

Lesson 2:

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| Lesson Title: | Old and New |
| Learning Objective: | To understand how islands have appeared & disappeared over time. |
| Homework | N/A (<i>continue with homework from last lesson</i>) |
| Quote | <i>"Little islands are all large prisons; one cannot look at the sea without wishing for the wings of a swallow"</i> ~ Sir Richard Francis Burton |
| Geographical Skills | Evaluating, analysing, interpreting, Atlas skills, questioning, reaching judgements. |
| Resources/ Equipment | Video questions worksheet, world map worksheets, A3 sheets, post-stick notes |
| Geographical Vocabulary (Tier 3) | Volcanic eruption, tectonics, subduction zone, magma, hotspot, convection currents, crust, mantle, inner core, outer core, lava, ridge, continental drift, erosion, rising sea levels, subsidence, coral bleaching |
| Pupils Prior Knowledge | Plate tectonics, exploration, historical knowledge |
| Careers Link | Geologist, volcanologist, oceanographer, cartographer, explorer, historian, travel writer, environmental scientist, art historian, teacher |
| Useful Websites | <ul style="list-style-type: none"> • European Explorers: The adventures of Captain Cook! • South Pacific Sandy Island 'proven not to exist' - BBC News • Europe and the Age of Exploration - The Metropolitan Museum of Art |

| Lesson Plan: | | | |
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| 1. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Starter Activity | Pupil activity: To consider what the quote might be referring to. Teacher activity: Facilitate discussion. Use probing questions. Encourage pupils to link their ideas to the previous lesson but to also think outside the box. Lead a discussion on the historical context of Sir Francis Richard Burton. | Provides pupils with the opportunity to consider geographical links, to their own understanding. It allows them to ask questions based on what they can infer from the quote itself. The quote effectively links to the lesson, considering the connection to past explorers. |
| | Any additional notes: | | |
| 2. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Formation recap | Pupil activity: | Discussion activity allows pupils to retrieve and recap knowledge. |

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| | Any additional notes: | <ol style="list-style-type: none"> 1. 'Think, Pair, Share' activity, that recaps island formation from last lesson. Pupils should try to remember as much as they can, before introducing the words to support their answers. 2. Using the key terminology, pupils should then write a few sentences in books, explaining island formation. They should use at least 5 key words. <p><u>Teacher activity:</u></p> <ol style="list-style-type: none"> 1. Facilitate discussion. Use probing questions to encourage pupils to expand on their initial answers. 2. Encourage pupils to push themselves with using more than 5 key words. | Use of tier 2 and 3 vocabulary, provides pupils with the opportunity to incorporate it into their vocabulary and become more confident in understanding and applying these terms. They can also refer back to this brief definition, as a useful & quick summary, for the remainder of the 'island' lessons. |
| 3. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Birth of an Island | <p><u>Pupil activity:</u> Pupils need to answer the questions on their worksheet, using the information in the video.</p> <p><u>Teacher activity:</u> Play video. Use cold calling at the end, when going through the answers.</p> | <p>Answering questions as the video is being watched, helps pupils to be engaged in the learning, and keeps them focused.</p> <p>The video is useful, as it expands on prior knowledge and effectively, introduces the concept of new islands forming.</p> |
| | Any additional notes: | | |
| 4. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Islands Over Time | <p><u>Pupil activity:</u> 'Think, Pair, Share' about the maps. Pupils to pick out key questions & discuss them based on what they can see.</p> <p><u>Teacher activity:</u> Facilitate discussions. Use probing questions. Use prompts (if needed) e.g. naming countries seen on the maps.</p> | <p>Class discussions are a good opportunity to challenge & expand on ideas. Pupils are able to make links between what they can see and what they already know.</p> <p>Gauging an understanding of how knowledge has developed over time, can be an effective tool for pupils to start considering how future developments might occur.</p> |
| | Any additional notes: | | |
| 5. | Time/Duration: 5 minutes | Activity | Purpose of task |

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| | Task: Explorers | <u>Pupil activity:</u> 1. Discussion of who the famous explorers might be. E.g. how have they reached these conclusions? Spend time considering why they remember the names of male explorers more – link to gender inequalities through time. 2. Discuss ideas surrounding the painting. <u>Teacher activity:</u> Facilitate discussions. Lead questions into acknowledging whether using art is a useful source of information. What is the validity of it? etc. | 1. Useful for considering the wider picture of what has happened in the world previously. Important to acknowledge gender disparities. Cross-curricular link to history. 2. Use the painting to try to draw links between what they know and what they see. Picking out the key features is a useful analytical tool that can be implemented in other aspects of geography too. Pupils are likely to engage with a visual resource, as it stimulates curiosity and interest. Cross-curricular link to art. |
| | Any additional notes: | | |
| 6. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: How do islands disappear? | <u>Pupil activity:</u> 1. Discussion of causes behind islands disappearing. Pupils to write a few sentences in their book to explain which of the different options they think has the biggest impact, and why. 2. Consider why islands might not always be shown on maps. Pupils likely to make links to scale. Some, might link to geopolitics. 3. Conversations regarding the ‘island’ that never actually existed. Pupils likely to have lots of questions surrounding this. Some might have other examples from previous research <u>Teacher activity:</u> Facilitate discussion and use probing questions. | Useful to link back to content from previous lessons, highlighting the connections. Discussions are a useful way to facilitate engagement and expand on ideas linking to the topic. |
| | Any additional notes: | | |
| 7. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Disappearing islands | <u>Pupil activity:</u> | Atlas skills are a crucial component for geographers. Important to |

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| | Any additional notes: | <p>Locate the different 'disappearing' islands using an atlas and mark them on to the maps.</p> <p><u>Teacher activity:</u> Pupils might need a reminder for how to navigate an atlas.</p> | enhance this skill. Pupils might start to see connections between where these islands are located & consider why this might be the case. |
| 8. | Time/Duration: 15 minutes | Activity | Purpose of task |
| | Task: Debate time | <p><u>Pupil activity:</u> Pupils will have a debate on – "Should governments prioritize efforts to protect and preserve disappearing islands, or should they focus on adapting to the emergence of new islands and the opportunities they present?" They will have 5 minutes planning time & then will be expected to debate with their pairs. Pupils should be expected to ask questions that challenge the argument of their peer.</p> <p><u>Teacher activity:</u> Provide optional structure template (if needed). Divide class into two halves, or keep them in pairs for pupils to decide who gets to debate which side of the argument. Provide regular time frames/scales to help structure learning.</p> | <p>Decision making activities, allow for the opportunity to actively apply the knowledge covered, combining with their own judgement.</p> <p>Creating a debate allows them to enhance their literacy and presentation skills, by practising explaining their ideas orally.</p> <p>Questioning and debating skills implemented.</p> <p>They will need to use specific evidence from the lessons to help them with their arguments, which also practices this skill for when it comes to written pieces of work.</p> |
| | Any additional notes: | | |
| 9. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: A3 Sheets | <p><u>Pupil activity:</u> Add new knowledge to the A3 spider diagrams that were started in the previous lessons.</p> <p><u>Teacher activity:</u> Remind pupils that these will be added to each lesson, so they shouldn't write in a font that is too large.</p> | <p>Useful recall opportunity for pupils, to self-assess the new knowledge they have learned in the lesson. Being able to summarise the lesson into a few small points, is a useful tool as they are required to pick out the information that is most useful to them. It will prove a useful summary sheet that they can refer back to when it comes to producing their final project.</p> |
| | Any additional notes: | | |
| 10. | Time/Duration: 5 minutes | Activity | Purpose of task |
| | Task: Opinion line | <u>Pupil activity:</u> | |

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| | <p>Any additional notes:</p> <p>Slide 22 – “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, reinforces the purpose of learning & inspires future learning and discoveries.</p> | <p>Pupils to write their name on the post-it note.</p> <p>On the board will be a variety of different statements. For each statement, pupils should decide whether they ‘strongly disagree’ or ‘strongly agree’ & stick the note on the board, in the correct location on the line.</p> <p><u>Teacher activity:</u></p> <p>Facilitate discussions based on the opinions of pupils in the class. Use probing questions to challenge their opinions & encourage them to provide evidence and detailed explanations to help support.</p> | <p>An effective plenary activity, as it assesses how well pupils have understood the topic, by drawing their own conclusions.</p> <p>It is beneficial for the teacher, but also provides an engaging activity that encourages pupils to consider different aspects of their own understanding.</p> |
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