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Earth as an Island

Year 6 Learning Journey

Start Date:	Monday 08 January	Unit Length:	12 weeks

Links to Host Country (Qatar)

- We will find out how Qatar can support island nations.
- Children will think about how life is different in Qatar than it is on an island.

During this unit our students will be:

Collaborators

Respectful

Earth as an Island

What impact have humans had on the world's islands? We will be learning about how islands, often once isolated places, have become increasingly part of the global community. How has this changed their culture, geographical features and ecosystems? As we go island hopping, we will need to be geographers, designers and artists who are internationally minded and globally competent.

Entry Point

For the Entry Point, children will take part in a quiz about islands to share their prior knowledge. We will then work together as a class to create our own quiz about islands.

Knowledge Harvest

To begin the unit, will begin by thinking about how humans impact islands around the world. We will look at several statements relating to islands and children will decide if they agree or disagree with them. We will reflect on these statements at the end of the unit to see if our opinions have changed.

Art

- After looking at bird's-eye views of different islands, children will produce their own sketches.
- We will use printing techniques to produce our own contour lines, which will then be used to create a 3D model.

Geography

- Children will use Google Earth to explore different islands before carrying out research on a chosen island.
- We will find out how islands cities have changed over time.
- Children will carry out an experiment to demonstrate how rising water temperatures contribute to rising sea levels.
- We will research the challenges that are faced by islands.
- Children will consider how they would adapt if they were relocating to an island community.
- In groups, we will create maps of an imaginary island where people could relocate.
- We will find out about and how to use grid references on maps.

International

- We will find out how the Sustainable Development Goals are achieved by an island community.
- Children will think about how they can alter their daily routines to reduce the impacts of their actions on other people and the environment.
- We will find out about the impacts of improper plastic disposal.
- Children will work in groups to create a presentation to answer the question 'what can we do to reduce the amount of plastic that reaches the ocean?'.

Music

- We will listen to and compare music from different islands.
- Children will create music that could represent an island of their choice.

Physical Education

- In groups, children will create movements to accompany a piece of island music.
- Children will use maps of the school to create routes for others to follow using different movements.

Design, Technology and Innovation

- After finding out about the different food groups, children will design healthy smoothies to encourage people to eat more fruit and vegetables.
- We will find out about different island dishes and will then create a menu and recipes for these dishes.

Exit Point

During the Exit Point, children will make the smoothies and island dishes that they designed during the Design, Technology and Innovation lessons.

Assessment

Geography 3.02 Be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps.

Mastering	Secure	Developing	Emerging
I can: • Talk about the differences between globes, images, paper and digital maps and think about which is the best suited for different purposes. • Explore the size of different features and countries using digital maps and loop tools. • Talk about how the scale on a digital map is not fixed. • Use the correct scale on digital maps. • Talk about how elevation is shown on maps.	I can: • Choose the best map or image to help me do what I need to. • Give others coordinate to help them find where things are on a grid map. • Use the scale to find out the real distance between two places on a map. • Find the information about the scale on a digital map. • Say when maps have not been drawn to scale and so they do not show real life sizes or distances. • Use maps to talk about the journey between two places.	I can: • Explain how we might use maps and/or pictures. • Use the coordinate numbers to find where things are on a grid map. • Look at a map and picture of the same place and find the same features on both. • Use the scale to explain what a measurement or 1 square on a map means in real life. • Use compass directions to explain where different places are from a given point.	I can: • Talk about how we might use maps or pictures showing different types of places. • Read the key on a map, globe or picture to help me to find places or features. • Find and read the scale to find out what a measurement of square on a map means in real life.