



Cedar, Cherry, Rowan Earth as an Island

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Food Tasting</p> <p>Provide children with food from around the world. Encourage children to bring in food from their home country (need to send a letter for this). Some examples may be Plantain (Caribbean), olives (Italy), dates (Egypt), ackee (Jamaica). Children are to use the website www.foodmiles.com to research where the food has originated from and how many miles it has travelled. Using a large scale world map (for display?) children will display where the food has come from and how many miles it has travelled.</p> <p>It may also be worth using www.greeneatz.com to look at the carbon footprint of food.</p>	
Knowledge Harvest			Knowledge Harvest-children to create two mind maps of what they know about islands and globalisation and what they would like to know.	
Big Picture			Islands used to be isolated places, with unique cultures, geographical features and ecosystems. In today's increasingly-interdependent global community, even the most remote of islands are being ever-more affected by human existence. Explore the impact of humans on islands.	
Geography 1	<u>WALT: understand and describe key aspects of human and physical features</u>	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	Look at topographical features of an island.	Maps Atlases

		mountains, volcanoes and earthquakes, and the water cycle		
Geography 2	<u>WALT: Name and locate cities around the world.</u>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locate cities around the world	Map Atlases iPads
Geography 3	<u>WALT: Name and locate cities around the world.</u>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Compare 2 contrasting cities.	Maps Atlases iPads
Geography 4	<u>WALT: understand the challenges of living on an island.</u>	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Research life living on an island	Laptops/iPads Atlases
Geography 5 Literacy Link	<u>WALT: understand the challenges of living on an island.</u>	Describe and understand key aspects of ... Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Write a newspaper report about living on an island.	

Geography 6	<u>WALT: consider human and physical aspects of a location.</u>	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Create a map of an imaginary island.	Atlases Maps
Geography 7	<u>WALT: use four and six-figure grid references</u>	Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use your 'island' map to write grid references.	Maps
Geography 8	<u>WALT: understand how islands can be successful due to their human and physical features.</u>	Describe and understand key aspects of ... Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Explore and research Singapore as a lucrative island.	iPads Laptops
Art 1	Use a wide variety of materials, forms and techniques to express their emotions, observations and experiences.	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Create bird's eye view picture.	
Art 2	Consider works of art in terms of meaning, design, materials, technique, place and time.	About great artists, architects and designers in history.	Andy Warhol Create an island to print.	Andy Warhol images Styrofoam
Art 3	Improve their own work.	To create sketch books to record their observations and use them to review and revisit ideas.	Mounting and displaying multiples of prints.	Andy Warhol images
International 1	Explain how the lives of people in one country or group are affected by		How do we affect the lives of others? How our daily routines affect others, eg pollution.	

	the activities of other countries or group.			
International 2	Identify ways in which people work together for mutual benefit.		Think about Sustainable Development Goals for an island previously looked at.	Laptops/iPads
International 3	Explain how the lives of people in one country or group are affected by the activities of other countries or group.		Litter pollution - Research	Laptops
International 4	Explain how the lives of people in one country or group are affected by the activities of other countries or group.		Litter pollution - presentations	Laptops
Music 1	Make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Listen to music genres.	Variety of music from different genres and around the world.
Music 2	Understand that the work of musicians is influenced by their environment.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Create an island piece of music.	Instruments
P.E. 1	Use tactics to improve their own performance and that of a team	Take part in outdoor and adventurous activity challenges both individually and within a team.	Mote Park - Orienteering	
P.E. 2	Use tactics to improve their own performance and that of a team.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Guiding each other - orienteering	Maps
P.E. 3	Be able to plan their own performance.	Compare their performances with previous ones and demonstrate	Create a dance to island music	Island music

		improvement to achieve their personal best.		
Technology 1	Understand the ways in which technology can be used to meet needs, wants and opportunities.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Food Groups - Food diary	iPads Selection of foods
Technology 2	Understand the ways in which technology can be used to meet needs, wants and opportunities.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Where different island foods come from	iPads Selection of foods/photos of foods
Technology 3	Be able to work with a variety of tools and materials with some accuracy.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Cooking - safety and hygiene	Pasta, rice, potatoes, vegetables,
Technology 4	Be able to devise and use step-by-step plans.	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Create an island dish	Vegetables, rice, pasta, potatoes, fruit,
Technology 5	Test and evaluate their own work and improve on it.	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Present your dish - where did it come from etc? EXIT POINT?	Photos PPT
Exit Point			Island Exhibition - display the topic learning OR Have a food event with the exhibition	Resources, PPTs
Reflection				