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| **NC Yr:** 6  **Date:** 9/2/11 | **Texts and Resources:**  IWB, smartboard presentations, atlas’, world map templates, fact sheet templates, A3 paper, scrap paper, coloured pens, scissors, glue, peer assessment sheet | **Key Vocabulary:**  Environment, mountains, moorland, tundra, forest, prairie, steppe, savannah, desert, temperate, Mediterranean scrub, polar, temperature, habitat, climate, peak, range, atlas, globe, earth, wildlife | | | | **Please use key to indicate use.**  **ICT:**  **IWB**-smartboard  **S**-ICT suite  **PC**-undividual act  **Learning Styles:**  **V**-Visual **A**-Auditory  **K**-Kinaesthetic |
| **Main Learning Objectives:**   * To understand different types of environments, in particular mountain ones, and their features * To compare and contrast a range of mountain environments across the globe * To be able to use a map/atlas to find and identify mountain environments * To create an informative poster on a mountain environment | | | | | |
|  | **Whole Class Session Starter** | **Independent Activities**  (inc. teacher focus and any support staff) | | | **Plenary**  (inc. homework) | **Evaluation** |
| H.A. | A.A. | L.A. |
| **Monday 28th February** | Using the IWB display pictures of different types of environments. Talk about the features of them with the children, ask them if they recognise or have visited any. Think about the places they have visited. How would they describe them? | Ask the children to choose four environments (not mountain) and draw each one and present a brief description of the features of each. | Ask the children to choose four environments  (not mountain) and draw each one and present a brief description of the features of each. | Ask the children to choose four environments (not mountain) and draw each one and present a brief description of the features of each. | If the work is not completed this should be done at home. Children are to focus on the mountain environment and create a descriptive diagram. Can use any resource. |  |
| **Monday 7th March** | Using the IWB record the research children have found at home and discuss as a class the most prevalent features. Ask the children if they know any names of mountain ranges. List the mountain ranges on the IWB, what do the children already know? | Give the children, in pairs, one mountain range to focus on. Using an atlas they should then research the location of the mountain range and other features. This should then be recorded on the world map template. | Give the children, in pairs, one mountain range to focus on. Using an atlas they should then research the location of the mountain range and other features.  This should then be recorded on the world map template. | Give the children, in pairs, one mountain range to focus on. Using an atlas they should then research the location of the mountain range and other features. This should then be recorded on the world map template. | Using the IWB show the children a blank world map template. Ask one child from each pair to mark on and label the mountain range they found. The other children should record this on their templates.  Homework- Research for fact file. |  |
| **Monday 14th March** | Feedback from homework about the environments of the mountain ranges and discuss as a class noting key facts on the IWB. | In pairs the children will begin to think about planning their poster. Using a fact sheet template they will plan the information they need and decide on the layout of their poster. | In pairs the children will begin to think about planning their poster. Using a fact sheet template they will plan the information they need and decide on the layout of their poster. | In pairs the children will begin to think about planning their poster. Using a fact sheet template they will plan the information they need and decide on the layout of their poster. | Children need to think about resources and information they need to create their poster, decide which partner is responsible for finding what information. Talk as class, ensure understanding |  |
| **Monday 21st March** | Ensure everyone is equipped and ready to create their poster. Check resources are available and children know what they are doing. | Create A3 poster on their given mountain range. | Create A3 poster on their given mountain range. | Create A3 poster on their given mountain range. | Ensure all posters are finished and handed in for presentation. |  |
| **Monday 28th March** | Hand out posters from last lesson to children. Allow them five minutes to recap and know how they’re presenting their information. | Children are to present their posters to the class and peers assess other groups presentations. | Children are to present their posters to the class and peers assess other groups presentations. | Children are to present their posters to the class and peers assess other groups presentations. | Feedback from presentations and peer assessment constructively. |  |
| **Assessment:**  By the end of the week these pupils will be able to:- | **All:** Discuss the features of various environments, specifically mountain.  **Most:** Will have a good knowledge of at least one mountain range and its location.  **Some:** Will have extensive knowledge of one mountain range and secure knowledge of others across the world. | | | | | |