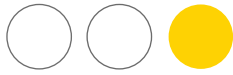


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 2 Geography



Week	Speaking and Listening Objectives and Activities	Main Teaching Activity with NC Objectives	Differentiated Activities (including Guided Writing)				Plenary
			SEN/Under Performing (Red)	Target Group (Blue)	On Track (Yellow)	More Able (G&T) (Green)	
1	<p>1a. Can I ask geographical questions? TP activity prior to main teaching. Provide the chn with different images (from) of London Do the chn know what these are? What questions would they like to ask to find out? Give children post-it. In random pairs they should discuss the images and then write their questions.</p>	<p>1c. Can I use globes, maps and plans at a range of scales? 1d. Can I communicate in different ways? 2d. Can I use secondary sources of information? Can I locate London on a map of Britain? Can I identify that London is the capital of the UK? Can I develop an awareness of how to use a map? Establish prior knowledge of mapping skills. Display a map of the UK (London PP) and ask chn to work in their pairs to locate London using an atlas. Where is London on a map of the UK? Choose a few chn to circle where London is on the displayed map. Agree on the correct location/position before moving on. Share the London PPt. and, or BBC Learning Zone (clip 13290). Discuss why London is the capital and why it is important. Chn to swap post-its - can they answer any of the questions now? What facts can they recall?</p>	<p>Provide chn with different images of London. Ask chn to work as a group to research, retrieve and present their information (about the images) in a creative way. TA will support Provide poster paper, books and information sheets. Take pictures for evidence and display in chn's books with a caption/sticker.</p>	<p>Guided Session with teacher on creating a PowerPoint presentation using images (from Clip Art and researching and retrieving simple facts http://www.woodlands-junior.kent.sch.uk/customs/questions/regions/london.htm). MA/HA: Put chn in random groups (of threes) and ask them to create a PowerPoint presentation about London. Presentation should have at least 3 slides. T support Take pictures for evidence and display in chn's books with a caption/sticker.</p>	<p>Each group to present their work. Ask chn to give 2 positive comments and an area for development. If possible video pupils' performances to give them the opportunity to evaluate themselves.</p>		
2	<p>3a. Can I identify and describe what places are like? TP activity prior to main teaching. Provide the chn with an image of Buckingham Palace (see PP). Give them post-its and ask them to recall information (from previous teaching/research) about the palace.</p>	<p>1d. Can I communicate in different ways? 2d. Can I use secondary sources of information? Can I recall and write factual sentences? Share the PP 'Buckingham Palace.' In random groups (threes) on sugar paper ask chn to create a concept map; noting facts they can recall from the presentation. Recall chn to the carpet and ask different groups to share their notes. Model how to turn their notes into factual sentences (compound and complex sentences). Create a 'Word List' with chn to support them during their writing.</p>	<p>Ask chn to work in their random groups to use their concept maps to write factual sentences about Buckingham Palace (provide each child) with an image of Buckingham palace in their topic book). Provide information (website from previous lesson) pages and books so that chn can research, retrieve and write additional information about Buckingham Palace. Encourage chn to write compound and complex sentences. SEN: chn write simple sentences. T, TA and any additional support will rotate and give support as needed. Useful websites - http://www.woodlands-junior.kent.sch.uk/customs/questions/regions/london.htm http://www.royal.gov.uk/latestnewsanddiary/factfiles/40factsaboutbuckinghampalace.aspx</p>	<p>Each group will share 1 or 2 of their sentences with the class. T will use these to create an information page on the SB.</p>			
3	<p>1c. Can I use globes, maps and plans at a range of scales? 2d. Can I communicate in different ways? 3a. Can I identify and describe what places are like? 3b. Can I identify and describe where places are? Can I recognise where the Olympics began? Can I identify Greece on a European map? Share the PP - 'The Story of the Olympics.' Pause at slide 5. Give chn atlases and ask them (in mixed pairs) to identify Greece and Olympia on the map/globes. With chn's help locate Greece on the map displayed on the SB. You can also give chn a 3D view of Greece using Google Earth. Return to the PP and share information up to slide 12. Give chn 5 mins to work with their TP to recall facts about Greece and the Olympics (chn to record on wowo board or post-its). Chn should be allowed to take their work back to their groups to support their paired work.</p>	<p>Before the lesson stick an outline of Greece in each pupil's book. Mixed Pairs/Random Pairs: Ask chn to write facts about Greece as related to the Olympics around the outline of Greece. Provide chn with pictures and key words (identified in the PP) to use as stimulus. T, TA and any additional support will rotate and give support as needed.</p>	<p>Pairs to rotate and share their facts. Allow chn to add any new facts they would like to their work.</p>				

4	<p>4b. Can I ask and answer questions about the past?</p> <p>Play 'Hot Seating' (T/TA to begin with then chn) to help chn to recall information learnt in the last lesson. Encourage chn to ask specific questions to get the answers they seek. Encourage chn to use subject specific vocabulary when asking and answering ques.</p>	<p>1b. Can I use common words and phrases relating to the passing of time?</p> <p>2a. Can I recognise why people did things, why events happened and what happened as a result?</p> <p>4a. Can I find out about the past from a range of sources of information?</p> <p>6d. Can I identify and understand past events from the history of Britain and the wider world?</p> <p>Can I identify similarities and difference between 'Ancient and Modern Olympics'?</p> <p>PP - 'The Story of the Olympics.' Or PP 'Ancient vs Modern.' Create a Venn diagram about ancient and modern Olympics using hoops and pre-prepared labels (blank and laminated). Ask your TA to write the information as they are shared and with the chn agree on where in the Venn diagram the information should go. Discuss information put in the middle.</p>	<p>Provide chn with pics from the ancient and modern Olympics. Ask chn to work in their groups to sort the pics into their Venn diagrams. Ext. Add labels so that chn can make picture/word association.</p> <p>Take pictures and stick in each child's book with a related caption as evidence of their work.</p> <p>T to support.</p>	<p>Divide chn into two groups.</p> <p>Group 1: Provide chn with sugar paper and ask them to design a poster to advertise the 'Ancient Olympics.'</p> <p>Group 2: Provide chn with sugar paper and ask them to design a poster to advertise the 'Modern Olympics.'</p> <p>Useful websites - (for HA group to use) http://period8dolzall.tripod.com/olympics.html</p> <p>also see resources</p>	<p>Divide chn into two groups.</p> <p>Group 1 Provide chn with safe websites, books and an information hunt sheet (Ancient Olympic Games). Ask them to research, retrieve and record information to answer the given ques.</p> <p>Group 2 Provide chn with safe websites, books and an information hunt sheet (Modern Olympic Games). Ask them to research, retrieve and record information to answer the given ques.</p> <p>Encourage chn to answer ques in sents.</p>	<p>1. Ask each group to display and share their work.</p> <p>2. Complete a similarities/differences table.</p>
5	<p>1a. Can I ask geographical questions?</p> <p>2c. Can I use a map / globe?</p> <p>3a. Can I identify and describe what places are like?</p> <p>3b. Can I identify and describe where places are?</p> <p>4b. Can I ask and answer questions about the past?</p> <p>Can we research and retrieve information about different countries?</p> <p>Can I tell how my chosen country relates to the Olympics?</p> <p>Introduce (PP - Section 1) the six main countries (England, America, Jamaica, Australia, China and Kenya) we are going to focus on. In TP ask chn to discuss why they think these countries have been chosen. Allow chn to share. Add further explanation for choice. Divide chn into mixed groups of five; give each group an atlas/globe and one of the six countries (can be picked randomly from a hat/box) to identify their country. With chn's help locate all six countries on a world map.</p> <p>Introduce the concept of our topic (Flags). In their mixed groups, give each group the flag of their country and ask them to think of questions they could ask to find out about their country and the Olympics. Share some of these questions and discuss where we could find the information to answer them. Share NB file. Generate questions to guide research.</p>	<p>In their mixed ability groups ask chn to research their chosen country and record the information in a creative way.</p> <p>Provide chn with laptops (safe and useful websites), books, and information sheets to support their research, sugar paper and coloured pencils/pens.</p> <p>The SEN chn in each group can recreate an image (using different media) of their country's flag to go as part of their presentation. Ext. Create facts cards.</p> <p>T, TA and any additional support will rotate and give support as needed.</p>	<p>Ask each group to display and share their work.</p> <p>Locate each country on Google Earth.</p>			
6	<p>4b. Can I ask and answer questions about the past?</p> <p>5. Can I communicate in a variety of ways?</p> <p>Can we find out and draw flags of the main countries (6 chosen for research) of the Olympics?</p> <p>Explain to chn that today we will be focusing on the flags of the countries we have previously researched. Share PP (Section 2) with an image of the flag and information about its history/meaning/shapes/symbols. Reissued the image they had in the previous lesson and ask them to think of questions they could ask to find out more about their country's flag. Allow chn to share their ques. Record some of the ques. On the SB. Generate additional ques to guide their research.</p>	<p>In their mixed ability groups ask chn to research their chosen country's flag (history/meaning of colour/ shapes/symbols) and use the information to create a poster.</p> <p>Provide chn with laptops (safe and useful websites), books, and information sheets to support their research, sugar paper and coloured pencils/pens.</p> <p>Art Link - Provide tracing paper and colouring pencils/pens for the children to make their own version of the flags and then represent their colours as they should be.</p> <p>ICT Link - some chn can use 2Simple Programme to recreate the flags. Also http://www.scholastic.com/familymatters/parentguides/summer/makeflag.htm</p> <p>T, TA and any additional support will rotate and give support as needed.</p> <p>Useful website - http://www.flags-flags-flags.org.uk/</p>	<p>Each group must now present back to the whole class in circle with information learned about each flag. Each child to say a number of facts about flag (depending on ability).</p>			