

Geography Alive: Stage 2 (Topic 2: The Earth's Environment)

| Lesson 2: Looking at environments more closely | | |
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| <p>Content focus:</p> <p>In this lesson students begin to classify environment and identify the animals that might live in them. In doing so students will develop an understanding of the importance of an environment. Students identify different types of animals and explore their needs and how the environment in which they live meets these.</p> | | <p>Resources:</p> <ul style="list-style-type: none"> • <i>Youtube clip: What a Wonderful World with David Attenborough</i> [https://youtu.be/auSo1MyWf8g] • <i>PowerPoint 1: Illustrations of environments</i> • <i>PowerPoint 2: Environment snapshots</i> • <i>Worksheet 1: KWL Chart</i> • <i>Worksheet 2: Learning Goal Poster</i> • <i>Worksheet 3: Map</i> |
| <p>Key inquiry questions:</p> <ul style="list-style-type: none"> • How do different environments support living things? • What are the distinguishing characteristics of different environments? • What animals are found in different environments? • How have plants and animals adapted to different environments? | <p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • identifies key features and characteristics of places and environments • identifies the different types of environments in which animals live • distinguishes between different types of environment • describes the characteristics of different environments • acquires and communicates geographical information using geographical tools for inquiry. | <p>Lesson sequence</p> <ul style="list-style-type: none"> • Step 1: Review last lesson and see if students can remember some of the different types of environments discussed. • Step 2: Students view the YouTube video: What a Wonderful World with David Attenborough [https://youtu.be/auSo1MyWf8g] <p>Ask students:</p> <ul style="list-style-type: none"> - What natural relationships did you observe in the video? - How did some of the images make you feel? - What was the overall message behind the video? <ul style="list-style-type: none"> • Step 3: Display the PowerPoint 1 to the class. Ask the students: <ul style="list-style-type: none"> - What type of environment does this look like? - What type of climate might this environment experience? - What types of vegetation (plant life) might grow in this environment? - What types of animal life might live in this environment? - How might humans interact with and connect with this environment? <p>As the students share their ideas, record the key features of each environment around the posters.</p> <ul style="list-style-type: none"> • Step 4: Provide each student with a copy of Worksheet 1: KWL Chart. Ask the students to record what they already know about the importance of environments and what they would like to find out. Encourage the students to draw pictures and write the names of any relevant plants and animals (if known). Monitor and support the students as they record their ideas. Once the students have finished recording their ideas, gather together as a class. Invite confident students to present their wonderings to their peers. • Step 5: Show students PowerPoint 2 and ask them to reflect on the accuracy of their knowledge of the environments examined. • Step 6: As a class, use Worksheet 2: Learning Goal Poster to set a Geography goal to achieve by the end of the unit. Display the agreed goal in the classroom and refer to the goal throughout the unit. <p>Extension: Encourage more capable students to create a 'Wonder Wall' of their wonderings about the importance of environments to display in the classroom.</p> <p>Supporting: Encourage less confident students to work in a small group with the teacher or teacher aide to complete the KWL chart.</p> |