LEARNING UNIT

**TRAVELLING ACROSS GERMANY**

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| Type of school/ class | | I.C. Bossi lower secondary school second class | |
| Subject | | GEOGRAPHY | |
| Duration of Unit/N. of lessons | | 7 hours – 7 lessons | |
| **TEACHING AIMS**  To develop learners’ knowledge about the main natural aspects of Germany  To raise learners’ awareness about German history and economy, focusing from the end of the Second World War to our days  To enable learners to link history and geography to understand recent events. | | | |
| **LEARNING OUTCOMES** | | | |
| Most learners should Know  - The relevant aspects of the German landascape: mountains, rivers, lakes, climate;  - German culture and history: from the end of the Second World War to the Fall of Berlin Wall; German culture: typical food and the most important monuments in Berlin.  - About German economy: renewable and non- renewable resources. Zollverein Coal Mine Industrial Complex in Essen. | Most learners should be able to  -discriminate about different types of landascape,  - read a blind map and put the main geographical aspects of the country on it;  - talk about some important human events;  - use subject specific vocabulary | | Most learners should be aware of  -the relationship between historical events and society;  - the relationship between resources and environment;  - the importance of renewable resources;  - the opportunity to cooperate with others in a team work; |
| **CONTENT**  -the map of Germany  - German culture: monuments and food  - German history from the Second World War to our days: Berlin  - German economy: Ruhr area and the environmental reconvertion | | | |
| **COMMUNICATION**  The students describe Germany and its features | | | |
| Language of learning  **Vocabulary**  -words of geographical features (cardinal directions, border, mountain, river, lake);  -words of cultural features (typical food like fish, meat, wurstel, potatoes, carrots ecc.);  -words of economic aspects (non renewable resources like coal, petroleum oil, natural gas; renewable resources like sun, wind, water).  **Structures**  -Adjectives,  - Comparatives and superlatives;  Present simple, past simple, modal verbs.  **Functions**  -Describing geographical aspects;  - Expressing opinions | Language for learning  -Defining words;  - giving information;  - Expressing opinions | | Language through learning  -asking questions during the lesson;  - language to carry out oral tasks |
| **COGNITION**  -Understanding concepts;  - Identifying a country, its places, flag;  - Classifying main aspects of the population and its economy ;  - Using the IWB in research activities;  - Reading and understanding a power point presentation | | | |
| **CULTURE**  The students acquire awareness of the relationship between historical events and  responsabilities of global citizenship;  The students are aware of the importance about cooperation | | | |
| **RESOURCES**  [https://www.youtube.com/watch?v=oTPIzzcBPaA](about:blank)  [https://www.youtube.com/watch?v=azkpJoYNy4s](about:blank)  https://youtu.be/n4RjJKxsamQ  [https://youtu.be/Qc2iPR0-U8Q](about:blank)  - Annalisa Carraglia “HISTORY, GEOGRAPHY, ART CLIL” – Ed Pearson (unit 1 – Landscape)  maps, IWB, posters, powerpoint presentation, images and video from the Internet (video music included). | | | |
| **ASSESSMENT**  On-going observation, asking and writing questions and answers on the topic, taking notes;  group work, peer to peer activities. | | | |

**All the included images, videos and materials are for didactic purposes only.**