

## SCHEME OF WORK

<b>UNIT OF WORK:</b> Biosphere	<b>CLASS:</b>	<b>YEAR GROUP:</b> Key Stage 2	<b>TIMING:</b>
<b>KEY QUESTION 2: Why is there a biosphere reserve in north Devon?</b>			
<b>LEARNING OBJECTIVES</b> <b>Pupils learn:</b>	<b>POSSIBLE TEACHING AND LEARNING ACTIVITIES</b>	<b>LEARNING OUTCOMES</b> <b>Pupils have opportunities to:</b>	<b>RESOURCES AND POINTS TO NOTE</b>
<p>M1: How identities, communities, cultures and traditions have changed and are changing over time</p> <p>L2: To distinguish between fact and opinion and make choices about sources of on-line information to find out about communities, locations and events</p> <p>L6: That communities and the people within them are diverse, changing and interconnected</p> <p>M7: To identify similarities and differences between places and environments and understand how they are linked</p> <p>M8: To appreciate the relationship between the physical, built and economic environments</p> <p>L9: How human patterns and distributions are influenced by both human and physical geography</p> <p>M11: To explore the different ways we can find out about the past and how to understand the evidence</p>	<p>Give out the large A3 map of the biosphere reserve in north Devon and encourage the pupils to identify familiar places and perhaps settlements in which they live or the location of their school. Emphasise the very large area that the north Devon biosphere covers and that it is made up of different areas – core, Area of Outstanding Natural Beauty (AONB) and the transition zone.</p> <p>Next give out the set of 16 photographs taken in different places across the biosphere. Explain to pupils that the photographs tell us the four main reasons why north Devon has become a biosphere reserve. Encourage pupils to describe in detail what they can see in each of the photographs and then support them to put them into sets or categories according to any similarities they feel there are between them.</p> <p>Ask pairs of pupils to explain the choices of sets that they have made. The four categories are:</p> <ul style="list-style-type: none"> <li>• Natural landscape and wildlife</li> <li>• Strong cultural traditions</li> <li>• Historical heritage</li> <li>• Economic activities linked closely to the environment</li> </ul> <p>Now distribute to pupils the set of photographs taken by James Ravillious (1939-1999) of rural life and landscape in north Devon. Encourage pupils to identify what they feel are the most striking</p>	<p>Recognise and identify</p> <p>Express views and ask questions</p> <p>Respond to simple questions</p> <p>Observe and describe</p> <p>Select appropriate information</p> <p>Undertake simple geographical tasks</p> <p>Use simple geographical vocabulary</p> <p>Compare and contrast</p> <p>Offer reasons</p> <p>Use basic geographical skills</p> <p>Use secondary evidence</p> <p>Communicate views and opinions</p> <p>Use appropriate geographical vocabulary</p> <p>Understand physical patterns and processes</p> <p>Understand human patterns and processes</p> <p>Demonstrate understanding through explanation</p> <p>Use a range of geographical skills</p> <p>Suggest enquiry questions and investigate them</p> <p>Use primary evidence</p> <p>Select information to answer an enquiry</p> <p>Identify, describe and explain patterns, processes, links and relationships</p> <p>Reach conclusions and make judgements</p>	

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