

The immediate environment and beyond

**TOPIC:**Location(maps and mapping)

Learning about: urban/rural environments.

**Subject:** Social Subjects

**Level:** 1 ESO

**Timing:** 6 sessions

**KEY SKILLS:** pupils should be able to locate different geographical areas.

Pupils should be able to compare different realities.

**TRANSFERABLE SKILLS:**

**.A.Communicative skills:** pupils should be able to:

- .relate observations, explanations, thoughts, emotions, give account of experiences, opinions and develop arguments.
- . interpret and understand the situations she/he will encounter in everyday context and beyond.

**.B. Methodological skills:** pupils should be able to:

- .access and communicate information using different supports including ICT tools to learn
- .transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity
- .apply study skills that include strategic thinking, cooperation and self-evaluation skills.

**..C. Personal skills:** pupils should be able to:

- Create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**AIMS:**

- .To introduce the theme of location.
- .To make a research on different geographical areas.
- .To compare different realities.
- .To improve speaking – writing – listening and reading skills.

## **OBJECTIVES**

<b>TEACHING AIMS</b>	<b>LEARNING OUTCOMES</b>
<b>A. Content</b>	<b>A. Content</b> ,pupils should be able to
<ul style="list-style-type: none"> <li>.Introduction to different geographical areas.</li> <li>.Compare different realities</li> <li>.Present findings in a report.</li> <li>.Present conclusions giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>.Describe locations.</li> <li>.Carry out research about different geographical areas.</li> <li>.Memorize key vocabulary.</li> <li>.Memorize and use key phrases.</li> <li>.Suggest relevant sources that will assist in a particular enquiry task.</li> <li>.Select and record specific information for a given purpose.</li> </ul>
<b>B. Cognition</b> , ( to allow opportunities for pupils to):	<b>B. Cognition</b> , ( pupils should be able to):
<ul style="list-style-type: none"> <li>. Understand concepts and apply them.</li> </ul> <p>Problem solve within research into different geographical areas.</p> <ul style="list-style-type: none"> <li>.Transfer knowledge.</li> <li>.Interpret geographical questions.</li> <li>.Use and interpret globes, atlases and maps.</li> <li>.Use secondary sources</li> <li>.Select and record information for a given task.</li> <li>.Present findings.</li> </ul> <p>Suggest relevant sources for a given task.</p> <ul style="list-style-type: none"> <li>.Identify on a map the major physical features and locations</li> </ul>	<ul style="list-style-type: none"> <li>.Memorise key phases and apply them in different ways.</li> <li>.Transfer key language.</li> <li>. Make informed choices.</li> <li>.Make comparisons of different geographical areas.</li> <li>. Synthesise information: e.g.: gather information, make an essay, make a display with information found.</li> <li>.Collaborate, e.g.: explain information found .</li> </ul>
<b>C. Communication</b>	
<u>C.1 Language <b>of</b> learning</u> <ul style="list-style-type: none"> <li>a.Key phrases needed for example: <ul style="list-style-type: none"> <li>.Mollerussa is in El Pla d'Urgell</li> <li>.The capital of Scotland is Edimburgh.</li> </ul> </li> <li>b.Vocabulary: <p>Specific vocabulary related to geographical location and enviroment and landscape use.</p> </li> <li>c. . Comparison</li> </ul>	
<u>C.2 Language <b>for</b> learning</u> <ul style="list-style-type: none"> <li>.Describing geographical areas and explaining features.</li> <li>.Presenting and comparing geographical areas.</li> <li>.Exchanging information in pair and group work.</li> <li>.Understanding instructions.</li> <li>.Overcoming communication problems.</li> </ul>	
<u>C.3 Language <b>through</b> learning</u> <ul style="list-style-type: none"> <li>. Dictionary use for vocabulary extension</li> <li>. Research</li> </ul>	

<b>D. Culture (teaching aims)</b>	<b>D. Culture (learning outcomes)</b>
<p>To offer opportunities to:</p> <ul style="list-style-type: none"> <li>. Understand the globe and atlases.</li> <li>. Understand the differences and similarities between different countries, rural/urban areas.</li> <li>. Appreciate the things we can learn though understanding other geographical areas.</li> <li>. Carry out research into geographical areas: Scotland/Catalonia, urban/rural areas including their main features</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>. Demonstrate a raised awareness about different geographical areas.</li> <li>. Understand differences and similarities between different geographical areas.</li> <li>. Appreciate the things we can learn from other countries.</li> <li>. Recognize the positive values of other countries.</li> <li>. Find out about the main features of different geographical areas.</li> <li>. Find out about our local area, region, country, village taken information the information given as a model.</li> <li>. Make a final display with information about different countries and realities.</li> <li>. Make a final display comparing different realities.</li> </ul>

#### **E. Lesson plan timing.**

The estimated time to complete the lesson is 6 sessions (50-60 minutes per session):  
 One session for the introduction, four sessions to do the different tasks about location of "Catalonia and Scotland", and to complete tasks to compare different environments "rural/ urban environment". The last session is going to cover the oral display on the pupils' research.

#### **F. Assessment**

We are going to base the assessment of the lesson on the following criteria:

1. Writing presentation about location or comparison of different geographical areas or realities.
2. Orals displays.
3. Students' materials: complete "the students' booklet" properly.
4. Reseach: handle sources to trasform information into personal knowledge and create a project that shows creativity and critical thinking.
5. Attitude.

The immediate environment and beyond

## LESSON PLAN UNIT 2: **British and Mediterranean climate.**

### **BRITISH AND MEDITERRANEAN CLIMATE**

Learning about weather.

**Subject:** Social Subjects

**Level:** 1 ESO

**Timing:** 10 sessions

**KEY SKILLS:** pupils should be able to locate British and Mediterranean climate. Pupils should be able to compare different weather features and their effects on peoples' lives and on the environment.

#### **TRANSFERABLE SKILLS:**

**.A. Communicative skills:** pupils should be able to:

.relate observations, explanations, thoughts, emotions, give account of experiences, opinions and develop arguments.

. Interpret and understand the situations she/he will encounter in everyday context and beyond.

**.B. Methodological skills:** pupils should be able to:

. Access and communicate information using different supports including ICT tools to learn.

.transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.

.apply study skills that include strategic thinking, cooperation and self-evaluation skills.

**.C. Personal skills:** pupils should be able to:

Create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

#### **AIMS:**

.To develop an understanding of climate and its effects on peoples' lives and on the environment.

.To make a research on different climates.

.To compare British and Mediterranean weather.

.To improve speaking – writing – listening and reading skills.

## **OBJECTIVES**

<b>TEACHING AIMS</b>	<b>LEARNING OUTCOMES</b>
<b>A. Content</b>	<b>A. Content</b> ,pupils should be able to
<ul style="list-style-type: none"> <li>.Introduction to British and Mediterranean climate.</li> <li>.Two key countries: Great Britain and Spain.</li> <li>. Learn about the effect weather has on peoples' lives.</li> <li>.Learn about different climates.</li> </ul>	<p>By the end of the unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>.Learn and use key vocabulary.</li> <li>.Understand the effect weather has on peoples' lives.</li> <li>. Describe different kinds of climate.</li> <li>.Memorize and use key phrases.</li> </ul>
<b>B. Cognition</b> , ( to allow opportunities for pupils to):	<b>B. Cognition</b> , ( pupils should be able to):
<ul style="list-style-type: none"> <li>. Understand concepts and apply them.</li> <li>.Compare different climates.</li> <li>.Compare how climate affects on peoples' lives and on the environment.</li> <li>.Make comparisons with the climate of their own country.</li> <li>.Select, process and classify simple information.</li> <li>.Report on a task.</li> </ul>	<ul style="list-style-type: none"> <li>.Memorise key phases and apply them in different ways.</li> <li>.Transfer key language.</li> <li>. Make informed choices.</li> <li>.Make comparisons of different climates.</li> <li>. Synthesise information: e.g.: gather information about climate, complete grids with key ideas, write reports on conclusions, make a final display with key information found</li> <li>.Collaborate, e.g.: share information</li> </ul>
<b>C. Communication</b>	
<p><b>C.1 Language <u>of</u> learning</b>            Specific vocabulary related to geographical location and climate.            Key phrases needed: likes/dislikes.            Key phrases and vocabulary needed to compare climates</p> <p><b>C.2 Language <u>for</u> learning</b>            .Describing different climates and explaining features.            .Presenting and comparing different climates.            .Exchanging information in pair and group work.            .Understanding instructions.            .Overcoming communication problems.</p> <p><b>C.3 Language <u>through</u> learning</b>            . Dictionary use for vocabulary extension            . Research</p>	

<b>D. Culture (teaching aims)</b>	<b>D. Culture (learning outcomes)</b>
To offer opportunities to: <ul style="list-style-type: none"><li>. Understand the differences and similarities between different climates</li><li>. Appreciate the things we can learn though understanding how weather affects on peoples' lives and on environment</li><li>. Carry out research into climate</li></ul>	Pupils should be able to: <ul style="list-style-type: none"><li>. Demonstrate a raised awareness of weather effects.</li><li>. Understand differences and similarities between different climates.</li><li>. Recognize positives about climate.</li><li>. Find out how weather affects on peoples' lives.</li><li>. Make a final display about British and Mediterranean weather.</li></ul>

**E. Lesson plan timing.**

The estimated time to complete the lesson is 10 sessions (50-60 minutes per session):  
One session for the introduction and nine sessions to do the different tasks to compare and locate British and Mediterranean climate .The last session is going to cover the oral display on the pupils' research.

**F. Assessment**

We are going to base the assessment of the lesson on the following criteria:

1. Writing presentation about location or comparison of different climates.
2. Orals display.
3. Students' materials: complete "the students' booklet" properly.
4. Research: handle sources to transform information into personal knowledge and create a project that shows creativity and critical thinking.
5. Attitude.

**THE ENVIRONMENT BEYOND - COUNTRIES AROUND THE WORLD: ROMANIA, CHINA, MOROCCO AND ECUADOR.**

Learning about countries in the world.

**Subject:** Social Subjects

**Level:** 1 ESO

**Timing:** 19 sessions

**KEY SKILLS:** pupils should be able to locate Romania, China, Morocco and Ecuador.

Pupils should be able to compare different countries and value their different culture and language in a positive way.

**TRANSFERABLE SKILLS:**

**.A. Communicative skills:** pupils should be able to:

.relate observations, explanations, thoughts, emotions, give account of experiences, opinions and develop arguments.

. Interpret and understand the situations she/he will encounter in everyday context and beyond.

**.B. Methodological skills:** pupils should be able to:

. Access and communicate information using different supports including ICT tools to learn.

.transform information into knowledge activating thinking skills in order to organize, relate, analyze, synthesize, make inferences and deduct at different levels of complexity.

.apply study skills that include strategic thinking, cooperation and self-evaluation skills.

**.C. Personal skills:** pupils should be able to:

Create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

**AIMS:**

.To learn about different realities and countries.

.To make a research on different countries and realities.

.To compare different countries and realities.

.To improve speaking – writing – listening and reading skills.

## **OBJECTIVES**

<b>TEACHING AIMS</b>	<b>LEARNING OUTCOMES</b>
<b>A. Content</b>	<b>A. Content</b> ,pupils should be able to
<ul style="list-style-type: none"> <li>.Four key countries: Romania, China, Morocco and Ecuador.</li> <li>.Introduction to different geographical areas.</li> <li>.Learn about different countries.</li> <li>.Learn about different human environments.</li> <li>.Present findings in a report.</li> <li>.Carry out a research on contents worked on.</li> </ul>	<p>By the end of the unit the pupils should be able to:</p> <ul style="list-style-type: none"> <li>.Learn and use key vocabulary.</li> <li>.Understand about different cultures and ways of life.</li> <li>.Select and report specific information for a given purpose</li> <li>. Describe different realities.</li> <li>.Memorize and use key phrases.</li> </ul>
<b>B. Cognition, ( to allow opportunities for pupils to):</b>	<b>B. Cognition, ( pupils should be able to):</b>
<ul style="list-style-type: none"> <li>. Understand concepts and apply them.</li> <li>.Compare different realities, cultures and human environments.</li> <li>.Make comparisons their own country.</li> <li>.Select, process and classify simple information.</li> <li>.Report on a task.</li> <li>.Transfer knowledge.</li> <li>.Identify location on a map.</li> </ul>	<ul style="list-style-type: none"> <li>.Memorise key phases and apply them in different ways.</li> <li>.Transfer key language.</li> <li>. Make informed choices.</li> <li>.Make comparisons of different countries.</li> <li>. Synthesise information: e.g.: gather information about climate, complete grids with key ideas, write reports on conclusions, make a final display with key information found</li> <li>.Collaborate, e.g.: share information</li> </ul>
<b>C. Communication</b>	
<p><b><u>C.1 Language of learning</u></b>            Specific vocabulary related to geographical location, politics, food, religion, climate, language, economy and landscape.            Key phrases needed: similarities-differences.            Key phrases and vocabulary needed to compare countries.</p> <p><b><u>C.2 Language for learning</u></b>            .Describing different countries and explaining features.            .Presenting and comparing different countries.            .Exchanging information in pair and group work.            .Understanding instructions.            .Overcoming communication problems.</p> <p><b><u>C.3 Language through learning</u></b>            . Dictionary use for vocabulary extension            . Research</p>	



<b>D. Culture (teaching aims)</b>	<b>D. Culture (learning outcomes)</b>
<p>To offer opportunities to:</p> <ul style="list-style-type: none"> <li>. Understand the differences and similarities between different countries.</li> <li>. Appreciate the things we can learn though understanding how people live in different countries.</li> <li>. Carry out research into countries.</li> </ul>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>. Demonstrate a raised code of respect to the others.</li> <li>. Value differences between countries in a positive way.</li> <li>. Find out and recognise positive values from other people.</li> <li>. Reach an intercultural understanding.</li> <li>. Make a final display about the four key countries: Romania, China, Morocco and Ecuador.</li> </ul>

#### **E. Lesson plan timing.**

The estimated time to complete the lessons is 19 sessions (50-60 minutes per session):

We base the last unit on the study of four different countries. We propose four sessions per country, ( four countries x four sessions= 16 sessions).

The three last sessions of the unit are going to cover comparison and oral display between the four key countries and Catalonia.

#### **F. Assessment**

We are going to base the assessment of the lesson on the following criteria:

6. Writing presentation about location or comparison of different countries.
7. Orals display.
8. Students' materials: complete "the students' booklet" properly.
9. Research: handle sources to transform information into personal knowledge and create a project that shows creativity and critical thinking.
10. Attitude.

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