

1<sup>st</sup> ESO

PLANNING

Subject: Geography

Unit 1: The Earth

CONTENT	COMMUNICATION		COGNITION	SUPPORT STRATEGIES	
Learning outcomes	Activities	Resources	Thinking Skills	Language of Learning	Assessment
<p><b>To Know:</b></p> <ul style="list-style-type: none"> <li>- The earth's relief and its different forms such as mountains, valleys, plains.</li> <li>- The parts of a river and the difference between a river and a tributary.</li> <li>- The most important mountain ranges and rivers of the world.</li> </ul> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- Locate continents and oceans on a world map.</li> <li>- Read physical maps.</li> <li>- Read a diagram</li> <li>- Apply geographic coordinates on a map.</li> <li>- Use specific vocabulary</li> <li>- Process information</li> </ul> <p><b>To be aware of:</b></p> <ul style="list-style-type: none"> <li>- the wide variety of geographical features around the world</li> </ul>	<ul style="list-style-type: none"> <li>- Activate prior knowledge</li> <li>- Similarities and differences</li> <li>- Classify landscape features</li> <li>- Match the vocabulary to pictures</li> <li>- Gap fill</li> <li>- Jig-saw (activity)</li> <li>- Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Visuals: diagrams, pictures, maps</li> <li>- Text</li> <li>- website</li> </ul>	<ul style="list-style-type: none"> <li>- Finding relevant information</li> <li>- Classifying information</li> <li>- Comparing and contrasting</li> <li>- Interpreting visuals vocabulary</li> <li>- Analysing and ordering</li> <li>- Defining and describing</li> <li>- Summarizing</li> </ul>	<p><b>Vocabulary</b> Work bank Geography terms</p> <p><b>Structures</b> Present tenses</p> <p><b>Functions</b> Describing geography features</p>	<p>Can the students:</p> <ul style="list-style-type: none"> <li>- Locate oceans and continents</li> <li>- Use compass points on a map</li> <li>- Define the different forms of relief</li> <li>- Identify the river parts</li> <li>- Say the name of the most important rivers and mountain ranges of the world and locate them on a map.</li> </ul>

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Subject: Geography

Lesson 1: Oceans and Continents

**PLANNING**

Unit 1: The Earth

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know: Continents and Oceans</p> <p>To be able to: Locate continents and oceans on a world map</p> <p>To be aware of: Co-operating with others Compass points</p>	<p>Label the map Gap fill in pairs Describing location</p> <p><i>Extension:</i> Describing location <i>Support:</i> Classify features</p>	worksheets	<p>Processing relevant information Comparing and contrasting Describing</p>	<p><i>Vocabulary</i></p> <p><i>Structures</i> Present tenses Superlatives</p> <p><i>Functions</i> Comparing Describing location</p>	

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Subject: Geography

Lesson 2: The Earth's relief

**PLANNING**

Unit 1: The Earth

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know:</p> <ul style="list-style-type: none"> <li>– The Earth's crust</li> <li>– The earth's relief forms such as mountains, valleys and plains</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– Identify the relief forms on a physical map</li> <li>– Read a diagram</li> </ul> <p>To be aware of: Co-operating with others</p>	<p>Label the diagram Answer the questions Match two columns Difference Identify features Classify features Complete the table Draw conclusions</p> <p><b>Extension:</b> Locate features of relief of the students country</p> <p><b>Support:</b> Revise features</p>	worksheets	<p>Processing relevant information Identifying Matching Giving reasons Classifying Making conclusions</p>	<p><b>Vocabulary</b></p> <p><b>Structures</b> Present tenses</p> <p><b>Functions</b> Comparing and contrasting</p>	

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Subject: Geography

Unit 1: The Earth

Lesson 3 and 4: Rivers and lakes. Mountains and rivers of the world

## PLANNING

CONTENT	COMMUNICATION		COGNITION	SUPPORT STRATEGIES	ASSESSMENT
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know:</p> <ul style="list-style-type: none"> <li>– The parts of a river</li> <li>– the difference between a river and a tributary.</li> <li>– The names and locations of the main rivers and mountains in the world</li> </ul> <p>To be able to:</p> <ul style="list-style-type: none"> <li>– Identify the river features in a diagram and on a map</li> <li>– Locate rivers and mountains on a world map</li> </ul> <p>To be aware of: Co-operating with others</p>	<p>Identify features True / false Locating information and talking about the data Group work finding mountains and rivers Information exchange Jig-saw Note-taking</p> <p><b>Extension:</b> Completing the table</p>	<p>worksheets Atlases Maps</p>	<p>Processing relevant information Identifying Comparing information</p>	<p><b>Vocabulary</b> work bank about rivers and mountains</p> <p><b>Structures</b> Present tense</p> <p><b>Functions</b> Reporting facts</p>	

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PLANNING

Subject: Geography

Unit 2: Climate

CONTENT	COMMUNICATION		COGNITION	SUPPORT STRATEGIES	
Learning outcomes	Activities	Resources	Thinking Skills	Language of Learning	Assessment
<p><b>To Know:</b></p> <ul style="list-style-type: none"> <li>- The difference between weather and climate.</li> <li>- The elements of climate such as temperatures and precipitation.</li> <li>- The factors of climate such as latitude, altitude, distance from the sea and prevailing winds.</li> <li>- The main climate zones of the world</li> <li>- Climate change</li> </ul> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- Read a climograph.</li> <li>- Read climate maps.</li> <li>- Read a diagram</li> <li>- Use specific vocabulary</li> <li>- Process information</li> </ul> <p><b>To be aware of:</b></p> <ul style="list-style-type: none"> <li>- The wide variety of world climates</li> <li>- The influence of climate in our lives</li> </ul>	<ul style="list-style-type: none"> <li>- Activate prior knowledge</li> <li>- Locating information and writing sentences</li> <li>- Classify types of weather</li> <li>- Match the vocabulary to pictures</li> <li>- Gap fill</li> <li>- Web search</li> <li>- Completing concept map</li> <li>- Information transfer</li> <li>- Sentence completion</li> <li>- Questionnaire</li> <li>- Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Visuals: diagrams, pictures, maps</li> <li>- Text</li> <li>- websites</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying key facts</li> <li>- Classifying information</li> <li>- Comparing and contrasting</li> <li>- Interpreting graphs</li> <li>- Interpreting maps</li> <li>- Analysing and ordering</li> <li>- Defining and describing</li> <li>- Summarizing</li> </ul>	<p><b>Vocabulary</b> Work bank climate terms</p> <p><b>Structures</b> Present tenses Question forms</p> <p><b>Functions</b> Describing graphs and maps</p>	<p>Can the students:</p> <ul style="list-style-type: none"> <li>- Explain the difference between weather and climate.</li> <li>- List the elements of climate such as temperatures and precipitation.</li> <li>- Distinguish factors of climate such as latitude, altitude, distance from the sea and prevailing winds.</li> <li>- Identify main climate zones of the world</li> <li>- Interpret a climograph</li> </ul>

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Subject: Geography

Lesson 1: Weather and climate

**PLANNING**

Unit 2: Climate

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know: The difference between weather and climate.</p> <p>To be able to: – Use specific vocabulary – Process information – Read a weather map</p> <p>To be aware of: Co-operating with others</p>	<p>Classifying types of weather Multiple choice Information transfer</p> <p><b>Extension:</b> Describing location <b>Support:</b> Classify features</p>	worksheets	<p>Classifying Identifying key facts Interpreting visuals</p>	<p><b>Vocabulary</b> Word bank weather terms</p> <p><b>Structures</b> Present tenses</p> <p><b>Functions</b> Describing forecast</p>	

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Subject: Geography

Lesson 2: Elements of climate

**PLANNING**

Unit 2: Climate

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know: The elements of climate such as temperatures and precipitation.</p> <p>To be able to: Read a climograph.</p> <p>To be aware of: Co-operating with others</p>	<p>Writing sentences</p> <p>Reading a diagram</p> <p>Information transfer</p>	<p>worksheets</p>	<p>Identifying key facts</p> <p>Interpreting graphs</p>	<p><i>Vocabulary</i></p> <p>Word bank</p> <p>climograph</p> <p><i>Structures</i></p> <p>Present tenses</p> <p><i>Functions</i></p> <p>Describing graphs</p>	

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Subject: Geography

Lesson 3: Factors involved in climate

**PLANNING**

Unit 2: Climate

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know: The factors of climate such as latitude, altitude, distance from the sea and prevailing winds</p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>- Read a diagram.</li> <li>- Process information</li> </ul> <p>To be aware of: Co-operating with others</p>	<p>Match the vocabulary to pictures</p> <p>Gap fill</p> <p>Information transfer</p> <p>Using concept maps</p>	<p>worksheets</p> <p>visuals</p>	<p>Identifying key facts</p> <p>Interpreting diagrams</p> <p>Analysing and ordering</p>	<p><b><i>Vocabulary</i></b> Word bank climate</p> <p><b><i>Structures</i></b> Present tenses</p>	



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Subject: Geography

Lesson 4: Climates of the world

**PLANNING**

Unit 2: Climate

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
<p>To Know: The main climates zones of the world The main characteristics of some climates</p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>- read a climate map.</li> <li>- look for climate information</li> </ul> <p>To be aware of:</p> <ul style="list-style-type: none"> <li>- The wide variety of world climates</li> <li>- Classmates cultures</li> </ul>	<p>Identifying key facts Information transfer Web search Questionnaire Table completion Note-taking Making fact files</p>	<p>Worksheets visuals websites</p>	<p>Identifying Interpreting Analysing and ordering Comparing and contrasting Summarising</p>	<p><i><b>Vocabulary</b></i> Word bank climate</p> <p><i><b>Structures</b></i> Present tenses Question forms</p>	

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Subject: Geography

Lesson 5: Climate change

**PLANNING**

Unit 2: Climate

<b>CONTENT</b>	<b>COMMUNICATION</b>		<b>COGNITION</b>	<b>SUPPORT STRATEGIES</b>	<b>ASSESSMENT</b>
Learning outcomes	Activities	Resources	Thinking Skills	Learning	Assessment
To Know: Climate change  To be able to: give an opinion  To be aware of: The influence of climate in our lives	Contextual prediction Information transfer	Worksheets	Finding relevant information Making deductions Giving opinions	<i>Vocabulary</i>  <i>Structures</i> I think/ I believe that ... because	