

## Lesson 1:

<b>Lesson Title:</b>	<b>Islands in the making</b>
<b>Learning Objective:</b>	To understand what an island is & how islands are formed.
<b>Homework</b>	Article research – find two articles, summarise the information, geographical keywords, write questions.
<b>Quote of the day</b>	<i>“In our changing world, nothing changes more than geography”</i> ~ Pearl S. Buck
<b>Geographical Skills</b>	Analytical skills, critical thinking & discussion, literacy skills, atlas skills, problem solving, independent research
<b>Resources/ Equipment</b>	Whiteboards & pens, A3 paper, Information sheets, matching task worksheet, Atlas, world map worksheet.
<b>Geographical Vocabulary (Tier 3)</b>	Continental, oceanic, tidal, coral, atoll, tectonics, subduction zone, hotspot, erosion, weathering, populated/population.
<b>Pupils Prior Knowledge</b>	Structure of the earth, tectonics, ecosystems, population.
<b>Careers Link</b>	Geologist, cartographer, climatologist, urban planner, disaster risk planner, teacher
<b>Useful Websites for additional research</b>	<ul style="list-style-type: none"> <li>• <a href="#">How did Britain become an island? - BBC Bitesize</a></li> <li>• <a href="#">Island</a></li> <li>• <a href="#">Earth - NASA Science</a></li> <li>• <a href="#">Google Earth</a></li> <li>• <a href="#">Islands   Kids Discover Online</a></li> </ul>

<b>Lesson Plan:</b>			
<b>1.</b>	<b>Time/Duration:</b> 5 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Starter Activity	<u>Pupil activity:</u> Try to determine whereabouts in the world, the map might be from.	Provides good opportunity for discussion. Enquiring whether they have been there, might lead to interesting discussions.
	<b>Any additional notes:</b>	<u>Teacher activity:</u> Facilitate discussion, such as: ‘what makes you think it’s from that specific place?’	Pupils need to use their analytical skills to determine why they think it is a specific place.  An effective introduction to the topic, as it highlights the usefulness of ‘understanding islands’, particularly when some are close to home.
<b>2.</b>	<b>Time/Duration:</b> 10 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Island Introduction	<u>Pupil activity:</u> 1. ‘Think, Pair, Share’ about what they think an island is. 2. Copy the definition of an island into books.	1. Independent thinking allows them to consolidate their own ideas, before discussing ideas with a partner, which can expand on their initial thoughts. Sharing allows a
	<b>Any additional notes:</b>		

	<p><i>Misconceptions:</i> after teaching this lesson, a few times, a common question pupils were asking, was whether whole continents could technically be considered an island. Important to address this.</p>	<ol style="list-style-type: none"> <li>Write as many islands as they can in one minute, on whiteboards.</li> <li>Use the A3 sheet to write down any prior knowledge of islands</li> </ol> <p><u>Teacher activity:</u></p> <ol style="list-style-type: none"> <li>Facilitate discussions. Use a 30 second timer, to split up 'Think, Pair, Share' into clear sections.</li> <li>Use a 1 minute timer on the board for a countdown.</li> <li>Hand out A3 sheets. Scaffold how to present them. Make sure to emphasise the importance of leaving enough room so it can be added to each lesson.</li> </ol>	<p>broad range of ideas to be considered.</p> <ol style="list-style-type: none"> <li>Copying the definition ensures that pupils can refer back to it throughout the series of lessons, acting as a strong foundation in their learning.</li> <li>Completing on whiteboards, makes it low stakes and more people are likely to participate.</li> <li>A3 sheets are a useful way to assess prior knowledge. Adding to these each lesson, will also be a useful summary sheet of 'islands', that pupils can refer to when completing their final projects.</li> </ol>
3.	<b>Time/Duration:</b> 10 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Island Formation	<p><u>Pupil activity:</u></p> <ol style="list-style-type: none"> <li>'Think, Pair, Share', about how the key geographical terminology links to island formation.</li> <li>Complete the worksheet by walking around the room, reading the information sheets and then matching the different types of islands to how they form &amp; an example of the type of island.</li> </ol> <p><u>Teacher activity:</u></p> <ol style="list-style-type: none"> <li>Facilitate discussion</li> <li>Place a 5 minute timer on the board.</li> <li>Run through answers with the class. Use cold calling to ensure whole class participation.</li> </ol>	<ol style="list-style-type: none"> <li>Pupils link back to prior knowledge and consider how previous understanding about the different terms, might link to island formation.</li> <li>An interactive task to help pupil engagement. Pupils need to facilitate the value of deducing the key information from a large body of text. Literacy skills implemented.</li> <li>Important to correct answers and address any misconceptions.</li> </ol>
	<b>Any additional notes:</b>		
4.	<b>Time/Duration:</b> 5 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> 'Just Room Enough'	<p><u>Pupil activity:</u></p> <p>Determine what the link between the different images might be.</p> <p><u>Teacher activity:</u></p> <p>Facilitate discussion &amp; outline the task.</p>	<p>Provides pupils with an opportunity to expand their thinking and share ideas. Use probe questioning - focus should be placed on the reasons 'why', behind their thinking.</p>
	<b>Any additional notes:</b>		

5.	<b>Time/Duration:</b> 25 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Atlas Skills	<u>Pupil activity:</u>	Implementation of Atlas skills.
	<b>Any additional notes:</b> <ul style="list-style-type: none"> <li>If pupils haven't had much experience using an atlas, consider factoring in time to demonstrate &amp; explain.</li> <li>Using a visualiser recommended.</li> <li>Remind pupils that statistics might not be available for all islands.</li> </ul>	<ol style="list-style-type: none"> <li>Discussion of how to determine whether an island is 'small-scale' or 'large-scale'.</li> <li>Using the map worksheets, pupils need to find two 'small-scale' islands and two 'large-scale' islands.</li> <li>Once labelled, pupils should use the 'Country Statistics' pages at the back of the atlas to add to their maps.</li> </ol> <u>Teacher activity:</u> Before pupils start the activity, facilitate a class discussion of naming 'small-scale' and 'large-scale' islands, to provide potential options for those who are struggling for ideas.	Provides pupils with some independence in their learning to choose which islands to look at and which statistical topics to consider.
6.	<b>Time/Duration:</b> 5 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Plenary	<u>Pupil activity:</u>	A3 sheets – allows pupils to consolidate their knowledge from the lesson.
	<b>Any additional notes:</b>  Slide 15 – “Want to know more?”. Pupils will have access to this slide digitally. For those pupils who are wanting to extend their learning further, they can access this information. It helps broaden their knowledge, purpose for learning & helps inspire them further.	Return to A3 sheets and add any new knowledge to the spider diagrams.  Discussion of quote.  <u>Teacher activity:</u> Explain homework task. Outline to pupils the benefits of the task & how it links to the topic.  Facilitate the discussion of the quote of the day.	Homework – links their learning from the lesson, to something of their own interest. They can choose what their articles might be focused on, adding to interest. It provides opportunity for applying literacy skills, forming new knowledge and it can help toward their final project. Use of different geographical skills. Writing 3 sub-questions, can help lead to further understanding and research of the specific topic.  Incorporating a quote at the end of the lesson is a useful tool for consolidating learning. Pupils are able to combine their knowledge from the lesson, to their own opinions the opinions of others. It also encourages cross-curricular connections to English. It leaves pupils with something to think about as they leave the lesson.