

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

Curriculum Links	<p>Citizenship:</p> <ul style="list-style-type: none"> The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities <p>Geography:</p> <ul style="list-style-type: none"> Understand how human and physical processes interact to influence, and change landscapes, environments and the climate Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Eastern Asia (including China and India), and Western Asia (the Middle East) Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field Use Geographical Information Systems (GIS) to view, analyse and interpret places and data <p>Science:</p> <ul style="list-style-type: none"> Interactions and interdependencies – the interdependence of organisms in the ecosystem Earth as a source of limited resources and the efficacy of recycling The production of carbon dioxide by human activity and the impact on the climate 		
Key Themes	<ul style="list-style-type: none"> Global Island – our globally connected Island through history Broadening horizons – our shared responsibilities and new opportunities Broadening horizons - being an active global citizen 		
Suggested Learning Plan* (can be used as a basis to develop your own tailored learning and lesson plans)	Lesson 1 (Digital map)	Lesson 2	Lesson 3
	Global Island	Our shared responsibilities and new opportunities	Being an active global citizen
Learning Objectives/ Outcomes	Be able to describe examples of how people on the Isle of Wight have	Be able to identify items used on a daily basis that have global connections today.	Understand that the planet has finite resources and we shouldn't be wasteful

	<p>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, with reference to United Nations Sustainable Development Goals</p> <p>Explain how this historical understanding can help us reflect on our 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 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>
Learner Activities	<p>Play the introductory film to the Digital Explorer and Quiz</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. Think about this story with reference to the UN Sustainable Development Goals</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 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 (positive and negative)</p>	<p>Class-based review discussion around the 5 global impact themes – mining for materials, land clearance for planting, plastic pollution, carbon footprints and climate change, income and living</p> <p>Take a look at the Circular Economy by researching elements of the Ellen MacArthur Foundation Learning Hub</p> <p>Look at the case studies to find out about someone who is inventing something to make a difference right now.</p> <p>Use the World Wildlife Fund or Woodland Trust footprint calculator to measure individual impact</p>

			<p>Create an individual action plan for the next month.</p> <p>Come up with a collective idea for a project in groups</p> <p>Think about what kind of work you would like to do in the future</p>
Teacher Resources	<ul style="list-style-type: none"> • Global Island introductory film • Global Island Explorer <p>Map word: Solidarity**</p>	<i>Being a Global Citizen</i> introductory resource	<i>Being a Global Citizen</i> introductory resource
Suggested Assessment	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)	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>Individual action plan and collective idea project</p> <p>Monitoring individual and collective progress on being a global citizen and reducing carbon footprint</p>

** Solidarity: this word means ‘unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group. The United Nations regards solidarity and cooperation as the foundation upon which its Sustainable Development Agenda sits. This Agenda is centred on people and planet, underpinned by human rights and supported by a global partnership determined to lift people out of poverty, hunger and disease. The UN regards Solidarity as one of the fundamental values of international relations in the C21st, wherein those, who either suffer or benefit least deserve help from those who benefit most.

Discover more here: <https://www.un.org/en/observances/human-solidarity-day>