

Lesson 1 Where shall I live

Aims and outcomes

Students will learn:

- how to reflect on their own geographical thinking and values;
- to appreciate how and why different people hold different views about recycling;
- how to express their own views and begin to suggest geographical questions relevant to housing market issue and needs;
- to communicate through speaking and listening, using geographical vocabulary

Starter

Ask the class:

- Where do you live?
- How do they get there?
- Where do members of your family work? Use extended families if immediate ones don't provide enough examples.

Draw a simple diagram showing journeys on the board and make a rough estimate of kilometres travelled each day.

Work out the proportions of class who walk, drive, take the train or ride a bike, have a lift with someone else.

Main activity

Introduce two big questions to the class.

- How sustainable is living in the country and working in the city?
- How can the design and location of new housing contribute to a more sustainable society?

Students work in groups. Half class work on each question.

They use Resource 1, the Development Compass Rose, to check their understanding of these 'big questions' by raising queries about the questions, sharing observations and descriptions, and perhaps by sharing experiences.

Plenary

Share results to each question. Produce a list of points for everyone. Display these to others either by using the interactive whiteboard, or by displaying them around the room.

Ask the students to keep this work safe, since they will need to refer to it later.