

### Geography that you want pupils to know and understand at each episode of the lesson

- **Learning objective:**
  - To understand that different scales of map can be used for different purposes.
  - 1:200,000 – planning a journey – road map
  - 1:50,000 – walker, tourist
  - 1:25,000 – cyclist, walker
  - 1:2,500 – town planner, builder

### Learning activities and resources to support pupil progress

- Show OS video clip about different scales of OS map and their purpose: [https://getoutside.ordnancesurvey.co.uk/guides/understanding-map-scales/](https://getoutside.ordnancesurvey.co.uk/guides/understanding-map-scales/)
- Activities 3 and 4: Using the four maps of Mappleton – pupils think about the different ways and purposes each map might have, and how different people might use each scale of map.

### Time

- 25 mins

### Episode Plenary

**Why do we use OS maps to investigate places?**

- From the learning in this lesson ask pupils to consider the enquiry title for the lesson. Each lesson has an enquiry question which encapsulates the essence of each lesson. You can get pupils to answer this title question at the plenary, as a matter of routine, to determine which pupils have made progress during the lesson.

- 10 mins
1.6 How do we locate features on OS maps?

About the lesson
This lesson progresses two key skills in using OS maps – identifying symbols and locating features and places using four- and six-figure grid references, both of these are part of the KS2 NC. They are introduced to a number of types of symbols for the 1:50 000 Landranger maps. Guidance is provided to show pupils how to locate places using four- and six-figure grid references. They are provided with opportunities to apply these skills to locating places and features on OS maps. These are basic skills that will be progressed in different units in the course.

Prior learning
Pupils should already be familiar with OS symbols and locating places using grid references from their primary school. This unit is assessing pupil capability and ensuring the skills are developed to be progressed through the course.

Learning objectives
• To understand why and how OS use symbols on maps.
• To be able to locate places on an OS map using four- and six-figure grid references.

Key geographical terminology
Eastings, northings.

Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a need to know</td>
<td>Show introductory OS video clip on symbols: <a href="https://www.youtube.com/watch?list=PLJp4yCtYcXprknSY_FAUwWG5zDWhHtY7&amp;v=01NYYkezys">https://www.youtube.com/watch?list=PLJp4yCtYcXprknSY_FAUwWG5zDWhHtY7&amp;v=01NYYkezys</a> Discuss why it is necessary to use symbols on a map.</td>
<td>5 mins</td>
</tr>
<tr>
<td>2</td>
<td>Learning objective: To understand why and how OS use symbols on maps. Understand the types of symbols used by the OS – abbreviations, lines, colour, drawings. Answers to student book activities: 1 a) b) Examples: Drawings: Lighthouse (in use) Lines: Cutting, embankment Abbreviations: CG: Cattle grid Colours: Nature reserve 2 a) View point, walks, nature reserves, picnic site, golf course, garden. b) Cutting, embankment; current or former place of worship with tower; buildings.</td>
<td>Show examples of different types of symbols using the different categories – using the OS flashcards that can be downloaded from the OS website, together with the examples of symbols shown in A. <a href="https://www.ordnancesurvey.co.uk/education/map-symbol-flashcards.html">https://www.ordnancesurvey.co.uk/education/map-symbol-flashcards.html</a> Activity 1: Pupils categorise the symbols shown in Diagram A. Activity 2: Pupils identify symbols on Map-flap E Map 1: Flamborough Head.</td>
<td>25 mins</td>
</tr>
</tbody>
</table>
### Episode 3

**Learning objective:**
To be able to locate places on an OS map using four- and six-figure grid references.

**Answers to student book activities:**
3. 
   - a) i) 5527;  ii) 5626;  iii) 5226
   - b) i) 554290;  ii) 522285;  iii) 521289;  iv) 542269;  v) 554273

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 mins</td>
</tr>
</tbody>
</table>

#### Plenary

**Introduce pupils to the Mapzone website**
https://www.ordnancesurvey.co.uk/mapzone/
This website has been developed by the OS for pupils and parents to work together to develop their map skills.

**Introduce the functions of the site and show the tools and games provided for pupils to consolidate their map skills developed through this unit of work.**
Pupils will need to download their own copies of the OS symbols for 1: 50 000 and 1: 25 000 (activity 4).
Emphasise the importance of making sure each pupil has developed these map skills in terms of future learning, encouraging ongoing use of the mapzone website, ideally with their parents.
The site also links to a national initiative Get Outside which they can explore together -
https://getoutside.ordnancesurvey.co.uk
This website provides further evidence of being a geographer in everyday life.

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
</tr>
</tbody>
</table>
1.7 How do OS maps show height, direction and slopes?

About the lesson

Pupils will have an understanding of direction and compass points from their primary school, this lesson begins with a quick recap of this. The main focus of the lesson is an introduction to the ways height is shown on OS maps. In particular pupils are introduced to the shapes of contour lines to begin to identify landforms on maps. A key aspect of this skill is developing the ability to imagine the contours in 3D. Diagrams C and D are provided to support pupils in this skill. It is less likely that pupils have developed an understanding of height on OS maps in their primary school. Using contours and imagining features in 3D will be progressed in future units of Progress in Geography. Lesson 6.4, for example involves pupils in drawing cross-sections across the River Tees valley at different locations.

Prior learning

In KS2 pupils are required to use the eight points of a compass. Lesson 1.6 recognising OS symbols, and using four- and six-figure grid references to locate places.

Learning objectives

• To understand how height is shown on OS maps.
• To identify contour patterns.
• To recap the points of a compass and direction.

Key geographical terminology

Spot height, triangulation pillar, contour, steep slope, gentle slope.

Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning objective: To recap the points of a compass and direction.</td>
<td>This element can be introduced either at the beginning or final episode of the lesson. Recap on the eight compass points through questioning to gauge how far pupils are familiar with them. Activity 1: Pupils draw a copy of the compass points. Activity 2: Pupils identify directions between places using Map-flap B Helvellyn. This provides an introduction to the map that will be used for the next episode of this lesson.</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>Eight points of a compass. Providing directions between places on an OS map.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = North</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NE = North East</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E = East</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SE = South East</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S = South</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW = South West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W = West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NW = North West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = North</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 a) North; b) South; c) East; d) South West; e) North West</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Create a need to know</td>
<td>Show OS video clip on how height is shown on maps and contour patterns. Activity 3: Pupils identify the three ways using the student book.</td>
<td>10 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 Spot height is marked by a black dot with the height shown in metres. Triangulation pillars are shown by a blue triangle with a dot in the middle and the height marked next to it. Contour lines are thin brown lines that join together places at the same height.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Episode 3
**Learning objective:**
- To understand how height is shown on OS maps.
- To identify contour patterns.

**Answers to student book activities:**
4 1 = steep; 2 = steep; 3 = gentle; 4 = steep.

Demonstrate to pupils how height is shown on maps using Diagram A and B and Map-flap B Helvellyn.

**Activity 4:** Show pupils examples of contour patterns using diagrams B and C and then visualising contours in 3D using map D compared with Map-flap B. At this stage, introduce the excellent Esri storymap about contours, focussing on Helvellyn.

**Time:** 15 mins

### Episode 4
**Learning objective:**
To identify contour patterns.

Use OS maps for two contrasting landscapes to identify height on maps.

**Answers to student book activities:**
5 a) Example: 3615 = steep; 3012 = gentle
b) 3615 – contour lines close together; 3012 – contour lines further apart.
c) 342152

6 a) Helvellyn has a lot of steep slopes, whereas most of Flamborough Head is flat or with gentle slopes. Pupils give examples of this with heights and grid references.
b) 52: 249707; 54: 246707; 49: 235705; 35: 231703
c) The lands gets higher – At Flamborough there is a spot height of 35 m, at 231703 towards Selwicks Bay there is a spot hieght of 52 m 249707.
d) It is not the highest land in the area, the triangulation pillar is on the hill top.

**Activities 5 and 6:** Pupils apply their understanding of how height is shown on maps using Map-flap B Helvellyn and Map-flap E Map 1 Flamborough Head.

**Time:** 15 mins

### Plenary
**How do OS maps show height and slopes?**

Pupils answer the enquiry title question.

**Time:** 5 mins
1.8 How can we use aerial photos with OS maps?

### About the lesson

In this lesson, map skills are progressed with the comparison of an OS map with an aerial photograph of the same size and scale. Pupils compare the map and photo to identify key features and locate them using six-figure grid references. Pupils draw a sketch map to identify key land uses shown on the OS map and the aerial photograph. This approach could be repeated for the local area either using OS map and matching aerial photos available in the geography department or using resources from Digimap for schools. Pupils could use Digimap and its tools to show land use types in the area.

### Prior learning

Pupils may have used aerial photos in KS2 in the NC for geography at KS2. They are required to present the human and physical features in the local area using a range of methods, including sketch maps. Lesson 1.6 recognising OS symbols, and using four- and six-figure grid references to locate places.

### Learning objectives

- To compare a vertical aerial photo with an OS map of the same scale.
- To identify features and land uses on an aerial photograph.
- To research and analyse a vertical aerial photo of your local area.
- To draw a sketch map to show different land uses.

### Key geographical terminology

- Vertical photograph; urban; rural.

### Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
</table>
| 1       | Create a need to know
        | Pupils are able to locate Southampton within the UK. In particular show the locational advantage of Southampton – with Southampton Water flowing to the Solent – providing access to the sea, but protected by the Solent and the Isle of Wight. This will be revisited in Unit 3 economy – investigating Southampton as a port. | Zoom through the scales from a global view to the view of Southampton, shown on Photo A and Map-flap D. The flap and aerial photo should be open in front of each pupil. Use GIS software on interactive whiteboard using either Digimap for schools, Google Earth or ArcGIS. If using Google Earth it is possible to zoom down to street view and get pupils to compare the stadium J marked on Photo A, move around Southampton, getting to know this locality. | 5 mins |
| 2       | **Learning objective:**
         | • To compare a vertical aerial photo with an OS map of the same scale.
         | • To identify features and land uses on an aerial photograph.
         | **Answers to student book activities:**
         | 1 A vertical photograph is one which has been taken with the camera axis directed toward the ground as vertically as possible.
         | 2 Urban areas have a high density of human land uses and structures such as houses, commercial buildings, roads, bridges, and railways. Most inhabitants of urban areas have non agricultural jobs. ‘Urban area’ can refer to towns, cities, and suburbs. | Explain and demonstrate the vertical aerial photo of Southampton, using Google Earth to explore around the city on the interactive whiteboard getting pupils to follow the route around on their aerial Photo A and Map-flap D. Introduce and demonstrate the character of urban and rural areas using the aerial photo. Activities 1–2: Pupils define vertical aerial photo, and urban and rural. | 25 mins |
### Unit 1 What is a geographer?

#### Episode 3

<table>
<thead>
<tr>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A rural area is open land that has few homes or other buildings, and not very many people. Many people live in a city, or urban area. Their homes and businesses are located very close to one another. In a rural area, there are fewer people, and their homes and businesses are located far away from one another. Farming is the main activity in most rural areas. Most people live or work on farms or hamlets, villages, towns, and other small settlements are in or surrounded by rural areas. These areas are sometimes called ‘the country’ or ‘countryside’. People who live ‘in the country’ often live in small villages, but they might also live somewhere where there are no other houses nearby.</td>
<td>Activity 3: Pupils compare the aerial photo and OS map to identify 10 features and further progress their ability to locate places using six-figure grid references.</td>
<td>30 mins</td>
</tr>
</tbody>
</table>

| Town A | Hythe – 421080 |
| Water Area B | Southampton Water 435086 |
| River C | River Itchen 434130 |
| Land use D | Container terminal 380124 |
| Type of road E | Motorway M271 372150 |
| Land use F | Farmland/fields Foxhill Farm 375082 |
| Land use G | Lord’s Wood woodland 396170 |
| Land use H | Power Station 396113 |
| Land use I | Southampton Airport 454170 |
| Building J | Football Stadium 429120 |

**Learning objective:**
To draw a sketch map to show different land uses.

Compare and analyse an OS map and aerial photo. Identify and locate different urban and rural land uses on a sketch map.

Create a land use key.

**Activity 4:** Pupils draw a sketch map. Pupils identify and label different urban and rural land uses.

**Stretch and Challenge Activity:**
The stretch and challenge activity can be expanded to create an additional lesson, where pupils repeat the activities for this lesson for their local area. Pupils will need similar resources – vertical aerial photo, OS map, and sketch frame for their local area. Once pupils have completed this activity they could then compare the Southampton area with their locality.

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### 1.9 How do you investigate a locality by conducting fieldwork?

#### About the lesson
This lesson introduces the idea of conducting fieldwork, as part of being a geographer. The main focus of the lesson is the importance of using OS maps and photos to conduct fieldwork and follow a route. The activities for this lesson progress and consolidate the map skills introduced through this unit of work – symbols, grid references, direction. Activities 1–4 could be used as an assessment to identify pupil map skill capability. Activity 3 introduces field-sketching. Activity 5 introduces the idea of conducting fieldwork, following a route and drawing a field-sketch of a locality. This could be developed as an additional lesson, using Lesson 1.9 as an introduction to conducting fieldwork in the local area of the pupil’s new secondary school.

#### Prior learning
The NC for KS2 geography requires that pupils use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Lesson 1.9 can be used to discover whether pupils can do this and apply the skills to a different context.

Lesson 1.6 recognising OS symbols, and using four- and six-figure grid references to locate places.

#### Learning objectives
- To locate photographs on an OS map.
- To compare ground level photos with an OS map.
- To follow a route on an OS map.

#### Key geographical terminology
Groyne, fieldwork, field-sket.

#### Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a need to know</td>
<td>As in Lesson 1.8, zoom through the scales from a global view to the view of Seaford, shown on photos B–K and Map D. Use GIS software on interactive whiteboard using either Digimap for schools, Google Earth or ArcGIS. If using Google Earth, it is possible to zoom down to street view and get pupils to compare the photos. Move around Seaford getting to know this locality.</td>
<td>5 mins</td>
</tr>
<tr>
<td>2</td>
<td>Learning objective:</td>
<td>Note the photos B to K are not in the order of the route, this needs to be pointed out to the pupils, part of the initial discussion before the activities is for pupils to compare the route description with the OS map, follow the route and identify where the photos are along the route – looking for clues on the map and the photos.</td>
<td>35 mins</td>
</tr>
<tr>
<td>Episode</td>
<td>Geography that you want pupils to know and understand at each episode of the lesson</td>
<td>Learning activities and resources to support pupil progress</td>
<td>Time</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Answers to student book activities: 2</td>
<td>The group walked up from Seaford seafront at 479989, along the footpath South East to Seaford Head at 493978, being careful to keep away from the edge of the cliff, having seen the warning sign. They then followed the clifftop path East to South Hill, stopping at 515980 to marvel at the fantastic view of the cliffs called Seven Sisters to the east, and went South East to the groynes at Cuckmere Haven at 506976. The group recorded their observations at the beach before resuming their walk North along the path, Vanguard Way, following the valley fo the River Cuckmere. The completed the walk at the public house at 504994 next to the bridge across the river carrying the A259.</td>
<td>Activities 1–4, can be used as an assessment. Pupils compare the 1:50 000 OS map with the ground level photos to describe the route taken providing six-figure grid references, and the direction followed between each stop. Pupils identify the six-figure grid reference for each photo using the title clues.</td>
<td>20 mins</td>
</tr>
</tbody>
</table>
| 3 | a) Direction – NW  
b) Town 1 Seaford ; town 2 Newhaven | Pupils draw a field-sketch form Photo B to be labelled. | 20 mins |
| 4 | Photo E – Martello Tower, 485984  
Photo F – Groyne, 488982  
Photo G 515980  
Photo H 494977  
Photo I 503993  
Photo J 503978  
Photo K Groynes 506976 | An additional lesson can be created where pupils are provided with an OS map to plan a route, conduct fieldwork, taking their own photos of the route and draw a field-sketch to show key features of the locality. |
1.10 What is a geographer? Review

About the lesson
This lesson provides a review of the skills progressed through this unit. The overarching learning objectives for the unit, provided in the create a need to know Lesson 1.1 are now repeated, but as outcomes pupils have now learnt, and this lesson is to find out what they have remembered and understood. In other words, this lesson assesses understanding of the content of the unit. Pupils investigate Scarborough in North Yorkshire, applying their newly developed skills to a different context, with a 1:25 000 OS map and a ground level photo of the town.

Prior learning
The skills developed across the unit are assessed.

Overarching learning outcomes for the unit
Pupils will answer questions that assess what they have learnt in this unit:
- what it means to be a geographer
- to ask geographical questions
- to conduct geographical enquiries
- key aspects of studying people and places
- how to use geographical data, including maps.

Teaching and learning activities

<table>
<thead>
<tr>
<th>Episode</th>
<th>Geography that you want pupils to know and understand at each episode of the lesson</th>
<th>Learning activities and resources to support pupil progress</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Create a need to know</td>
<td>Discussion about what has been learnt in Unit 1, using the overarching outcomes. Activity 1: Pupils look back and identify all the different places studied in the first unit.</td>
<td>5 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td>Answers 2–3: Pupils answer these initial questions, identifying why maps are important in studying places; how places are located on a world map and OS map.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>They present an accurate presentation of the area shown in terms of physical and human characteristic features. It is possible to use maps to identify where places are located, and the routes and features between them. It is possible to use maps to get to know what places are like.</td>
<td>Activity 4: Pupils identify the scale of the map. Activity 5: Pupils are assessed on their ability to identify OS symbols, locate palces using six-figure grid references, identify contour patterns.</td>
<td>10 mins</td>
</tr>
<tr>
<td>3</td>
<td>Scarborough investigation</td>
<td>Activity 4: Pupils identify the scale of the map. Activity 5: Pupils are assessed on their ability to identify OS symbols, locate palces using six-figure grid references, identify contour patterns.</td>
<td>15 mins</td>
</tr>
<tr>
<td></td>
<td>Answers to student book activities:</td>
<td>Answers 4</td>
<td></td>
</tr>
</tbody>
</table>
### Episode 4

**Geography that you want pupils to know and understand at each episode of the lesson**

| 4 | Compare ground level photo with OS map of Scarborough  
|   | Answers to student book activities:  
|   | 6 a)  
|   | 1 – Church 047891  
|   | 2 – South Sands 045883  
|   | 3 – Lifeboat Station 047887  
|   | 4 – Scarborough Castle 051893  
|   | 5 – Lighthouse 049886  
|   | 6 – Luna Park Fun Fair 053888  
|   | 7 – East Harbour 052886  
|   | c) – Camera was pointing NE. |

**Learning activities and resources to support pupil progress**

Activity 6: Pupils compare a ground level photo of Scarborough with the OS map to identify marked features. Pupils describe Scarborough using the geographical data to answer the enquiry questions.

**Time**

15 mins

| Plenary |  |

**Activity 7:** Pupils describe their favourite place possibly using the enquiry questions.  
**Activity 8:** Pupils look at vision statement flap A and identify which aspects they have made progress on during this first unit.  
**Key element to mention – Use different maps routinely linked to the future learning box. Again at this final stage of the unit it is important to emphasis that the map skills developed during this unit will be used further and progressed throughout the course.  

**Time**

15 mins
1. Look at the satellite image of the world below.

Name the continents and oceans. [11]

<table>
<thead>
<tr>
<th>1</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
2. Look at the chart below.

![Chart showing percentages of the world covered by oceans and continents.](chart.png)

a) What percentage of the world is covered by oceans? [1]

b) What percentage of the world is covered by continents? [1]

3. Study Tables A and B. below

<table>
<thead>
<tr>
<th>Continent</th>
<th>Area (millions of km²)</th>
<th>Continent</th>
<th>Millions of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>44.6</td>
<td>Asia</td>
<td>4300</td>
</tr>
<tr>
<td>Africa</td>
<td>30.1</td>
<td>Africa</td>
<td>1111</td>
</tr>
<tr>
<td>North America</td>
<td>24.5</td>
<td>Europe</td>
<td>743</td>
</tr>
<tr>
<td>South America</td>
<td>17.8</td>
<td>North America</td>
<td>565</td>
</tr>
<tr>
<td>Antarctica</td>
<td>13.2</td>
<td>South America</td>
<td>407</td>
</tr>
<tr>
<td>Europe</td>
<td>9.9</td>
<td>Oceania</td>
<td>38</td>
</tr>
<tr>
<td>Oceania</td>
<td>8.1</td>
<td>Antarctica</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table A:** The continents by land area  
**Table B:** The continents by population

a) Draw a bar chart on separate graph paper to show the area of each continent. [1]

b) Using Tables A and B, describe the world's continents. [2]
4. Look at the map below.

a) Name the countries.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

b) Write a paragraph about what you know about North and South America.

[4]

Copyright: Sample material
5. Look at the map below.

a) Name the countries and the seas. [7]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

b) Write a paragraph about what you know about Europe. [4]

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6. Name the four countries of the United Kingdom and their capital cities. [8]

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital city</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

7. Look at the world map below.

![World Map Image]

a) Which line of latitude divides the world into two halves? [1]

b) Which line of longitude divides the world into two halves? [1]

c) Look at the location of points A–I on the map. Which places are north of the Arctic Circle? [1]

d) Match the following co-ordinates to places on the map. [2]

<table>
<thead>
<tr>
<th>Co-ordinates</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>40°N 120°W</td>
<td></td>
</tr>
<tr>
<td>40°S 170°E</td>
<td></td>
</tr>
</tbody>
</table>

Copyright: Sample material
8. Look at the map below.

Map A: 1: 25 000 OS map extract of Scarborough in North Yorkshire

Using the map extract and a key for 1: 25 000 OS maps, answer the following questions:

a) What features or symbols are at the following grid references? [2]
   i) 028896 __________________________
   ii) 039884 __________________________

b) Give the six-figure grid reference for the following features on the map: [2]
   i) a viewpoint ______________________
   ii) a superstore ______________________

c) Which direction would you need to travel in if you were going from Northstead to Newby? [1]
   ____________________________

   d) On a 1:25 000 OS map extract, 1 cm on the map is equal to 250 m on the ground. Give the distance between Prospect Mount and Stepney Hill Farm. [1]
9. Look at Photo B below showing a beach at Scarborough and compare it to the OS map extract on page 6.

a) Name and give the grid references of the locations numbered 1 to 3 on the photo. [3]
   
i) 1 __________________________
   
ii) 2 __________________________
   
ii) 3 __________________________

b) In which direction was the camera pointing? [1]

Total: 60
**KS3 Baseline assessment answers**


2. a) 70.5% [1]; b) 29.55 [1]

3. a) Correctly draw bar chart. [1]
   b) There should be reference to the fact that the land area of continents does not relate to the population size [1], with examples given for at least one continent [1].

4. a) 1: Canada; 2: USA; 3: Mexico; 4: Brazil; 5: Chile; 6: Argentina [6]
   b) 1 mark for each correct description of the location and characteristics of the human and physical features of North and South America, including its environmental regions, key physical and human characteristics, countries and major cities.

   Examples:
   • Description of the important physical features of North and South America: A long mountain chain runs down the western sides of both North and South America. The Rockies are in North America and the Andes are in South America. The lower eastern sides are dominated by huge river basins such as the Amazon, Mississippi and La Plata.
   • Description of the climate of North and South America.
   • Description of the human geography of North and South America. The population of North and South America is nearly a billion, with over 65 per cent living in the three largest countries by population: USA, Mexico and Brazil.
   • Identification and location of some of the countries in North and South America, and the capital cities within those countries.

   Award up to 4 marks. [4]

5. a) 1: Russia; 2: Italy; 3: Spain; 4: Germany; 5: Finland; 6: North Sea; 7: Mediterranean Sea [7]
   b) 1 mark for each correct description of the location and characteristics of the human and physical features of Europe, including its environmental regions, key physical and human characteristics, countries and major cities.

   Examples:
   • Description of the important physical features in Europe, including mountains, rivers and seas.
   • Description of the climate of Europe.
   • Description of the human geography of Europe: Identification and location of some of the countries in Europe, and the capital cities within those countries.

   Award up to 4 marks. [4]


7. a) Equator [1]; b) Prime Meridian [1]; c) G [1]; d) 40N 120W = F; 40S 170E = I [2]

8. a) i) school; ii) Tourist Information [2]; b) i) 039871 or 049868 ii) 035882 [2]; c) West [1]; d) 1.75m [1]

9. a) i) 1 South Sands: 045883; ii) 2 Scarborough Castle: 051893; iii) 3 Luna Park Fun Fair: 053888 [3]
   b) The camera was pointing NE. [1]

Total: 60