



YEAR 4 INDIA: LAND OF CONTRAST AND CHANGE
UNIT PLAN (Draft Version 2)



AUTUMN TERM 1 & 2 (8 WEEKS + 7 WEEKS 2014)

<u>Session</u>	<u>Key Questions</u>	<u>Learning Objectives</u>	<u>Activities (Learning Pathway)</u>	<u>Outcomes/ Assessment Opportunities</u>
1	<p>Where is India? How do we get there? Where are the major cities? What is the climate like? What is the topography (landscape) like?</p>	<p>I know where India is, what the climate and landscape is like and how to get there.</p> <ul style="list-style-type: none"> - Use simple atlas maps and globes to locate Asia, India and surrounding ocean & seas, nearby countries etc. - Use maps of India to identify topographical features and land-use patterns. - Use map of India to locate major cities in India, Chembakolli and Bangalore. - Use Google Maps to plan/follow route. - Use 8 points of the compass to give directions. - Estimate distances using scale. 	<p>Launch topic by asking children to guess how far away India is. Can anyone locate the country on the class globe? Together, label the continents clearly on the class world map. Identify India with a big arrow.</p> <p><u>Support/Extension</u></p> <p><u>Resources</u> Globe Classroom world map (Hand-drawn) map of India for classroom display Camera</p>	<p>Self-assessment grid showing confidence relating to mapping skills.</p> <p>Written report of new knowledge relating to India's climate and topography.</p>
2	<p>1. What ideas do YOU have about India? 2. How do other people view India? PERCEPTION DIVERSITY</p>	<p>I can ask questions about India</p>	<p>1. Without input have the word India on the IWB and ask the children to draw their thoughts on what that means to them. Create a Class mind-map/individual illustrations/opportunity for a questionnaire for other pupils/teachers?? Or images with red herrings? 2. From a bag children pull items such as bank notes, tea, fact cards... What do the children think of these, what do they think they are etc? What is surprising? Children to write in questions they would like answered about India.</p>	



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			<p>Pupil questions - should inform planning. Conclude that India is a land of CONTRAST</p> <p><u>Resources</u> Bag for items Indian artefacts and fact cards.</p>	
3	<p>What should everyone know about the landscape and buildings in Indian villages today?</p>	<p>I can compare my home with an Indian village home.</p>	<p>Case study: Chembakolli Where is Chembakolli?</p> <ul style="list-style-type: none"> • Look at Atlas and photo's to decide. • Use flipchart. • Decide WHY it is a village - Comparison of own home/Chembakolli. View powerpoint. - Picture partner activity. Print pictures of Indian village houses. Partners sit back to back, one describes the image, while the other draws and labels. Alternate so everyone has a go. - As topic groups choose (1 of 3) which house they would like to 'build'. Annotate on a3 and display to class - In books explain differences between their homes and village homes. Are their similarities? <p>Resources Flipchart from last year. Houses and homes Powerpoint Pictures of their homes for comparison?</p>	<p>Use map from previous lesson to show where Chembakolli is.</p> <p>In books printouts of children's homes and draw</p> <p>HA/MA – full sentences LA – Bullet points</p> <p>To explain why the differences between their homes and village homes.</p>
4. 3.11.14	<p>What should everyone know about the lifestyle and</p>	<p>I can compare an Indian village child's day with mine.</p> <p>Use flipchart to show how villagers' lives</p>	<p>Case study: Chembakolli Explain they are a tribal community (Adivasi tribe). Collect ideas about what they think a tribe is.</p>	<p>An Indian child's day. 1. Use the key to understand Parvathy's day and fill out the comparison sheet.</p>



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	work/trade in an Indian Village today?	are different from ours. Collecting water etc, growing own food. Trade (pictures) Take children to The Moors and explain about collecting water	Resources Flipchart from last year. Article on Adivasi lifestyle. http://www.actionaid.org.uk/schools/actionaid-schools-blog/2012/06/08/how-to-lead-a-sustainable-ativasi-lifestyle	2. Children to fill out their own day timeline wheel, creating their own key. 3. Compare to Parvathy's day.
5 3.11.14	How has life changed in Chembakoli?		Case study: Chembakoli Timeline?	
6 7.11.14	What should everyone know about the landscape and buildings and lifestyles in an Indian city today?	I can compare features of an Indian city. Recap of village life Film clip two from Bangalore to Chembakolli dvd Prezi about Bangalore http://prezi.com/z9n8pl_dskkx/bangalore/	Case study: Bangalore To compare features of Bangalore from images and fill out sheet. Make class list of different aspects of an Indian city. In pairs (mixed ability) to plan a poster based on the findings the class has made.	Questions from film clips. Comparison chart of features.
7 10.11.14	What should everyone know about the lifestyle and work/trade in an Indian city today?	I can compare features of an Indian city.	Case study: Bangalore Continue to plan and then create poster	Poster highlighting the different sides of city life.



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<p>8 14.11.14</p>	<p>How could we communicate the contrasts in India?</p> <p>Potential to allow extended curriculum time for this as it should fall the week before half term?</p>		<p>ARTS LINK!</p> <p>Could involve pupil choice. Ideas:</p> <ul style="list-style-type: none"> - Collage for display (Chembakoli vs Bangalore) - focus = landscape contrasts. - Music sound-bites (see electronic resources for BBC SFX sound files... mainly city-based). Focus = lifestyle contrasts. - Drama (e.g. documentary voice-over/series of freeze-frames to represent lifestyle in village vs city) 	
<p>9. Homework for 20.11.14</p>	<p>Why is India important to us in the UK?</p>		<p>Hunt for 'Made in India' items at home.</p> <p>HOMEWORK</p>	
<p>PLANNED LITERACY LINK HERE!</p>		<p>Link to planned 'come to India' persuasive writing in Literacy. Or teach as a Geography lesson but use as a 'site of application' extended writing opportunity.</p> <p>Audience could be tourist (draw on learning from last lesson), business investor, charity – pupil choice? Ensure content links directly to learning in this unit.</p>		
<p>10.</p>	<p>Is 'globalisation' a good thing for India?</p>		<p>BRIC Nations</p> <p>Case study? – Past vs present in chosen location. Research opportunity: film clips, news reports, fact sheets, interviews... direct contact via email??. Use of a positive-negative continuum line – pupil conclusion/opinion.</p> <p>Possible Literacy link: Discussion text.</p>	
<p>11.</p>	<p>Did Danny Boyle do his Geography homework? What is life</p>	<p>PERCEPTION& REPRESENTATION</p>	<p>This is a 15 certificate, but perhaps with parental permission extracts portraying Juhu slum life could be shown?? Compare with reality e.g. http://blogs.hindustantimes.com/expat-on-the-edge/2009/02/11/slumming-it-in-mumbai/</p>	



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	like in Asia's largest slum?		Similarities/differences? How SHOULD it be presented? Written outcome- on the one hand.. however...)? Or debate.	
12.	Where next for India?	CHANGE	Consider future challenges...3Ps possible, preferred, probable. Poster outcome to raise awareness?	