

# Introduction

*Managing Cover Lessons – Geography*

*Managing Cover Lessons – Geography* contains worksheets for use in lessons when the subject teacher is not available. The worksheets may also be used for testing and for reinforcing a particular topic. The material is based around the National Curriculum attainment targets, from Levels 3 to Exceptional Performance (EP). Answers are provided on pages 59 and 60.

## How to use this pack

These worksheets can be used in many ways; one recommended approach is outlined below. This method should be followed at the start of the school year, so that you can use the material at short notice during term time without preparation.

- Photocopy a batch of each worksheet in this pack. The number photocopied depends on how many students will need them, and whether the sheets are to be used for purposes other than staff absence.
- You will need at least 34 boxes which fit A4 paper in them. Put copies of each worksheet in separate boxes. Label each box with the worksheet title and the relevant level, and then store the boxes in an accessible place in the geography department.
- The **worksheet summary table** (page 2) outlines the resources and preparation needed (if any) for each worksheet. This can be used for reference. Note that students need a set of dice for **HEP snakes and ladders** (page 9). You may wish to enlarge the board to A3 before distributing this worksheet. The students need Ordnance Survey map extracts for **Rural–urban fringe land-use** (page 37). Textbooks are needed for **Fragile planet** (page 49).
- Photocopy a supply of **cover sheets** (page 3). Use one copy for each day of absence.
- Photocopy 34 **worksheet records** (page 4) and add the title of one worksheet to each copy. Maintaining this set of records throughout the school year will ensure that classes are never set the same worksheet twice.
- Photocopy 34 **instruction sheets** (page 5). You may wish to photocopy extra copies to reduce the preparation time in advance for future lessons. Add any worksheet-specific information on this sheet, such as the extra materials required. You may wish to provide additional guidance for the younger/less able classes, eg the atlas page(s) to be used to answer certain questions.

## Worksheets

Each worksheet is self-contained, thus minimising the time required for lesson preparation. The material is designed so that work can be introduced and supervised by teachers who are not familiar with this subject. The last activity on each sheet is intended as a 'follow-up' and can be undertaken for homework.

Other titles in this series, also published by Pearson Publishing, include:

- *Managing Cover Lessons – Art and Design*
- *Managing Cover Lessons – English*
- *Managing Cover Lessons – Science*
- *Managing Cover Lessons – MFL*

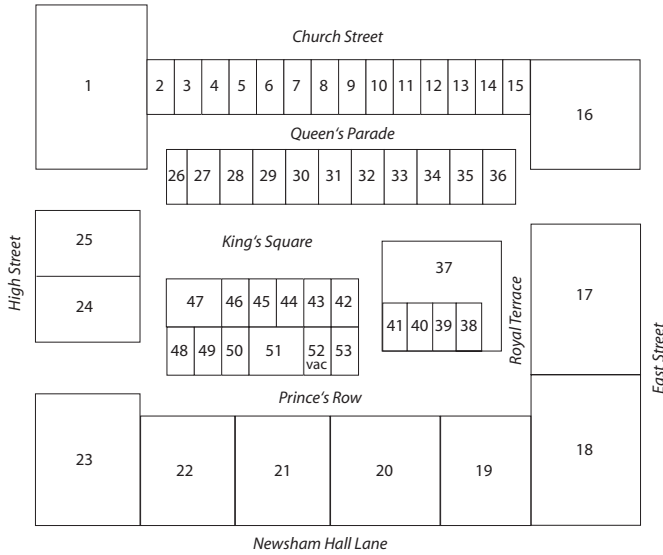
Meg Gillett  
April 2003

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# L3-4: Indoor shopping centres

Managing Cover Lessons – Geography

All cities and large towns have at least one indoor shopping centre in their central area. The plan below shows a typical shopping centre. The numbers in the plan refer to the shop types, listed in the key:



Key	Shop type	Shop numbers
<input type="checkbox"/>	Chain store	17, 20, 23
<input type="checkbox"/>	Electrical goods	22, 40, 49
<input type="checkbox"/>	Hairdresser	2, 33, 43, 46
<input type="checkbox"/>	Ladies' fashion	3, 5, 11, 15, 19, 25, 28, 31, 32, 37, 39, 42, 47, 51
<input type="checkbox"/>	Menswear	4, 10, 13, 14, 21, 44
<input type="checkbox"/>	Pharmacy/chemist	16, 24
<input type="checkbox"/>	Restaurant/café	9, 41, 45
<input type="checkbox"/>	Shoes and shoe repair	7, 8, 26, 35, 48, 53
<input type="checkbox"/>	Sports and leisure	3, 36, 50
<input type="checkbox"/>	Stationery/bookshop	12, 34, 38
<input type="checkbox"/>	Supermarket	1, 18
<input type="checkbox"/>	All other businesses	27, 29, 30
<input type="checkbox"/>	<b>vac</b> Vacant property	52

## Tasks

- Look at the key. Colour in the boxes next to the 'Shop type' column, using a different colour for each type of shop.
  - Now look at the plan. Colour in the shop boxes according to the numbers in the key. For example, if you coloured the 'Chain store' shop type red, colour units 17, 20 and 23 in red.
- One example of a major chain store is Marks & Spencer. Name another three:
    - .....
    - .....
    - .....
  - Write down five different kinds of business which would fit in the category 'All other businesses'.
    - .....
    - .....
    - .....
    - .....
    - .....
  - On the back of this sheet, explain how each of the types of shop listed above is spread around this shopping centre. For example, you could say whether each type is near the sides of the centre, near its corners, near its entrances, in its middle area, or does not seem to follow a pattern at all.

## Follow-up

Consider an indoor shopping centre near your home. List the ways in which the centre is:

- **similar to** the shopping centre above
- **different from** the shopping centre above.

Name:	Class:
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The heart of a town or city is often called its **Central Business District (CBD)**. This is a good name for it because:

- **Central** shows that this area is in the middle of a town.
- **Business** shows that this area is very important for banks, shops and many other kinds of business.
- **District** is another word for any part of a town.



## Tasks

1 Fill in the list below by writing some examples of each kind of building or business which you might find in the CBD of a large town. Some examples have already been given.

### Names/kinds of:

### Examples

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| • Big shops                           | Marks & Spencer,.....             |
| • Small shops                         | Thorntons (chocolate shop), ..... |
| • Banks                               | HSBC, .....                       |
| • Building societies                  | .....                             |
| • Estate agents                       | .....                             |
| • Places to eat                       | McDonald's,.....                  |
| • Hotels and pubs                     | .....                             |
| • Transport facilities                | Bus station,.....                 |
| • Public buildings                    | Church, Police station,.....      |
| • Kinds of entertainment              | Cinema, .....                     |
| • Other buildings                     | Multi-storey car park, .....      |
| • Open spaces                         | Open-air car parks, .....         |
| • Gardens or parks in a town you know | .....                             |

2 The land in CBD areas is very expensive. On the back of this worksheet, suggest reasons for the following. Remember to answer in full sentences.

- Few people live there, but the area is often crowded during the day and in the evening.
- People who do live there often live in flats.
- Many CBD buildings are multi-storey.



## Follow-up

On the back of this worksheet, draw **either** a view **or** a plan of a typical CBD area. Finish your view/plan by adding labels to show its main features.

**Tasks**

1 This table shows a number of changes in energy sources in the UK.

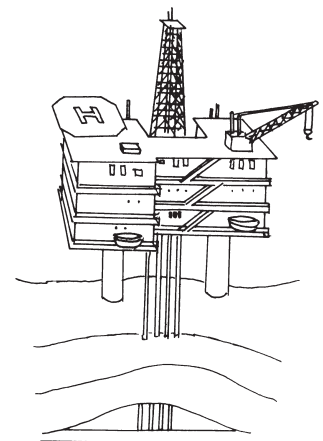
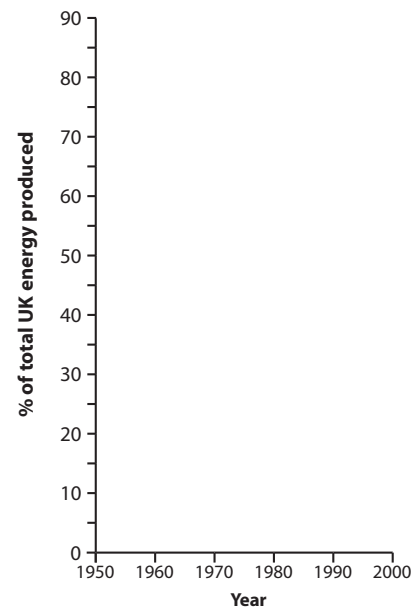
Energy source(s)	1950	1960	1970	1980	1990	2000
Coal	89.7	85.3	47.1	37.3	31.5	16.5
Oil	9.9	13.9	44.5	34.9	36.2	32.5
Natural gas	0	0	4.9	22.7	24.1	41.2
Nuclear energy	0	0	2.9	4.3	7.7	8.5
Hydroelectric power	0.4	0.8	0.6	0.8	0.2	0.2
Renewables and waste material	← Only very small amounts →				0.3	1.1
Total (%)	100	100	100	100	100	100

Copy the graph opposite onto a separate piece of paper, then plot the figures above onto it. Use ruler-drawn straight lines, not curves, to link your dots, and use a different colour for each energy source. Label the lines.

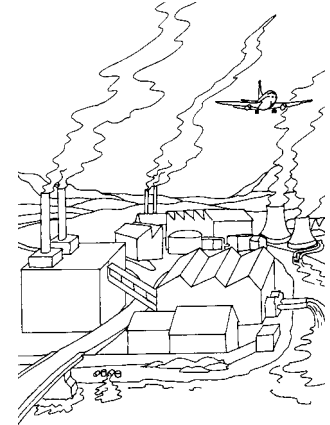
2 On the back of this sheet, use your completed graph to describe the way in which each energy source changed between 1950 and 2000. You are expected to write much more than just 'It went down or up'! Suggest a variety of reasons for each of the changes you describe.

You may find it helpful to consider the following questions:

- Is it a fossil fuel, which cannot be replaced and has taken millions of years to create?
- Is it a renewable source, which means it can be replaced within your lifetime?
- Is it an inexhaustible resource, which means that it will always be available?
- Is it a source which is likely to cause pollution? If so, which kind of pollution (eg air, water pollution)?
- Is it an eyesore, which is likely to spoil the look of the countryside?
- Does using it make a lot of noise or make unpleasant smells?
- Is its fuel easy to move? Is the fuel heavy or needed in large quantities? Can its fuel be pumped through pipelines?
- Does using it leave waste material (eg ash after being burnt)?
- Can it produce a constant supply of electricity, or does its ability to generate electricity depend on natural events such as storms, tides, waves and winds?



Most of our oldest factories were built next to canals and railways. Recently, it has become much more usual to build them next to main roads and to cluster groups of factories onto large sites called **industrial estates**. These estates are often located on the edges of towns and cities.



## Tasks

Answer the following questions on a separate piece of paper.

- 1 Suggest different reasons why:
  - a New factories are often grouped together on industrial estates, instead of being scattered throughout a town.
  - b Industrial estates tend to be built on the edges of built-up areas.

An ideal site for an industrial estate would have all of the following **location factors**:

- Flat land on which to build – but not where there is any risk of flooding.
  - Enough land for all its factories to be single-storey buildings.
  - Enough land for each factory to have adequate and separate parking areas for lorries and workers' cars.
  - Plenty of 'open' adjacent land to allow for factories to expand in the future.
  - Some nearby attractive recreational open space where workers can relax during break times.
  - Good road links with the nearest town(s) and motorways, main roads, ring-roads and/or bypasses.
  - Good public transport links between the estate and workers' homes.
  - Some distance away from the nearest housing areas so that their residents are not troubled by noise, air pollution and constant heavy road traffic.
- 2 Design a small industrial estate with three to six factories on it. Your design should be **one** of the following:
    - a A 'bird's-eye' plan from above, with a key to show the meanings of the symbols and colours which you have used.
    - b A sideways picture-view (if you are artistic!), with detailed written labels instead of symbols.

Whichever method you choose, you must include as many of the above location factors as possible.



## Follow-up

Study the whole of a small industrial estate, or part of a large one, in your own local area. You could do this by examining maps and photographs and/or actually visiting the site in pairs or small groups.

As a result of this work, assess the suitability of your chosen site for use as an industrial estate, using the list of location factors on this worksheet.