

**KS3 Science, Geography and Citizenship - *The Isle of Wight: A Global Island***

Curriculum Links	<p>Science:</p> <ul style="list-style-type: none"> <li>• Working Scientifically: scientific attitudes; experimental skills and investigations; analysis and evaluation; measurement</li> <li>• Interactions and interdependencies – the interdependence of organisms in the ecosystem</li> <li>• Earth as a source of limited resources and the efficacy of recycling</li> <li>• The production of carbon dioxide by human activity and the impact on the climate</li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East</li> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate</li> <li>• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul> <p>Citizenship:</p> <ul style="list-style-type: none"> <li>• The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</li> </ul>			
Key Themes	<ul style="list-style-type: none"> <li>• Where in the World – our globally connected Island through history</li> <li>• Broader horizons – our shared responsibilities</li> <li>• Broadening horizons - becoming an active global citizen</li> </ul>			
Suggested Learning Plan* (can be used as a basis to develop your own tailored learning and lesson plans)	<p><b>Lesson 1</b> (Digital map)</p>	<p><b>Lesson 2</b></p>	<p><b>Lesson 3</b></p>	
	Where in the World	Broadened horizons – responsibilities and opportunities	Becoming an active global citizen	

<p>Learning Objectives/ Outcomes</p>	<p>Be able to describe examples of how people on the Isle of Wight have connected with the wider world throughout history</p> <p>Understand the impact of some of these connections on people and environments in other parts of the world</p> <p>Explain how this historical understanding can help us reflect on our connections today.</p>	<p>Be able to identify items used on a daily basis that have global connections today.</p> <p>Understand some of the impacts (positive and negative) of these items on the world's people and environment.</p> <p>Awareness of the balance that is often struck between these positive and negative impacts</p>	<p>Understand that the planet has finite resources and we shouldn't be wasteful</p> <p>Understand that our actions impact upon the planet and people who live on it</p> <p>Be able to describe ways in which we can individually and collectively make a difference</p> <p>Desire and confidence to do something about it.</p>	
<p>Learner Activities</p>	<p>Start with a 2-3 minute film that introduces the Isle of Wight's historical global connections</p> <p>Explore the digital map and answer the quiz about the history of these global connections</p> <p>Choose one of the objects on the map and research online to discover more about its global story</p>	<p>Choose 3 items in your house that you use regularly, take photographs and bring them into school.</p> <p>Pool together the items everyone has brought in as a class and sort them into types (clothing, food, non-food products, technology etc.)</p> <p>As a class, look at each type in turn and discuss how</p>	<p>Activity looking at 4 global impact themes – mining for materials, land clearance for planting, plastic pollution, carbon footprints and climate change</p> <p>Look at Circular Economy</p> <p>Look at initiatives to reduce carbon footprint</p>	

		<p>and where you think items were made, what they are made from, where these materials came from, how did the items arrive here on the Island</p> <p>Choose 1 item and research online the impact of making and selling it on the world's environment and communities.</p>	<p>Find out about someone who is inventing something to make a difference right now.</p> <p>Create an individual action plan for next month.</p> <p>Come up with a collective idea for a project in groups</p> <p>Think of a future career</p>	
Teacher Resources	<p>Short film</p> <p>Digital map</p>	<p>Guidance about global impact themes to discuss and research</p>	<p>Global citizen learning pack</p>	
Suggested Assessment	<p>Drawing upon your research and observations about the object, write an exhibition label about the global connection it represents and the impact it had on people and places there. (200 words)</p>	<p>Create a 2 slide PowerPoint presentation, with 1 slide describing the item (what it is, where it came from, who made it, how you think it got here); and 1 slide describing its impact on people and environment</p>	<p>Individual action plan and collective project</p> <p>Monitoring individual and collective progress on being a global citizen and reducing carbon footprint</p>	