



<b>SUBJECT:</b> <b>Geography</b>	<b>KS/Year Group:</b> <b>KS1</b>	<b>Lesson Title:</b> <b>Penguin Habitats</b>	<b>Duration:</b> <b>45 Mins</b>
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<b>Essential Skills met:</b>  1. Empathy 2. Decision making based on given criteria 3. Express opinions with reasons to support viewpoint	<b>National Curriculum targets met:</b>  1. Develop locational knowledge – world map 2. Use basic geographical vocabulary (eg: Habitat, sea, ocean, weather, city, compass) 3. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles	<b>Cross-Curricular Opportunities:</b>  1. Science - Habitats 2. PSHE- beauty of diversity in families – same gender parents 3. Maths – ½ ¼ turns, using angles and comparing to degrees of a compass.
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	<b>TIMING</b>	<b>ACTIVITY</b>
<b>Learning Outcomes:</b>  Tell students what they will learn, how it relates to their experience		<b>By the end of the Lesson:</b> Children will: <ul style="list-style-type: none"> <li>• Understand the basic needs of humans/ animals to survive.</li> <li>• Locate habitats on a world map</li> <li>• Understand compass points</li> </ul>
<b>Key Vocabulary</b>  <b>Habitat, penguin, zoo, natural, environment, compass, Antarctica , sea, Equator, North &amp; South Poles</b>		

<p><b>Starter learning activity</b></p>		<p>Watch/read <i>And Tango Makes Three</i>.</p> <p>Discuss with children what all parents/caregivers need to do in order to take care of a baby</p> <p>Brainstorm responses on a chart.</p> <p>Now create a list of different animals (see ppt) – what do they think each need in order to survive? Circle/ underline similarities - which needs are the same for all animals/ humans.</p>
<p><b>Continue the Learning:</b></p> <p>Main part of the lesson. Provide a variety of challenging, differentiated activities, meeting the needs of all students and all abilities</p>		<p><b>Activity 1:</b></p> <p>Discuss the story. Explain that it is based on a real life. Where did Tango and his carers live/why?</p> <p><b>Review and apply</b></p> <p>Did Tango have all of his needs met? Who did this? Why?</p> <p><b>Activity 2:</b></p> <p>Locate where Tango’s zoo was on a world map. Children to become human compass.</p> <p>Go through compass points and ½ ¼ turns.</p> <p>Show world map – where do they think penguins live in the wild? Why? (factors)</p> <p><b>Review and apply</b></p> <p>Compare the pupil’s ideas by looking at an interactive world map of penguin habitats. Discuss.</p>
<p><b>Challenge – Next Steps</b></p> <p>How can we move forward? Where shall we go next?</p>		<p>Learn more about penguin habitats – fun facts about penguins – science kids.</p> <p>Explain to the children that flags do not just represent countries but also communities and organisations.</p> <p>Explore/match flags to places/ organisations – what do they match/why?</p> <p>Try some of the activities on the curriculum map</p> <p>Learn the song <i>It's a penguin's life</i></p>
<p><b>Support the learning – Differentiation:</b></p>		<p><b>Tasks for students who need support:</b> Identify 2/3 countries where penguins live</p>

<p>Where appropriate, identify students and the methods of support and extension to be used</p>		<p>Use a differentiated amount of flags to match with the countries</p> <p><b>Extension:</b> Vote where do they think is the best place for a penguin to live and why? Zoo/Natural Environment</p> <p>Compare/ contrast</p> <p>+/ - living in the zoo</p> <p>+/ - living in the wild.</p>
<p><b>Celebrate the Learning - Plenary:</b></p> <p>Students demonstrate in some way what they have learned. Recognition of progress. Refer back to Learning Objectives.</p>		<p>Something I want you to know about this lesson is? How did this lesson go? How successful was it?</p>
<p><b>Resources/Equipment needed:</b></p> <p><b>BBC Bitesize</b></p> <p><b>KS1 Geography</b></p> <p><b>Emperor Penguins</b></p> <p><b>World Map</b></p> <p><b>Laptops</b></p> <p><b>Ipads</b></p> <p><b>Book: And Tango Makes Three</b></p> <p><b>Accompanying PowerPoint</b></p>		
<p><b>Equal Opportunities and SMSC:</b></p> <p>Identify relevant aspects of the lesson that give a greater understanding of treating all equally and fairly regardless of Age, Culture, Disability, Gender, Gender Identity, Faith, Marriage, Pregnancy and Sexual Orientation.</p> <p>Identify areas of Spiritual, Moral,</p>	<p><b>Equality Act</b></p> <p>Challenge "typical" behaviours / Gender stereotyping, actively confront prejudice</p> <p>Pupils must be encouraged to regard all of the protected characteristics with respect and acceptance.</p> <p><b>SMSC</b></p> <p>Be willing to reflect on own experiences</p>	

<p>Social and Cultural development</p> <p>How has the lesson promoted British Values?</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence;</p> <p>Understand the viewpoint of others</p> <p><b>British Values</b></p> <p><u>Mutual respect</u> and acceptance of others</p>
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