

Learning Unit

Title “ The United Kingdom – A geographical overlook””

Type of school/ Class	Secondary school – II class
Subjects involved	Geography
Duration of Unit/ Number of lessons	10 Lessons (1 hour each)

TEACHING AIMS

- *to present the main elements of the territory and climate of the UK with their main characteristics*
- *to present the main features of british population and the main cities*
- *to make students aware of the multicultural society of the UK and the particular relationship between the Royal Family and the british subjects*
- *to activate learners' experience and prior knowledge about the main elements of the british islands, of their society , their economy , and the Brexit*
- *to help learners to increase their English vocabulary and use language to make simple descriptions of landforms, population, society , cities and economy.*
- *to develop a more active and cooperative learning in class*

Learning outcomes

- *what learners will know and be able to do by the end of the unit*

know	be able to	be aware of
<ul style="list-style-type: none"> • <i>the concepts of archipelago, constitutional monarchy, Commonwealth, multicultural society , industrial revolution</i> • <i>the main historic processes that changed the british society and economy</i> • <i>the meaning of metropolis</i> 	<ul style="list-style-type: none"> • <i>read a map;</i> • <i>use pictures and images to gain informations about a region;</i> • <i>use , compare and explain data with tables and graphics;</i> • <i>to find information about cultural traditions on the web; learn new words;</i> • <i>speak with a little more confidence about the topics;</i> • <i>make questions and answer about the content;</i> • <i>use specific language and the basic tools of geography;</i> • <i>explain the meaning</i> 	<ul style="list-style-type: none"> • <i>the particular relationship between UK and the ex-colonies ;</i> • <i>the particular relationship between the queen and the british people;</i> • <i>the importance of the English language in the world today ;</i> • <i>the importance of the british economy</i>

	<i>of specific words;</i> <ul style="list-style-type: none"> • <i>express a simple personal opinion or ideas</i> 	
<u>Content</u> <p><i>An overview on the United Kingdom and the british isles , learners will gain knowledge about these topics and will be able to learn new words, to make questions about the content, to discuss and explain the meaning of the key elements of the content. Learners will understand with more awareness of the relationship between UK and the ex-colonies , and between the Queen and her subjects, the importance of the English language and the british economy .</i></p>		
<u>Communication</u> (vocabulary; structures; functions) <p><i>Collaborative tasks, work in groups and pairs , individual work and whole class activities</i></p> <p>The language of instructions , turn taking, expressing opinions ; understanding instructions, asking and answering questions, defining word, expressing one’s opinion (I think/for me/ I consider/ in my opinion/maybe), comparing and describing ; specific vocabulary: (archipelago , firths, lake district, highlands ecc.)</p> <p>New or Revised Vocabulary used to read and undestand a map : North/south/east/west ; latitude/longitude/degrees; data from a <i>Legenda</i>;</p> <p>Prepositions of place to describe a map or locate something: to the north/</p> <ul style="list-style-type: none"> - to describe a photo in a simple way (there is/are-I can see/I notice) - to make suppositions (I think...) - to ask detailed questions (whquestions) 		
<u>Cognition</u> <p><u>Lots</u>(<i>understanding, remembering, matching and reviewing learning- summarizing information, information transfer tasks</i>) <i>remembering- recognising names of geographical elements ; identifying names on maps and charts ; defining and explaining geographical and scientific concepts</i></p> <p><u>Hots</u> (<i>analyzing content, categorizing, identifying, selecting</i>) (<i>engagement in higher-order thinking and understanding, problem solving, accepting challenges and reflecting on them</i>)<i>comparing different geographic situations and contexts ; drawing maps, tables and charts ; making simple personal research in newspapers, books or internet ; expressing simple personal ideas and opinions</i></p>		
<u>Culture</u> <ul style="list-style-type: none"> • <i>‘self’ and ‘other’ awareness, raising awareness of cultural differences and fostering interest towards british population , society and economy.</i> • <i>Progression towards pluricultural understanding</i> • <i>develop class cooperation for learning</i> 		

Resources

Computer, projector, whiteboard, worksheets, videos, internet links

A glossary

Vocabulary cards.

Geo Natura vol.2 from page 121 to page 143.

with glossary

(video from youtube on.....)

WORKSHEETS

Lesson plans

TEACHER'S NOTES (teaching/ learning activities)

Lesson 1-2 - the United Kingdom part 1

- *Warm up* - Brainstorming at the board what the learners know or think to know about of the british islands and writing a few statements about them and say if they are true or false for them . T then introduces briefly the subject.

"The british archipelago ins located in a strategic place ", " The british island enjoy a warm and comfortable climate ", " There is no difference between United Kingdom and Britain " .

- *Previous knowledge* - T asks writes at the board two statements : one says that the dominant colour of the british territory is green and the other says that there are four main environments that characterize the archipelago . Using red and green cards the Ss indicate if the definition answers are true (green) or false (red).
- 3 Videos that explains the United kingdom
<https://youtu.be/rNu8XDBSn10> <https://youtu.be/qWH0wPzzhtw>
<https://youtu.be/mL1RsDRvTig>
- *Tasks: 1 . What are the main features of the United Kingdom? Exercise 1*
- *Tasks : 2. What are the environments that characterize the British islands. The T writes the features of the four environments and asks the Ss to guess the definition working in pairs. (lowlands and hills, mountainous areas , the coastal strip (firths) and the little islands)*
- *Tasks : 3. What are the differences and similarities between Ireland and Great Britain . T writes at the board a list of similarities and differences and asks the Ss to do a matching exercise working in pairs. (similarities. Language , pub, beer whisky, fish and chips)*
- *Ending the lesson: The T shows at the board several pictures of different landscapes . The Ss working in pairs must match the descriptions given by the T on the board .*
- *Glossary: archipelago , Great Britain , Eire , british , irish , anglican , catholic, firths, cliff, atlantic climate , fog and mist , Gulf stream , pub .*
- *Assessment: Ss revise the key words of the lesson .*

Lesson 3 -The United Kingdom part 2

- *Warm up* - T revises the key vocabulary of the first lesson, then shows at the board some pictures of Gibraltar and the Bermuda isles and asks Ss if they can tell why these places are connected with UK. Then asks the Ss if it's true that Great Britain can be divided in three main regions. Using red and green cards the Ss working in pairs indicate if it is true (green) or false (red).
- *Previous knowledge* - T shows at the board pictures of different British landscapes. Then asks the Ss to match them properly with the right region.
- Video about the Union Jack flag : <https://youtu.be/WVZQapdkwLo>
- *Tasks : 1. Moorland, Lake District, Giant's Causeway*. The T asks the Ss if they can tell which natural process has worked to form the landscapes mentioned before. The Ss working in pairs must group them properly in a matching exercise.
- *Ending the lesson: T writes the key words of the lesson on the board and Ss take note of the new words*
- *Glossary: moorland, causeway, ...*
- *Assessment: Ss revise the key words of the lesson.*

Lesson 4 - The United Kingdom part 3

- *Warm up* - T revises the key vocabulary of the previous lesson, then shows at the Ss the results of the matching exercise they did about the British landscapes.
- *Previous knowledge* - T writes a list of key words about the British colonies that formed the British Empire that Ss copy on their workbook, and then shows a YouTube video that explains the history of the British Empire <https://youtu.be/Qm9NIYfiqXw>
- *Task : 1. After the video the T gives the Ss a table that they must complete working in pairs with the names and the main events mentioned or showed in the video.*
- *Tasks : 2. The British Empire. The T shows some maps related to the British Empire, asks the Ss if they can tell which were the resources and raw materials that the British wanted from the territories drawn on the maps. The Ss working in pairs must group them properly in a matching exercise.*
- *Ending the lesson: T revise the new concepts of the lesson at the board.*
- *Glossary: Commonwealth,*
- *Assessment: Ss revise the key words of the lesson.*

Lesson 5 - The United Kingdom part 4

- *Warm up* - T asks Ss if they know some names of British writers that are very famous and if they can tell the name of some very well known investigator in a brainstorming activity. Then asks the Ss if they are aware about the importance of the English language as a

cultural medium all over the world and then asks if they can make some simple example of that. Ss working in pairs write down few sentences about this topic. (examples...)

- *Previous knowledge* - T shows some pictures of british kings and then asks the Ss if they can tell if the british monarchy is one of the most ancient democracies in the world.

.Ss using red and green cards indicate which statement is true (green) or false (red). Then asks the Ss to write a short list of the queen's powers . The Ss working in pairs write the list and the compare it with the others.

- *Task : 1.* T shows a video about the queen's powers (<https://youtu.be/mXDAQ73FEw8>) then asks the students to summarize at least three of them .
- *T shows at the board video about some amazing facts about the queen Elisabeth the second(<https://youtu.be/fdCt2diUu9s>) and asks Ss to select the ones that seems more amazing to them . The Ss working in little groups make the selection and then the groups compare their choices (T support the Ss to understand the meaning of each goals) .*
- *Ending the lesson: T writes the key words of the lesson on the board and SS take note of the new words*
- *Glossary:.*
- *Assessment: Ss revise the definition of and of the other key words. .*

Lesson 6 - The United Kingdom part 5

- *Warm up* - T asks the student to name the most important cities of the UK in a brainstorming activity. .
- *Previous knowledge* - T shows at the board some pictures of London then asks Ss if they know how big is its population and importance and if they know the definition of metropolis . The Ss discuss in pairs and then complete a short exercise that revises these contents.
- *Tasks : 1.* T shows a video <https://youtu.be/WLBizciMEbo> that explains facts and figure about the London population and asks Ss to regroup them properly in a chart. Ss working in pairs regroup them and then they discuss and compare the results.
- *Task : 2.* T shows at the board a map about the british economy and explains what are the most important activities . Then asks Ss if they, after reviewing the map, can tell wich activities are the most important for the UK's wealth . The Ss working in pairs discuss about that, and then compare their ideas with the others.
- *Ending the lesson: T writes the key words of the lesson on the board and SS take note of the new words.*
- *Glossary : London stock exchange , Lloyds, Industry , farms , ...*
- *Assessment: Ss give a summary in a written form of the definition of climate and the correct list of its elements and factors.*

Lesson 7– UK 's melting pot of cultures and religion

- *Warm up* - T shows at the board some pictures of different british citizens and asks the Ss to guess their ethnic group of origin , brainstorming any vocabulary that they can think of .
- *Previousknowledge* - T asks if the Ss can tell why there are so many different peoples in the Uk and if they can guess how many languages are spoken. Ss working in pairs try to guess and then confront their prediction with the real number . Then writes on the board some sentences that report a true or false reason for it . (Uk *has a long history of immigration there is a recent immigration trend from Europe....*, etc.)Using red and green cards the Ss indicate if the sentences are true (green) or false (red).
- *Tasks : 1. T shows on the board a map of the different ethnic groups that live in the UK and asks. Ss to analyze the map working in little groups and try to do a matching exercise, in which they have to match each group with his religion .*
- *Tasks : 2. After explaining the characteristics of the Anglican church, T asks the Ss if they think that there is religious freedom in the UK . Ss working in pairs try to answer and then compare their answers with the others.*
- *Ending the lesson: T reports the new words and concepts in a map that the Ss copy on their workbook.*
- *Glossary : Islamic , Buddhist, hindu, catholic , presbyterian , archbishop etc*
- *Assessment: Ss revise the key words of the lesson .*

Lesson 8– England

- *Warm up* - T shows at the board few pictures of the main aspects of English territory and asks Ss to describe the main features brainstorming any vocabulary that they can think of.
- *Previousknowledge* - T asks if the Ss have ever heard of some products or cultural aspect that could be specifically English and not generically british . After that T shows at the board some statements about England . Ss using red and green cards indicate if they agree (green) or not (red).
- *Tasks : 1. T shows a video <https://youtu.be/qDmZzBVKFMk> about ten interesting facts about England . Then T gives Ss a paragraph taken from the text in the video . Working in pairs Ss read and understand with the help of the T , then analyze and complete a little questionnaire about that paragraph .*
- *Ending the lesson: T reports the new words and concepts in a map that the Ss copy on their workbook.*
- *Glossary :*
- *Assessment: Ss revise the key words of the lesson .*

Lesson 9- The Irish Republic, and Northern Ireland

- *Warm up* - T shows at the board some pictures of different irish places and asks the Ss to describe what they see brainstorming any vocabulary that they can think of .

- *Previous knowledge* - T asks if the Ss can tell why Ireland is called “ the emerald isle” . Then explains main features of the main features of the territory and the climate . The T now asks the Ss if it’s true that Ireland saw a dramatic famine that caused the emigration of millions of irish citizens. Using red and green cards the Ss indicate if the sentence is true (green) or false (red).
- *Tasks* : 1. T shows some pictures of Dublin and different aspects of the irish culture , then asks the Ss to reason about that and , working in pairs, try to make a list of the most important and then compare their answers with the others.
- *Task 2:* T shows pictures of several irish products and brands and also a video about the irish economy. Then asks the Ss to select the most important economical element in a chart .
- *Task 3:* T shows a video about Northern Ireland <https://youtu.be/3etVQwkQF0c> and asks Ss to answer to few questions .
- *Ending the lesson:* T reports the new words and concepts in a map that the Ss copy on their workbook.
- *Glossary* .:
- *Assessment:* Ss revise the key words of the lesson .

Lesson 10– Scotland and Wales

- *Warm up* - T shows at the board some pictures that show some aspect of the Scottish and Welsh territories and asks Ss to describe what they see brainstorming any vocabulary that they can think of .
- *Previous knowledge* - T asks if the Ss have ever heard of the legend of the monster of Loch Ness and if they know at least few characteristic elements of the Scottish culture . After that T shows at the board some statements about what the Scottish people and Ss using red and green cards indicate if the sentences are true (green) or false (red).
- *Tasks 1:* T shows a video about Scotland <https://youtu.be/VUsTLc3S8TU> then asks Ss to work in little groups and select the things that were more unexpected .
- *Task 2 :* T shows a video <https://youtu.be/DY4PJ55kZJc> about some facts regarding Wales and asks Ss to summarize them and make a list of the most unexpected ones.
- *Ending the lesson:* T reports the new words and concepts in a map that the Ss copy on their workbook.
- *Glossary* :
- *Assessment:* Ss revise the key words of the lesson .

Lesson 11– Final lesson and test

- *Warm up* - Brainstorming exercise to revise the vocabulary of the previous lesson.
- *Previous knowledge* - T shows a map with all the cultural features of the UK . Then asks the Ss if they can tell which they like more or find more interesting .

- *Tasks : 1. Tasks Ss to work in pairs and write a list of the most important elements of the british culture in a short text that they can compare with the other couples.*
- *Ending the lesson . Final test (fill-in exercise; use of a map), with evaluation*
- *Assessment: Conclusion of third CLIL experience with personal considerations .*