

<b>LESSON 1: <u>OBSERVATION AND TRANSFORMATION OF LANDSCAPES</u></b>	<b>3 SESSIONS</b>
<b>SESSION 1: <u>LANDSCAPE OBSERVATION</u></b>	<b>TIMING: 1 hour</b>
<p><b>* This indicates the activity can be used for assessment.</b></p> <p><b><u>INTRODUCTION</u> “What a landscape is”</b>  <b>Grouping:</b> whole group – in pairs</p> <p><u>Ask:</u> What do you think we are going to study? Show them a landscape. (use a flash card)  Do you know what a landscape is?  Introduce the topic: <u>Landscape Observation</u> through the PowerPoint presentation. <b>Slide 1, 2.</b>  <u>Explain:</u> What a landscape is.  <u>Ask them:</u> Tell me some things that you can see in a landscape.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>RESOURCES: PowerPoint document supplied in Support Teaching Resources section.  Landscape flashcards supplied in Support Teaching Resources</p> </div> <p><b><u>ACTIVITY 1</u> “Brainstorming”</b>  <b>Grouping:</b> individual / whole group</p> <p>Give out <b>worksheet number 1.1</b>. Children write down anything that comes to mind when they think of the word <b>“landscape”</b>. There is a square to fill in. Give them 5 minutes to write as many words as they can.  Write the children’s information on the blackboard.  Show them <b>slide 3</b>: The physical features of the Earth. Ask them to guess the pictures and the information with the different features of the Earth.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>RESOURCES: <b>Worksheet 1.1.</b>  PowerPoint document supplied in Support Teaching Resources section.</p> </div> <p><b><u>FOLLOW UP ACTIVITY 2</u> “Living things and non-living things”</b>  <b>Grouping:</b> whole group</p> <p>Introduce what a living thing and non-living thing is through the PowerPoint presentation. <b>Slide 4–5.</b>  Use slide 4: Children look at the pictures and try to identify the living and non-living things.  Use slide 5: <u>Ask:</u>  What living things can you see?  What non-living things can you see?  What living things are there in your home?</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>RESOURCES: PowerPoint document supplied in Support Teaching Resources section.</p> </div>	

**ACTIVITY 3 “Living things and non-living things” \***

**Grouping:** the whole group, in pairs.

Give out **worksheet 1.2**. Children put the words from the word bank into the correct box. They add two living and non-living things in the boxes. Correct the activity all together.

In pairs, they give reasons about living and non-living things. Give them a few minutes and then ask each pair for their own answers.

RESOURCES: **Worksheet 1.2.**

**EXTRA ACTIVITY: “Let's make a mural”**

**Grouping:** the whole group or in groups of 4

Give out the children some magazines and a piece of poster board. Children divide the board into two parts. They write the titles (living things and non-living things). They cut some pictures out and stick them on the board in the corresponding place.

Hang the mural on the wall.

*(they can do this activity as homework)*

RESOURCES: Magazines, scissors, glue, felt tip pens, a piece of board.

**SESSION 2: TRANSFORMATION OF LANDSCAPES****TIMING:** 1 hour**INTRODUCTION “Natural landscape”****Grouping:** whole group

Introduce the topic: Natural landscape through the PowerPoint presentation. **Slide 6.**

Ask: Tell me anything that comes to mind when you think of the word “**natural landscape**”

Explain: What a natural landscape is. Encourage children to recognize and reproduce the vocabulary by describing the pictures. Children compare the different features of a marine landscape and a land landscape.

Possible questions:

Is there a forest or an ocean near your school?

What living things can you see?

What do you see around them?

In what other places can you find animals?

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.

**ACTIVITY 1 “Guess”****Grouping:** whole group.

Show them **slide 7: Transformation of landscapes**. Tell them that there are different types of landscapes (natural changes or human changes). Ask: Why? Encourage the children to give you some reasons.

Show them **slide 8:** Explain the main differences between natural changes and human changes. Children observe the picture.

Ask:

Is this like the place where you live?

What is your village like?

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.

**ACTIVITY 2 “Venn diagram” \*****Grouping:** whole group, individual

Draw a Venn Diagram on the board, label one circle “natural landscape” and the other, “human landscape”.

Show the children flashcards of both landscapes. Talk about differences and similarities in both pictures. Write in the middle what is common in both pictures.

Ask:

Which things can you see in the natural landscape picture?

Which things can you see in the human landscape picture?

What can you see that is similar in both pictures?

Give out **worksheet 1.3** and fill in the Venn Diagram.

**RESOURCES: Worksheet 1.3.**  
Landscape flashcards supplied in Support Teaching Resources.

### **FOLLOW UP ACTIVITY 3** “Types of landscapes made by humans”

**Grouping:** whole group

Introduce the topic: Types of landscapes made by humans through the PowerPoint presentation.  
**Slide 9,10,11,12.**

Tell the children what an agrarian landscape is.

Ask: Can you see a similar landscape like this in your region?

Tell the children what an urban landscape is.

Ask: Which elements can you identify in an urban landscape?

What difficulties are there for people living in these environments?

Tell the children what an industrial landscape is.

Ask: Why are these cars the same?

Have you ever visited a factory?

**RESOURCES:** PowerPoint document supplied in Support Teaching Resources section.

### **ACTIVITY 4** “Match” \*

**Grouping:** individual and whole group

Give out **worksheet 1.4**. Children match the pictures with their names and with the definitions.  
Correct the worksheet all together.

**RESOURCES:** PowerPoint document supplied in Support Teaching Resources section.  
**Worksheet 1.4.**

**SESSION 3: TRANSFORMATION OF LANDSCAPES****TIMING:** 1 hour**INTRODUCTION** “Can you remember?”**Grouping:** whole group

Remind the children about the information given in sessions 1 and 2. Use **slide 13** (Mind map). Encourage children to talk about it.

RESOURCES: PowerPoint document supplied in Support Teaching Resources section.

**ACTIVITY 1** “I think” \***Grouping:** in pairs, whole group

Do one example with the whole group: Describe the picture. Stick the landscape name strips on the board. Give children the landscape pictures (two per pair). Children match the pictures with the names. Let them think and discuss the answers.

Teach sentence structure: Give out support **Worksheet 1.5b/1.5c**.

“I think this picture is “*an urban landscape*” because there is / are ..., In the middle I can see”

Then, children match the name with the definition. Read the definition out loud and ask the children to decide which landscape it corresponds to. Stick the definition next to the landscape name.

You can use it as a display for the classroom wall.

RESOURCES: Flashcards, name strips and definitions supplied in Support Teaching Resources. **Support worksheet 1.5b/1.5c**.

**ACTIVITY 2** “differences” \***Grouping:** in pairs

Give out worksheet 5. Children look at the pictures, identify the landscapes and find the differences between them.

Children discuss with their partner.

Before doing this activity, give some examples using the flashcards.

RESOURCES: **Worksheet 1.5a. Support worksheet 1.5b/1.5c**.  
Landscape flashcards supplied in Support Teaching Resources

**EXTRA ACTIVITY:** “Describe a landscape”**Grouping:** individual

Give out **worksheet 1.6**. Children identify the landscape and describe the picture. They identify which elements of this landscape are made by humans.

They can do this activity as homework.

RESOURCES: **Worksheet 1.6**