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Lesson Plan

“Landscapes. Different types of landscape, natural landscape and human – made landscape”.

School	<ul style="list-style-type: none"> Middle School 	
Year / Class	<ul style="list-style-type: none"> First class 	
Subject :	<ul style="list-style-type: none"> Geography 	
Topic	<ul style="list-style-type: none"> Landscapes 	
CLIL language	<ul style="list-style-type: none"> English 	
AIM:	<ul style="list-style-type: none"> to study different types of landscapes and realize how man can change it 	
Teaching team and their roles	<ul style="list-style-type: none"> Main Teacher 	Subject taught: Geography
	<ul style="list-style-type: none"> Co-teacher 	Subject taught: supporting teacher
Student group profile	CEFR Level: <ul style="list-style-type: none"> A1 	

	<ul style="list-style-type: none"> • No native English speakers • Other native speakers • Migrant background • Special Educational Needs
Key vocabulary:	<ul style="list-style-type: none"> • <i>landscapes, rivers, lakes, sea, mountains ,hills, plains, coastal, urban, latitude, longitude, time zones, symbols, topography, continent, earth, human-made, tools...</i>
Key language	<ul style="list-style-type: none"> • Language expressions used (see the “green word” in the lesson plan)
Materials	<ul style="list-style-type: none"> • Pictures, Lim, Internet, Playbills, Drawings, Tracing Paper
STEPS	<ul style="list-style-type: none"> • One lesson (2 hours) of five

<p>Topic of the series of lessons</p> <p>Short description of the series of lessons a specific class is part of</p> <p>Some notes about the class it is addressed</p> <p>Reference to the curriculum and the school's own /general syllabus</p>	<ul style="list-style-type: none"> • “Different types of landscapes: mountains and hills, plains, coastal landscape and urban landscape”. • Five lessons (introduction + four different types of landscapes) including topics like rivers, lakes and seas. • Class involved: the first year of a middle school • The first geography lesson of will be preceded by a brief introduction to the Geography and the reasons why study it. Teachers will encourage pupils to answer simple questions like: “What is geography?” Geography is the study of...“Why do we study it?” ... Through a sort of brainstorming activity the teacher will ask each student to think and then write a word connected to the
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	<p>Geography on a post it that will be glued on a playbill.</p> <p>The following two lessons will focus on specific tools, key words, and simple key language used in geography, e.g. : how can we move freely around the world (How do we find our way around the world), latitude and longitude, time zones, symbols, scale, topography.</p> <ul style="list-style-type: none"> ● The topic of this specific lesson (two hours) is a general description of the series of different landscapes, before starting to study the European continent and the different European landscapes.
<p>Topic of the lesson</p> <p>Brief description of the topics and function of the class within the series of lessons</p>	<ul style="list-style-type: none"> ● “Landscapes. Different types of landscape, natural landscape and human – made landscape”. ● One lesson (two hours) ● Starting from the students’ prior knowledge, the teacher will guide them to understand the difference between “environment” and “landscape”. The lesson will direct students to investigating and understanding the difference between natural landscape e and human-made landscape.

<p>Analysis of the learning preconditions – student group profile (general)</p> <p>Description of the institutional framework conditions, school situation and anthropogenic and socio-cultural factors of the group of learners and learning preconditions in the school class</p>	<ul style="list-style-type: none"> ● School: middle school ● Year / class: 1 ● A group of 24 students ● The group of learners consists of a few students with migratory background and some others with special needs (BES/SEN “Special education needs” are present but not BLS/SLD with linguistic problems). <p>The lesson will take place at the very beginning of the year, since the group is new and the students don’t know much about each other. The learning level is clearly different among them because of their previous personal skills and of their different elementary background.</p> <p>Teachers suppose they have all gained a CEFR level A1 at the Primary School, as well, they deem most of them to have experienced Clil in Art, Music and Technology. They should be able to use the foreign language in listening, comprehending and communicating at the elementary level.</p> <p>Moreover, teachers presume that by now the Clil experience let the students understand simple concepts and instructions in English by focusing on the key words.</p>
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Teaching team profile	<ul style="list-style-type: none"> ● There is a main teacher (geography teacher) ● There is a co-teacher who will take care of students with special needs.
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<p>Definition of the learning objectives for the lesson</p> <p>Articulation of the higher order learning objective and partial learning goals for the lesson: definition of competences to be developed in relation to content and foreign language</p> <p>COGNITION (4C)</p>	<ul style="list-style-type: none"> ● Students learn the <u>vocabulary</u> (key words) and the <u>expressions</u> (key language) of the geography related to the landscape ● Learners will <u>observe</u> the landscape around them ● Learners will <u>see, identify, compare and catalogue</u> different landscapes ● Learners will <u>describe</u> contrasting landscapes ● Students will try to <u>identify the difference</u> between natural landscape and human-made (unnatural/ unreal/ faked/artificial/ factitious) landscape ● Students will try to <u>comprehend and describe</u> the factors that can change a landscape ● Learners <u>think about</u> things that are natural (made by nature) and things that are artificial (made by humans). This discrepancy will be useful (now and in the future) to realize how men constantly interact with the natural habitat, transforming the landscape as well the environment definitively. The students will see daylight how serious the consequences of the human exploitation are as well the dangerous pollution that it often causes . <p>The aim of this task is to investigate <u>the roots and the effects</u> of men’s unnatural interference in order to discuss this issue in the following lesson, in which students will <u>give their personal point of view</u> (opinions) about the men’s impact on the Earth.</p>
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<p>Analysis of the lesson in terms of its subject CONTENT (4C)</p> <p>Presentation of the subject content of the lesson – facts, concepts, links, intercultural content – referring back to the state of the discipline itself. Establishing connections to learning</p>	<ul style="list-style-type: none"> ● (1) The lesson will start from the students’ prior knowledge in order to accompany them to understand <u>the difference between “environment” and “landscape”</u>. The teacher will suggest them to use a mind map (visual organizer) to collect their ideas. A <u>definition</u> will be given. With a Venn diagram (visual organizer) the teacher will show similarities and differences between the two concepts. (Whole class) ● (2.1) Students watch a video and see different type of landscapes. They recognize the <u>different types of landscape</u> (mountain landscape, river landscape, sea and coastal landscape, city landscape, country landscape, urban landscape).
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objectives and methodology

(Work together, all class group)

- (2.2) Learners see, identify, compare and catalogue different landscapes through different images from all over the world (CULTURE 4C).

Working in groups they should divide the landscape's images and create some posters. Each poster will show a different landscape (mountain, river, costal, urban) with some important Key words that refer to every single landscape (*tree, house, farm, river, peak, slope, valley, hill, lake, spring...*)

(Work in groups).

- Basing on the natural-prior knowledge of students, the lesson will direct students to investigate and understand the difference between natural landscape and human-made landscape.

(3.1) They have to observe some pictures (from all over the world) and sign the pictures of natural landscape in blue and sign the pictures of human-made landscape in red (Work alone).

(3.2) Then, each student has to compare his answers with those of his classmate (working in pairs) and explain his answers.

(3.3) The class, under the teacher's guidance, will identify the natural aspects and the human-made aspects in each picture. A binary key (visual organizer) will be used to divide information into two parts using a series of questions (*Is it natural? Is it human-made?*).

- (3.4) Each student is provided with various pictures of natural landscapes and a glossy paper. Each learner will have to draw over the glossy paper some human-made action that can change the natural landscape. It's a practical, creative and personal activity that each student will show to his classmate, explaining what he did and how the landscape has changed later.

- (4) The learners in groups look out of the classroom window and try to describe (orally) the local landscape using the key words experienced.

Analysis of the lesson in terms of its foreign LANGUAGE content COMMUNICATION (4C)

- Pupils will learn and use some expressions that the teacher will write (marked on green in this dissertation) on the blackboard or interactive whiteboard, giving them on plastic strips as a scaffolding.

- The linguistic competencies that we expected for this lesson are:
 - to listen for comprehension
 - to learn the vocabulary and the expressions of the geography related to the landscape
 - to identify (*there is, there are, this is...*)
 - to describe simple images and landscapes
 - to express cause-effect relationships (*because*)

- to make comparisons (natural and human-made landscape)
- to make examples (*for example...*)
- to give an opinion (*I think that... In my opinion...*)

● (1) The students learn the definition of “environment” and “landscape”. *What is...?*

Using the Venn diagram (visual organizer) the teacher will show similarities and differences between the two concepts and will use (and encourage to use) terms like: *such as, the same, different*. → *comparing* and *contrasting* (finding similarities and differences) *What difference exists between?*

● (2.1) The students recognize the peculiar types of landscape (*mountain landscape, river landscape, sea and coastal landscape, city landscape, country landscape, urban landscape*). They will use expression like: *This is a.... , Classify ... according to...? I think that this is a ... because ...*

● (2.2) The learners see, *identify, compare* and catalogue different landscapes through different images from all over the world (**CULTURE** 4C). They divide the landscape's images in groups and produce some posters. Each poster shows a different landscape (mountain, river, coastal, urban) with some important words that refer to every single landscape. The students learn the vocabulary and the expressions of the geography related to the landscape: *landscape, mountain, volcano, hill, plain, river, tree, forest, desert, house, village, city, factory, bridge, street, land, cultivated field, farm, sea, ocean, port, harbor, island*
How is... related to...? What are the part or features of ...?

● The lesson will guide students to investigate and understand the difference between natural landscape and human-made landscape.

(3.2) They have to observe some pictures (from all over the world) (**CULTURE** 4C) and decide if the pictures are related to natural landscape or human-made landscape. (3.2) Then each student has to *compare* his answers with those of his classmate (work in pairs) and *explain* his answers. They will use expressions like: *I think this is ... because there is/are... In my opinion this is ... because of... /because there is/are...*

(3.3) The class, with the teacher's guide, will identify the natural aspects and the faked aspects in the pictures. A binary key (visual organizer) will be used to divide information into two parts using a series of questions like: *Is it natural? Is it human-made? What do you think?* And again answers like: *I think this is ... because there is/are... In my opinion this is ... because of... /because there is/are... I believe that ...*

● (3.4) Each of the students is provided with a landscape's picture (only natural) and a sheet of glossy paper. Every learner has to draw on the sheet of glossy paper some human-made things that can change the natural landscape. It's a practical activity that every student has to do by himself. After that, every student will show his own product to his classmate and

	<p><i>explain</i> what he has done to change the landscape. It will be better to use the past tense but it could be fine to use the present tense, too. They will use expressions like: I put a bridge over the river because it is useful; I draw a town here because there is a plain and the river is so close.</p> <ul style="list-style-type: none"> ● (4) Learners (divided in groups) look out of the classroom window and try to describe (orally) <u>the local landscape</u> using the words learned in the previous lessons. Here, like before, pupils will use expressions with “there is” and “there are”. Useful expressions like: I can see... I recognize ...
<p>DIDACTIC and METHODOLOGICAL analysis of the lesson</p> <p>(curriculum, appropriateness, relevance, justification of the lesson structure, justification of the interaction and working phases, justification of the choice of media, justification of the social forms, justification of the methodological approach)</p>	<ul style="list-style-type: none"> ● This lesson will take place in the <u>first period of the middle school</u>, after a brief introduction to the subject (What is geography? Geography is the study of...) and a couple of lessons about tools in geography (How do we find our way around the world, latitude and longitude, time zones, symbols, scale, topography). This is one of the first geography lessons of the first year of middle school. - During the lesson learners think about things that are natural (made by nature) and things that are artificial (made by humans). This difference will be useful (now and in the future) to reflect upon human interaction with the environment and the effects of such intervention on natural landscape. The consequence of human exploitation are sometimes serious and can be the cause of pollution (third year’s program). ● <u>The topic is appropriate</u> in relation to pupils’ age because it uses a lot of student’s prior knowledge, skills and competencies (from the elementary school), but, at the same time, it will prepare them (students) for the next lessons about the European continent and its landscape. ● The structure of the lesson respects a <u>gradual approach</u>, as it starts from basic, prior (natural) knowledge to gain some content-specific concepts at the end. The same is applied to thinking skills (LOTS and HOTS). To start with, the lesson will require identification and recalling of information, then it will move on to description, selection and organization skills. At the end of this first lesson students will be required to apply the knowledge gained and to justify and evaluate their choices. ● The lesson structure aims at <u>creating interest</u>, showing different places from all over the world (eventually from the students’ family country if migratory background is relevant) ● In the lesson the <u>interaction</u> in the group of learners is well supported through collaborative work .<u>Communicative skills</u> will be supported with some expressions that the teacher will provide as “communicative scaffolding” (for example with plastic strips or writing on the blackboard). Teacher will break phrases and tasks into small steps. The teacher will communicate also using gestures and modifying the tone of the voice in order to improve the comprehension. Code switching is allowed if necessary.

	<ul style="list-style-type: none"> ● During the lesson the teacher provides <u>different sorts of input</u> (images, videos) to help the pupils <u>understanding the topic easily</u>. Visual organizer will be used as well. ● During the lesson the teacher provides <u>different sorts of activities</u> (dialogue, pair- and group-work, discussion, brainstorming) to help the students <u>integrating different skills like comprehension, writing and speaking</u>. ● These various <u>activities help the learners developing both language and content knowledge</u>. ● Teacher will create a <u>positive classroom environment</u>, through interaction, collaboration and constructive feedback to the learners.
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<p>Checking the achievement of learning goals and consolidation of outcomes</p> <p>ASSESSMENT</p>	<ul style="list-style-type: none"> ● Students will be assessed as follows: <ul style="list-style-type: none"> - through the evaluation of the <u>portfolio</u> as a collection of work done over a period of time (all the series of lessons) that shows the learners' progress - <u>group work</u> assessment, i.e. evaluation of team work (<i>how much did the pupil participate?</i>) - <u>summative test</u> with short exercises (fill-in-the-gaps, matching, true or false) - <u>self evaluation</u> checklist (a grid with two columns: "<i>This is what we did</i>" and "<i>This is what I feel I can do</i>" and some smiles to graduate)
<p>Planning the course of the lesson</p>	<p>See the grid</p>
<p>Homework for consolidation purposes</p>	<p>At the last phase of the lesson (4) the learners (divided in groups) look out of the classroom window and try to describe (orally) the local landscape using the words learned.</p> <ul style="list-style-type: none"> ● At home the pupils have to <u>write the description of the local landscape</u> (view from the classroom or from home).

Phase and timing	Content + learning objective	Activity	Social form	Material	Language	Reference (See Attachment)
1 15'	<p>- to recall the knowledge (<u>prior knowledge</u>) about environment and landscape</p> <p>- <u>definitions of landscape and environment</u></p> <p>- <u>differences between landscape and environment</u></p>	<p>The teacher <u>creates interest and activates student's prior Knowledge</u>. We don't know if they know the correct definition.</p> <ul style="list-style-type: none"> ● Teacher asks: <ul style="list-style-type: none"> - "What is the environment?" - "What is a landscape?" ● Teacher will suggest to use a <u>mind map</u> to collect the ideas (everything, correct and incorrect). The ideas could be just words or maybe whole sentences. ● A <u>definition of environment and of landscape</u> will be given. ● With a <u>Venn diagram</u> the teacher will show similarities and differences between the two concepts. 	Whole class	<ul style="list-style-type: none"> - Blackboard or LIM - mind map - Venn diagram 	<p>Students learn the <u>definition of "environment" and "landscape"</u>. <i>What is...?</i></p> <p>Using the Venn diagram (visual organizer) the teacher will show similarities and differences between the two concepts and the teacher will use (and encourage to use) terms like: <i>such as, the same, different</i> → <u>comparing and contrasting</u> (finding similarities and differences) <i>What's the difference between...?</i></p>	<ul style="list-style-type: none"> - mind map Slide 2 Power Point - definition Slide 3 Power Point - Venn diagram Slide 4 Power Point

<p>2 10'</p>	<p>Recognize the <u>different types of landscape</u></p> <ul style="list-style-type: none"> - mountain landscape - river landscape - sea and coastal landscape - city landscape - country landscape - urban landscape 	<p>Students <u>watch a video</u> and see different types of landscape from all over the world.</p> <p>The teacher will stop the video and ask them the names of the landscape</p> <p>Learners have to <u>recognize</u> and tell the names of <u>different types of landscapes</u></p>	<p>Whole class</p>	<p>LIM</p>	<p>Students recognize the different types of landscape</p> <p><u>Vocabulary:</u> <i>mountain landscape, river landscape, sea and coastal landscape, city landscape, country landscape, urban landscape.</i></p> <p>They will use expression like:</p> <p><i>This is a.... ,</i> <i>Classify ... according to...</i> <i>I think that this is a ... because ...</i></p> <p>Students learn the vocabulary and the expressions of the geography related to the landscape: <i>landscape, mountain, volcano, hill, plain, river, tree, forest, desert, house, village, city, factory, bridge, street, land, cultivated field, farm, sea, ocean, port, harbor, island</i></p> <p><i>How is... related to...? What are the part or features of ...?</i></p>	<p>ED puzzle https://edpuzzle.com/assignments/590650d9b212793e09f51e9e/watch</p> <p>Slide 5 Power Point</p>
<p>2.1 20'</p>		<p><u>Learners see, identify, compare and categorize different landscapes</u> trough different images from all over the world.</p> <p>They <u>divide</u> the landscape's images in groups and <u>produce some posters.</u></p>	<p>Work in groups</p>	<p>Pictures and posters</p>	<p>Vocabulary related to the landscape: <i>landscape, mountain, volcano, hill, plain, river, tree, forest, desert, house, village, city, factory, bridge, street, land, cultivated field, farm, sea, ocean, port, harbor, island</i></p> <p><i>How is... related to...?</i> <i>What are the main parts or key features of ...?</i></p>	<p>Slides 6, 7, 8 Power Point</p>

		Each poster shows a different landscape (mountain, river, coastal, urban) with some important words that refer to every single landscape (<i>tree, house, farm, river, peak, slope, valley, hill, lake, spring...</i>)				
3 5'	Investigate and understand the <u>difference between natural landscape and human-made landscape</u>	Students have to <u>observe</u> some pictures (from all over the world). Then, they highlight the pictures of natural landscape in blue and those of human-made landscape in red.	Individual work	Pictures		Slides 6, 7, 8 Power Point
3.1 10'		Each student has to <u>compare</u> his answers with those of a classmate and explain his answers.	Work in pairs		Expressing own opinion, negotiating meaning, give reasons, find cause-effect relationships, agree/disagree, make comparisons: <i>I think this is ... because there is/are...</i> <i>In my opinion this is ... because of...</i> <i>/because there is/are...</i>	
3.2 10'		The class, guided by the teacher, will <u>identify</u> the natural aspects and the human-made aspects in the pictures. A binary key will be used to <u>divide</u> information into two	Whole class	Binary key	They will use a series of questions like: <i>Is it natural? Is it human-made? What do you think?</i> And again answers like: <i>I think this is ... because there is/are... In my opinion this is ... because of... /because there is/are... I believe that ...</i>	Slide 6, 7, 8 Power Point

		<p>parts using a series of questions.</p> <p>A <u>definition</u> of “natural” and of “human-made” will be given.</p>				
<p>3.3</p> <p>15’</p>		<p>Each student is provided with a landscape’s picture (only natural) and sheet of glossy paper.</p> <p>Then, she has to <u>draw</u> on the sheet of glossy paper some human-made things that can change the natural landscape. It’s a practical and creative activity that every student has to do by herself.</p> <p>At the end, every student will show his product to his classmates and <u>explain</u> what he did to change the landscape.</p>	Work alone	Pictures and glossy paper	<p>They will use expressions like:</p> <p><i>I put a bridge over the river because it is useful</i></p> <p><i>I draw a town here because there is a plain and the river is so close.</i></p> <p><u>Language</u>: past tense (regular, irregular)</p> <p>Subject-specific vocabulary</p> <p><u>Functions</u>: provide a description, give reasons, find cause-effect relationships, justify a choice</p>	
<p>4</p> <p>15’</p>	<p>Knowledge of the <u>local landscape</u> and <u>review</u> of the contents</p>	<p>The learners look out of the classroom window and try to <u>describe</u> (orally) the local landscape using the words they have learned before.</p>	Work in groups	Paper	<p>Pupils will use expressions with “<i>there is</i>” and “<i>there are</i>” (<u>language</u>: countable, uncountable)</p> <p>Useful expressions like: <i>I can see... I recognize ...</i></p>	

Home work	<u>Use your Knowledge and test your knowledge</u>	At home the pupils have to <u>write the description of the local landscape</u> (the classroom one or the home one).	Individual work			
Assessment	Summative test Self-evaluation checklist (see following page).					

ASSESSMENT Summative test

● Exercise 1

Match the words with the correct definition

- | | |
|----------------|--|
| 1. Landscape | a. Is a relief higher than 600-700 meters |
| 2. River | b. The visible appearance of a place |
| 3. Environment | c. A constant flow of a water |
| 4. Mountain | d. The visible and invisible features of a place |

● Exercise 2

Match the pictures¹ with the correct name

mountain landscape, river landscape, sea and coastal landscape, city landscape, country landscape, urban landscape



¹ Picture credits: See Attachment.



● Exercise 3

Complete the sentences below

1. Things that are natural are made by, not by humans. Those things are not artificial.
2. Things that are artificial are made by Those things are “human-made”. They are not made by natural processes.

● Exercise 4

Choose True (T) or False (F) for each sentence

- 1 A river is human-made T F
- 2 A bridge is natural T F
- 3 A tree is natural T F
- 4 A desert is human-made T F
- 5 A factory is human-made T F

SELF EVALUATION CHECKLIST

This is what we did	This is what I feel I can do
Difference between environment and landscape (definitions)	
Different types of landscape	
Difference between "natural" and "human-made" (definitions)	
Difference between natural landscape and human-made landscape	