Fantastic Geographies Scheme of Work - Young People's Geographies

Key Ideas/ Key Questions	Learning Outcomes	Learning activities	Resources	Assessment Opportunities	Homework and support
INTRO TO YPG What is young people's geographies? How can we make geography more relevant to our local lives? Place Space Culture Adult Intervention	**All** – To give definition and features of young people's geographies **Most** – To explain how their local lives are influenced by young people's place, space + culture and develop interpretation skills **Some**- To explain how adults interfere and intervene with young people's lives	▪ Mind maps ▪ Statements to describe localities ▪ Maps of experience ▪ Plenary – comparison tables (comparing local lives and experiences using maps of experience with peers)	▪ A3 plain sheets ▪ Exemplar maps of experience ▪ YPG video ▪ Photos ▪ Comparison tables ▪ PowerPoint	Informal through statements and maps of experience. Verbal feedback on comparison tables	▪ Finish off maps of experience
ADULT INTERVENTION + THE MOSQUITO DEVICE How do adults influence young people's lives? What are the stereotypical views of teenagers?	**All** – Understand typical stereotypical views and why adults intervene **Most** – to develop opinion and arguments through development of a campaign for/against mosquito device **Some**- understand the complexity of	▪ **Starter** –List crimes and anti-social behaviour that young people might be involved in ▪ Mind map ideas on how adults deal with these crimes ▪ Introduce concept of mosquito device and feedback experiences ▪ Advantages and Disadvantages table ▪ Model Buzz off campaign video - Sir Al Aynsley Green ▪ Produce campaigns in	▪ Buzz Off campaign video and website ▪ PowerPoint- how mosquito device works ▪ AD and DISAD tables ▪ Resources for campaign- paper, coloured pencils, card etc.	Peer assessment of campaigns next lesson	▪ Buzz off campaign website and poster sheets

What crimes do teenagers commit? Where and why has the mosquito device been introduced? How can we help to break down barriers?	intergenerational relationships and the barriers created between the old and young.	pairs/3's for or against mosquito device			
MOSQUITO DEVICE CAMPAIGNS Why are we campaigning? What are the effects of the Mosquito device?	**All** – will understand why the mosquito was introduced and develop at least 3 reasons for or against it **Most**- will understand the features of a detailed campaign and develop good resources for or against the problem **Some**- will be able to develop presentation and explanation skills through their campaign.	▪ **Starter**- recap aims and expected outcomes of campaign groups ▪ Allow 30 mins for campaign and to organise presentation ▪ Presentations- peer voting ▪ **Plenary**- recap and vote for best campaign	▪ PowerPoint of mosquito device for recap ▪ Campaign resources from last lesson ▪ Peer voting sheets	Peer assessment	▪ Resources from last lesson
HOW HAVE ADULTS INTERVENED AROUND THE SCHOOL- inclusion and exclusion zones	**All** – identify areas of inclusion and exclusion around the school site **Most** – develop an idea to	▪ **Starter**- Introduce fieldwork and what is expected of them ▪ Conduct fieldwork in groups around the school using zone map and tables ▪ Feedback ideas	▪ School map with marked zones ▪ Data collection tables ▪ A4 paper to mind map ideas when back in classroom	Informal- group work and interaction	▪ Develop idea for planning area ▪ Peer/ group work for support

What different areas can we identify around school? Why do we feel included/excluded in certain areas? How could we plan to improve a certain area of the school?	improve a certain area of the school **Some –** understand the complexities of social space and develop an idea to break down social barriers	▪ Conclude an area for development for next lesson			
DEVELOPMENT OF SCHOOL AREA/ZONE -which zone needs developing? -why and how do we go about land use planning?	All- come up with an idea for developing the school zone Most- will understand and determine ways in which to break down social barriers Some- will understand how youth culture influences consumption of space ,	▪ Starter- recap area for development ▪ Put pupils into teams of 4/5 and give list of criteria to develop the zone ▪ Assign roles within group- designer, funding, implications, model+jingle ▪ Present ideas	▪ Criteria sheets ▪ School zone sheets and write up from last lesson ▪ Paper, pencils and design equipment	Group work and peer assessment	▪