

## KS1 Topic: Oceans and Seas Block G: The Galapagos Islands and Charles Darwin

<b>Session 1 Where in the World?</b>	
<b>National Curriculum</b>	<b>Geography:</b> To develop contextual knowledge of the location of globally significant places, both terrestrial and marine; To interpret a range of sources of geographical information, including maps, globes and aerial photographs; To use basic geographical vocabulary to refer to key physical features, including 'volcano', 'vegetation', 'season' and 'weather'.
<b>Teaching Objectives</b>	To locate The Galapagos Islands and to research features of the islands such as the weather and the physical geography.
<b>National Curriculum</b>	<b>Computing:</b> Use search technologies for locating information.
<b>Teaching Objectives</b>	To use the Internet to search for information about The Galapagos Islands. To create a simple fact-file of The Galapagos Islands.
<b>Resources</b> Presentation: We Are Island Explorers!; Research Prompts; Research Prompt Table; Magnifying glasses (optional); Computers or tablets with internet access.	<b>Weblinks</b> <a href="http://earth.google.co.uk">http://earth.google.co.uk</a> - Google Earth (this is free to download).
<p><b>Whole class:</b> Note that you will need to have downloaded Google Earth before the lesson.</p> <p>Remind the chn of the research they did into the underwater world of the Pacific Ocean. Open <a href="#">Google Earth</a> and navigate to the UK. Allow the children to direct you to the Pacific Ocean, either via Australia or via the USA, demonstrating the expanse of the ocean. Locate the Galapagos Islands, gradually zooming in on them. Show the location of the islands in relation to Ecuador so that the chn gain the knowledge that the islands are part of this country, even though the ocean separates them. Open the presentation, telling the chn that they are going to be 'Island Explorers' and find out as much as possible about the islands from the images and maps. Talk through the images, pointing out that the landscape is formed from small, sometimes volcanic islands. Comment on the vegetation and animals, focussing on the map that has a key indicating what animals live where. Finally look at the old map, which contains clues to Charles Darwin, and the old photo, linking the islands to history. In groups, the chn mind map all the things they have found out from the photos. (If you like, print out the images and allow the chn to explore them further using magnifying glasses.) Ask the groups to feed back to the class as you create a combined mind map. <i>Now you are going to create class fact-files entitled 'The Amazing Galapagos Islands'! You can use the things you have found out from the presentation, but you can also discover new information by using your research skills on the internet.</i></p>	
<b>Medium/ Hard</b> In pairs, the chn use Research Prompts (session resources) to design their own fact-files entitled 'The Amazing Galapagos Islands'. (If you wish to structure the research more tightly, use the websites listed under 'Information about the Galapagos Islands' in the 'Useful websites' section of the Block Overview.)	<b>Easy</b> In pairs, the chn use the Research Prompt Table (see session resources) to design their own fact-files entitled 'The Amazing Galapagos Islands'. (If you wish to structure the research more tightly, use the websites listed under 'Information about the Galapagos Islands' in the 'Useful websites' section of the Block Overview.) <b>Teacher to support as needed.</b>
<b>Plenary</b>	Rotate the chn's fact-files around the class. Each pair should read through the fact-file they now have and feed back one fact from it to the rest of the class.
<b>Outcomes</b>	Children will <ul style="list-style-type: none"> <li>• Gain geographical knowledge of the Galapagos Islands</li> <li>• Search the internet effectively</li> <li>• Create a fact-file on the Galapagos Islands</li> </ul>