

Who do we think we are?

Lesson 1: Who am I?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place – geographical imaginations</p> <p>Scale – appreciating different scales – from personal to local</p> <p>Cultural understanding and diversity – appreciating the differences and similarities between people</p>	<p>Variety of scales – personal, local</p> <p>Key aspects of the UK – current issues</p> <p>Human Geography – human processes</p>	<ul style="list-style-type: none"> • To explore the elements that make up someone's identity. • To understand how personal geographies become part of our identities. • To investigate the relationship between people and their environment - particularly their local environment. • To consider how identity is particular to the individual and explore the similarities and differences between people. 	<p>STARTER:</p> <p>Video clip of Students from the UK and the Middle East discussing the question "Who do we think we are?" While watching clip, students list different aspects of identity.</p> <p>MAIN ACTIVITY:</p> <p><i>Who am I?</i> Mapping exercise to explore personal geographies including identity and students' place in their local area.</p> <p>Google Earth can be used to show local area and identify places of common importance e.g. the school.</p> <p>PLENARY:</p> <p><i>This is who I am.</i> Using A4 pieces of paper, students write down words to answer the lesson's key question, 'Who am I?' Papers are stuck on the wall for other students to read and comment on.</p>	<p>Links: What makes us who we are? – topics for discussion from the 'Who do we think we are?' website. Google Earth Google Earth online demonstration Streetmap See links page at the end of this document.</p> <p>Video clip: Who do we think we are? – students from the UK and the Middle East discuss their identities and similarities.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – think creatively, find creative ways to use and apply geographical skills and understanding to create new interpretations of place</p> <p>Graphicacy and visual literacy - use maps and photographs. Construct maps.</p> <p>Geographical communication – communicate knowledge and understanding using geographical vocabulary</p>	<p><i>Build on and expand their personal experiences of geography</i></p> <p><i>Make links between geography and other subjects, including citizenship</i></p>			<p>Students can write a summary of identity similarities and differences within their class. More able can highlight connections and suggest reasons for similar identities.</p>
				Notes
				<p>To make this relevant to your students, they will need a map of the local area either to draw on (lower ability) or to use for reference (higher ability)</p>

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Lesson 2: What is Britishness?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – developing geographical imaginations of places</p> <p>Scale – appreciating different scales – national</p> <p>Human process – Understanding how sequences of events and activities in the human world leads to change in places and societies (Higher ability)</p> <p>Cultural understanding and diversity – appreciating the differences and similarities between people. Appreciating how people's values and attitudes differ and may influence social issues and developing their own values and attitudes about such issues.</p>	<p>A variety of scales – personal, national</p> <p>A range of investigations focusing on places, themes or issues</p> <p>Key aspects of the UK including its changing human geography</p>	<ul style="list-style-type: none"> • To explore the meaning of the term 'Britishness'. • To consider what 'Britishness' means to us as individuals, and whether it means different things to different people. • To highlight the difficulties in defining 'Britishness', and to think about how and why it means different things to different people. • To decide whether 'Britishness' can be summed up in a single word. 	<p>STARTER: Students watch a video clip from the BBC News website showing children talking about whether they feel British.</p> <p>MAIN ACTIVITY: <i>PowerPoint presentation "What is Britishness?"</i> Students discuss 'Britishness' and what it means to them. In pairs they create their own presentations using images that represent their own idea of 'Britishness'.</p> <p>Students can add text boxes to justify their choice of images and explain what 'Britishness' means to them.</p> <p><i>Extension:</i> Students choose one image that sums up 'Britishness' for them and justify their choice. At the highest level this will enable consideration of the changing nature of 'Britishness' as a result of global influences and changing societies.</p> <p>PLENARY: <i>Word Wall</i> On a Post-it note, students write down one word to answer the question, 'What is Britishness?' Words are stuck to the wall and discussed. Together, the class decide how to describe 'Britishness'.</p>	<p>Downloads: "What is Britishness?" presentation (PPT)</p> <p>Images: Google Images – use this search engine to find images of 'Britishness'.</p> <p>Video: BBC News clip - Do you feel British?</p> <p>Links: See links page at the end of this document.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – communicate their knowledge and understanding using geographical vocabulary and conventions in writing</p> <p>Geographical enquiry – think creatively, find creative ways of using and applying geographical skills and understanding to create new interpretations of place</p> <p>Graphicacy and visual literacy - Use photographs and images</p>	<p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Examine geographical issues in the news.</i></p> <p><i>Investigate important issues of relevance to the UK.</i></p> <p><i>Make links between geography and other subjects, including citizenship.</i></p>			<p>As part of out-of-class learning, student can compile and conduct a questionnaire about Britishness. What is it? Has it changed? How can it be described?</p>
				Notes
				<p>Student created PowerPoints should be shared with the class. Depending on time this can either be done at the end of the lesson or the beginning of the next lesson. The task could be extended so that students actually present their presentations explaining why they chose specific images.</p>

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Lesson 3: What do landscapes mean to me?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place – understanding the physical and human characteristics of real places</p> <p>Space - knowing where places and landscapes are located</p> <p>Cultural understanding and diversity - appreciating the differences and similarities between people and places. Appreciating how people's values and attitudes differ and developing their own values and attitudes about such issues</p>	<p>Variety of scales – local, national, international</p> <p>The location of places</p> <p>Human geography, built and managed environments</p> <p>Interactions between people and their environments</p>	<ul style="list-style-type: none"> • To consider the meanings that rural and built up landscapes have for people. • To identify and explain our favourite landscapes. • To investigate whether different people from different places identify with different landscapes, and to explain these findings. 	<p>STARTER:</p> <p>Students then discuss their favourite landscapes in pairs and explain what they mean to them.</p> <p>MAIN ACTIVITY:</p> <p>Using the landscape map worksheet, students map meaningful landscapes and add annotations to explain their choices.</p> <p>PLENARY:</p> <p>Using the photo sheet, students discuss why different people identify with different landscapes. The teacher should encourage students to consider the influence of cultural background, age, gender and experience, and refer back to both the starter and main activities.</p>	<p>Downloads:</p> <p>Landscape map worksheet (Word)</p> <p>Photo sheet (Word)</p> <p>Images:</p> <p>Google Images</p> <p>Links:</p> <p>See links page at the end of this document.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – creative ways of using and applying geographical skills and understanding to create new interpretations of place and space</p> <p>Graphicacy and visual literacy – use photographs and images</p>	<p><i>Build on and expand their personal experiences of geography.</i></p> <p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Make links between geography and other subjects including citizenship.</i></p>			<p>Notes</p> <p>The images from the starter activity can also be revisited during the plenary to help students make a connection between landscapes and culture, age, gender and experience.</p>

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Lesson 4: Am I a global citizen?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - understanding physical & human characteristics of real places. Developing 'geographical imaginations' of places.</p> <p>Space – Understanding the interactions between places & the networks created by flows of information & people.</p> <p>Scale – appreciating different scales: personal to national, international & global.</p> <p>Interdependence – exploring the social & economic connections between places.</p> <p>Physical and human processes – understanding how sequences of events & activities in the physical & human worlds lead to change in places & societies.</p> <p>Cultural understanding and diversity - appreciating the differences & similarities between people & places. Appreciating how people's values & attitudes differ. Developing personal values & attitudes.</p>	<p>Variety of scales from personal and local to international</p> <p>Investigation focusing on places, themes or issues</p> <p>Location of places</p> <p>Different parts of the world in the wider settings and contexts including countries in different states of development</p> <p>Human geography – human processes</p> <p>Interactions between people and their environments including causes and consequences of these interactions.</p>	<ul style="list-style-type: none"> To discuss the characteristics that a global citizen should possess. <p>(NB the question 'What is a citizen?' may need to be tackled first to check students' understanding of this term)</p> <ul style="list-style-type: none"> To consider whether we can describe ourselves as 'global citizens'. To discuss whether - or why - it is important to be a global citizen. To develop an Action Plan to assist groups of people affected by the conflict in the Democratic Republic of Congo. 	<p>STARTER: Global disasters interactive activity matching the disaster to the country name and location.</p> <p>MAIN ACTIVITY: <i>Creating an Action Plan.</i> Students work in groups to consider different aspects of the humanitarian disaster in the Democratic Republic of Congo and put together an Action Plan.</p> <p>PLENARY: Ideas from the different groups are discussed and collated to form a class Action Plan.</p> <p>Extension and or h/w opportunity – use the class action plan to write a letter to a local newspaper outlining what can be done and why British people should get involved.</p>	<p>Interactive: Global disasters map</p> <p>Downloads: A humanitarian disaster in the DRC presentation (PPT) Action Plan worksheets (Word)</p> <p>Images: Worldmapper - Affected by Disasters</p> <p>Links: See links page at the end of this document.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – ask geographical questions; think critically, constructively and creatively. Use and apply geographical skills. Solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.</p> <p>Graphicacy and visual literacy - use geographical data (e.g. atlases, maps, photos, satellite images) at a range of scales.</p> <p>Geographical communication – communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p><i>Explore real and relevant contemporary contexts.</i></p> <p><i>Use a range of approaches to enquiries.</i></p> <p><i>Use varied resources.</i></p> <p><i>Examine geographical issues in the news.</i></p> <p><i>Make links between geography and other subjects, including citizenship and areas of the curriculum including global dimension.</i></p>			<p>Class evaluation of the Action Plan. How effective would it be? Which parts of the plan would work well and why? Which parts of the plan would need revising and why?</p>
				Notes
				<p>G&T – G&T students can be assigned the role of Action Plan coordinators. They can visit each group, bring together the different strands of the plan and report back to the class at the end before the evaluation.</p>

Who do we think we are?

Lesson 5: Come into my world 1

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - developing 'geographical imaginations' of places</p> <p>Scale - Appreciating different scales – from personal and local to national, international and global</p> <p>Cultural understanding and diversity – developing their own values and attitudes</p>	<p>Variety of scales from personal, local and national to international and global</p> <p>Human geography</p> <p>Interactions between people and their environments</p>	<ul style="list-style-type: none"> To revisit the key questions addressed during this unit: <ul style="list-style-type: none"> Who am I? Who do we think we are? Do we consider ourselves British and what does this mean to us? Are we global citizens? To explore symbols of identity. To consider our place in the world. 	<p>STARTER: Watch Kylie's 'Come into my world' video while completing a worksheet about her world.</p> <p>MAIN ACTIVITY: Using a planning sheet, students produce a 60 second film clip entitled 'Come into my world'. The clip will focus on aspects of each student's identity and personal geography.</p> <p>Teacher to share peer assessment criteria.</p> <p>PLENARY: On an A4 sheet of paper, students write down words to answer the question, 'Who am I?'</p> <p>If this task was completed in lesson 1 of the unit, students can compare their answers from the beginning or the module and see if and why their opinion has changed.</p>	<p>Downloads: Kylie worksheet (Word) Come into my world planning sheet (Word) Peer assessment sheet (Word) Student instruction sheet (Word) Teacher guidance notes (Word) Moviemaker instructions (Word)</p> <p>Links: Official Kylie website See links page at the end of this document.</p> <p>Video: Come into my World - Kylie Minogue</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – students communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing</p>	<p><i>Build on and expand their personal geographies</i></p> <p><i>Explore real and relevant contemporary contexts</i></p> <p><i>Make links between geography and other subjects, including citizenship and ICT</i></p>			<p>Peer assessment of film clips based on an assessment sheet.</p>
				Notes
				Peer assessment element of this lesson needs to be explained before students start the main task

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Lesson 6: Come into my world 2

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - developing 'geographical imaginations' of places</p> <p>Scale - Appreciating different scales – from personal and local to national, international and global</p> <p>Cultural understanding and diversity – appreciating how people's values and attitudes differ and developing their own values and attitudes</p>	<p>Variety of scales from personal, local and national to international and global</p> <p>Human geography</p> <p>Interactions between people and their environments</p>	<p>To peer assess each other's 'Come into my world' video clips.</p> <p>To give feedback to each in the form of an overall score, two positive comments and one suggestion for how they could improve their score.</p> <p>To revisit the question 'Who am I?' from lesson 1. Is it now easier or harder to answer this question?</p> <p>To share thoughts about those aspects of the module that we most interesting or thought-provoking.</p>	<p>STARTER:</p> <p>Revision of assessment criteria on the peer assessment sheet</p> <p>MAIN ACTIVITY:</p> <p>Students watch the 'Come into my world' video clips produced by their classmates and assess each other's work by completing the peer assessment sheet.</p> <p>PLENARY:</p> <p>In pairs, students feedback their assessment comments.</p> <p>Discussion on how their answer to the original question 'Who am I?' has changed throughout the unit of study.</p> <p>Discussion about main areas of learning throughout the unit.</p>	<p>Downloads:</p> <p>Peer assessment sheet (Word)</p> <p>Links:</p> <p>See links page at the end of this document.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing</p>	<p><i>Build on and expand their personal geographies</i></p> <p><i>Explore real and relevant contemporary contexts</i></p> <p><i>Make links between geography and other subjects, including citizenship and ICT</i></p>			<p>Students complete a worksheet while watching the film clips and assess their peers. This is followed by peer feedback.</p>
				Notes
				<p>In the absence of video cameras these two lessons can still be completed by getting students to perform their clip in front of the class, rather than record it.</p>

Who do we think we are?

Lesson 1 web links

[Who do we think we are?](#)

[Offscreen student expedition 2008](#)

[Online CPD - Culture and Identity](#)

Lesson 2 web links

[BBC news article - What is Britishness?](#)

[Telegraph blog on Britishness](#)

[Wikipedia - Britishness](#)

[teachers tv - Britishness](#)

Lesson 3 web links

[Landscapes and their association with people](#)

Lesson 4 web links

[DRC country profile](#)

[Newsround "Multi-million pound Congo appeal"](#)

[Newsround "Fear of disease in troubled Congo"](#)

[BBC Images](#)

[BBC article "Congo rebel chief threatens war"](#)

[BBC article "UK troops 'will not go to congo"](#)

[BBC article "Q&A: DR Congo conflict"](#)

[BBC article - account of an aid worker](#)

[BBC article "UK charities launch Congo appeal"](#)

Lesson 5 web links

[National Curriculum - Peer assessment](#)

Lesson 6 web links

[National Curriculum - Peer assessment](#)