

Name of Trainee Teacher: Sharon SD & Daniel Payne

School:

Subject / Topic: We are Europe/Citizenship

Lesson: Geography

Date/time:		Number of pupils:	<b>25-30</b>	Year Group	<b>Year 6</b>
Prior learning / experience	Children have a thorough understanding of the Geographical aspects within their local area.				
Misconceptions Previous and potential	The United Kingdom doesn't have any mountains, it only has one capital city and the indigenous population only speak English.				
Individual needs of learners					
Learning objective(s)	To enhance their locational and place knowledge of the United Kingdom. To develop an appreciation of the features and characteristics of the different areas of the United Kingdom.				
National Curriculum links	Geography PoS KS2 <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom</li> <li>• Identify geographical regions and their identifying human and physical characteristics,</li> <li>• Identify key topographical features (including hills, mountains, coasts and rivers), and land</li> </ul>				
Success criteria	As a whole group – I can help produce a map of the United Kingdom. In pairs/groups of 3 – I can produce a fact file on an area/region of the United Kingdom. In pairs/groups of 3 – I can present my information about my area/region of the United Kingdom to a group.				
Teachers' Standards	1b – set goals that stretch and challenge pupils of all backgrounds 3b - promote the value of scholarship. 4b - promote a love of learning and children's intellectual curiosity.				
Key vocabulary	Kingdom, Union Jack, Greenwich Mean Time,				
Key questions	What can you tell us about your local area? How many countries are in the United Kingdom? What can you tell us about the area/region that you have been looking at today?				

Resources / Equipment		<p>Large cut-out of a map of the UK, large layered Union Jack ( A2 tracing paper placed on a sheet of white A2 card)          Cut-out areas/ regions of the UK – to include capital city locations (to be labelled), mountains, principal rivers/mountain ranges/hills (to be labelled); fact card to be attached to map (name, main cities, population, regional foods, language, major industries, 3 things that could be done as a tourist).          Tablets (or access to computers)          Marker pens, felt-tip pens          Blu-tack (or other fixing material) to put completed areas/regions onto a large map of the UK on the wall</p>		
Safety / Risk Assessment		Teacher / TA to mount UK areas/regions together on wall (using stepladder if appropriate).		
Links to future learning		'We Are Europe' sessions, developing knowledge about culture of specified EU member states.		
Lesson outline	Timings	What will you be doing?	What will the children be doing?	Opportunities for AfL
<b>Introduction</b>	5 mins	<p>Discuss prior learning acquired regarding their local area.</p> <p><i>What can you tell me about the area where you live/go to school?</i></p> <p>Use a whiteboard/large sheet of paper to note all the information that the children come up with.</p>	<p>In pairs come up with some key facts about their local area.</p>	<p>Listen and observe discussions.</p>
<b>Main teaching session</b>	10 mins	<p>Explain that the United Kingdom is made up of several countries and how each one of these have different characteristics and features.</p> <p><i>Briefly discuss the Union Jack – put together and display layered flag.</i></p> <p>Explain that today we're going to be looking beyond our local area and exploring some of the Geographical features of the United Kingdom.</p>	<p>Listening to the information about what they will be doing for this lesson.</p>	<p>Observe confidence/ability to research online and access reading material.</p>

	30 mins	<p><i>Model by using the map of UK and noting capital city and placing this information on the map.</i></p> <p>12 groups are needed so divide the children into pairs and groups of 3 as appropriate.</p> <p><i>The children will be creating a fact file for each area/region of the United Kingdom:</i></p> <p><i>England</i></p> <ul style="list-style-type: none"> <li>- <i>South West</i></li> <li>- <i>East of England</i></li> <li>- <i>South East</i></li> <li>- <i>East Midlands</i></li> <li>- <i>Yorkshire and the Humber</i></li> <li>- <i>North West</i></li> <li>- <i>West Midlands</i></li> <li>- <i>North East</i></li> <li>- <i>London</i></li> </ul> <p><i>Scotland</i></p> <p><i>Wales</i></p> <p><i>Northern Ireland</i></p> <p><i>They will use IT resources and books to gather the following information about their area/region and complete their fact file cards:</i></p> <p><i>Main capital city/cities/areas</i></p> <p><i>Population size</i></p> <p><i>Language(s),</i></p> <p><i>Names of principal rivers</i></p>	<p>In pairs and groups of 3 as appropriate:</p> <p>The children will be creating a fact file for each area/region of the United Kingdom:</p> <p>England</p> <ul style="list-style-type: none"> <li>- South West</li> <li>- East of England</li> <li>- South East</li> <li>- East Midlands</li> <li>- Yorkshire and the Humber</li> <li>- North West</li> <li>- West Midlands</li> <li>- North East</li> <li>- London</li> </ul> <p>Scotland</p> <p>Wales</p> <p>Northern Ireland</p> <p>They will use IT resources and books to gather the following information about their area/region and complete their fact file cards:</p> <p>Main capital city/cities/areas</p> <p>Population size</p> <p>Language(s),</p> <p>Names of principal rivers</p> <p>Names of mountain ranges/major hills – if there are any</p> <p>Major industries for that area</p> <p>Regional foods</p>	<p>Evidence: map and fact card.</p>
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<p><b>Plenary</b></p>	<p>15 mins</p>	<p><i>Names of mountain ranges/major hills – if there are any</i>  <i>Major industries for that area</i>  <i>Regional foods</i>  <i>Identify 3 things a tourist could do they visited</i></p> <p>Support &amp; guide as required.</p> <p>Ask the children to come up with a question for another group – <i>to be asked after that group have presented.</i></p> <p><i>Give them a couple of minutes to come up with something.</i></p> <p><i>Call up each region and ask the group to present their area/region.</i></p> <p><i>They then answer the question from another group and place their region and fact file card on the blank map.</i></p> <p>When all the groups have finished presenting, ask the children about some of the things they have learnt today about the United Kingdom.</p>	<p>Identify 3 things a tourist could do they visited</p> <p><i>Suggested website resources:</i>  <a href="http://www.bbc.co.uk/news/world-europe-18023389">http://www.bbc.co.uk/news/world-europe-18023389</a>  <a href="http://www.wikiforkids.ws">www.wikiforkids.ws</a>  <a href="http://projectbritain.com/britain/uk.htm">http://projectbritain.com/britain/uk.htm</a></p> <p>They will then collate this information on their fact cards and place it on the cut out of the area that they have been allocated.</p> <p>Each group is to come up with a question for another group – <i>this will be asked after that group have presented.</i></p> <p>Each area/region presents to everyone and answers the question from another group.</p> <p>They then place their area on the map.</p>	<p>Listen to discussions taking place and observe collaborative learning.</p> <p>Observe ability to communicate effectively and the learning acquired.</p>
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		<p><i>Children to discuss with partner – note answers down on whiteboard or large A1 paper.</i></p> <p>Introduce the idea of Greenwich Mean Time and time zones and what they will be doing regarding European countries next time they meet.</p>	<p>Discuss with their partner what they have learnt and share with the rest of the group.</p> <p>Children listen as they find out what they will be doing in the next session.</p>	<p>Listen to feedback from pupils &amp; support staff</p>
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Name of Trainee Teacher: Danny and Sharon

School:

Subject / Topic: 'We are Europe'

Lesson: Geography

Date/time:		Number of pupils:	<b>25-30</b>	Year Group	<b>Year 6</b>
Prior learning / experience	Work on 'Knowing others through knowing ourselves' (research about county, developed into UK national map).				
Misconceptions	Possible confusion between countries / currencies / EU membership, etc.				
Individual needs of learners					
Learning objective(s)	<b>To learn about an EU member state and discover facts about the European Union.</b>				
National Curriculum links	Geography: "...locate the world's countries, using maps to focus on Europe..." "...interpret a range of sources of geographical information, including maps..." "...inspire in pupils a curiosity and fascination about the world and its people..." "...equip pupils with knowledge about diverse places, people, resources and natural and human environments..."				
Success criteria	<b>(As a class): To produce a large-scale map of the European Union.</b> <b>(Individually or in pairs): To produce a country map providing a range of information about the country.</b> <b>To complete a quiz based on one or more EU member states.</b>				
Teachers' Standards	3b: "...promote the value of scholarship." 4b: "...promote a love of learning and children's intellectual curiosity..."				
Key vocabulary	European Union. Presidency/Monarchy. Institutions: European Commission, European Parliament, European Central Bank, European Court of Justice. Currency. Eurozone. Industries (various). Languages (various). Names of rivers/mountain ranges (various).				
Key questions	Various – for example: What is the capital city of...? What re the major industries of...? Which countries have the highest population? How many countries are in the Eurozone? In which countries are EU institutions based? Through how many EU countries does the river... flow? How many EU countries share a border with...?				
Resources / Equipment	Cut-out map of the UK (produced with class during previous lesson) Cut-out maps of EU nation states (as a guide, France should be approximately A2 paper size) – to include capital city location (to be labelled), clock face (children to fill in time at 12:00 GMT), 'blank' flag outline to fill in, star to indicate EU institution location and (optional) principal rivers/mountain ranges (to be labelled); fact card to be attached to map (name, capital, population, language, currency, head of state, EU accession date, major industries).				

	<p>Quiz question sheets (Differentiated: less able children – focus questions on one individual country; more able children – EU wide questions [e.g.: ‘How many countries use the Euro?’, ‘Which countries founded the European Union?’, etc.]</p> <p>iPads (or access to computers)</p> <p>Marker pens, felt-tip pens</p> <p>Blu-tack (or other fixing material) to put completed maps onto wall</p>
Safety / Risk Assessment	Teacher / TA to mount state maps together on wall (using stepladder if appropriate).
Links to future learning	‘We Are Europe’ sessions, developing knowledge about culture of specified EU member states.

Lesson outline	Timings	What will you be doing?	What will the children be doing?	Opportunities for AfL
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<b>Introduction</b>	5 mins	Using UK map from previous session, recap important information; introduce challenge to create large-scale map of EU, setting out expectations. Hand out member state maps ('randomly', but better known states to less able children) and fact cards to individuals/pairs.	Individually or in pairs: Gathering state map, fact card and iPad.	
<b>Main teaching session</b>	20 mins	Supporting/guiding/stretching research.	Researching member state online: Name, capital city, time zone, currency, flag, population, language(s), head of state, EU joining year, names of principal rivers/mountain ranges, major industries.  <i>Suggested website resources:</i> <i>bbc.co.uk (search '(country) factfile')</i> <i>www.wikiforkids.ws</i>	Observe confidence/ability to research online.
	20 mins	Supporting completion of maps and cards.	Completing member state map and fact card.	Evidence: map and fact card.
	5 mins	As each map is completed, with TA support if available, put maps (with fact cards attached) on wall to create large-scale EU map.	Talk to a partner about the member state researched.	
<b>Plenary</b>	10 mins	Hand out quiz sheets (target at ability: children should not answer questions on a state which they have researched).	Complete quiz (individually or in pairs) to find out facts about either: a single member state, or EU wide (institutions, EU enlargement, currency, etc.) using the large-scale map to find answers.	Evidence: quiz sheet.





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## Primary Planning KS1 / KS2

Name of Trainee Teacher ..... School

Date/time:		Number of pupils: 30	Year Group	Year 5
Prior learning / experience	Teacher – needs to know where Austria is and the major rivers/lakes, cities and landmarks, mountains and surrounding countries of Austria. Children will have differing prior knowledge.			
Misconceptions Previous and potential	Confusion between Austria and Australia. It's always cold. Austrian people always wear traditional clothing.			
Information on individual needs of learners:	Specific needs within the class.			
Learning Objectives Including links to NC	To introduce children to geographical features of Austria. I can identify Austria on a map of Europe and research a chosen aspect.	Success Criteria All: will be able to identify where Austria is and work as a team. Most: will be able to effectively research and name specific features. Some: will be able to extend their research to become experts within the class.	Teachers' Standards 3A, 4A, 4E	
Key vocabulary	Austria, German, Vienna, Salzburg, Innsbruck, Danube, Rhine, Grossglockner, Germany, Czech	Key questions Where is Austria? What do you know about Austria? What are the surrounding countries of Austria?		

	Republic, Slovakia, Hungary, Slovenia, Italy, Switzerland		
Resources / equipment Safety / Risk Assessment Use of IT	Map, Globe, Research tools: Books, internet, map Computers/tablets Chalk, paper, pens, mini whiteboards Large outline of Austria (chalk on the playground/large paper or IWB) Artefacts – clothing, food etc. Snippets of language found on YouTube or language learning website.		
Lesson outline and timings	What will you be doing?	What will the children be doing?	Opportunities for Assessment for Learning
Introduction  10 mins	Present clues about Austria such as photos, artefacts, snippets of language. Present a simplified map of Europe to show where Austria is. Also show on a globe to give wider perspective. Prompt if necessary.	Use these resources to guess the country they will be learning about.	Observation Questioning
Main teaching session: see below 25-30 mins  (Include differentiation Support – Teacher/TA/ Independent )	Split the class into 3 groups and allocate a topic for research. Topics include: rivers and lakes, cities and landmarks, mountains. Prompt if needed with suggested ideas for research or websites. Provide research tools to be easily available.	Identify what information they want to find out about their given topic. Note key questions on the whiteboard. Initial research to establish main feature. Children to assign subtopics within the group to research. Record research on paper.	Observation Questioning Look at the research children have done

<p>Plenary 15 mins</p>	<p>Present the outline of Austria. Use questioning to elicit children's knowledge. Invite children to add to the map using post-it notes or a drawing. Take a photo of final product.</p>	<p>Children feedback to the teacher. As a class create a feature map of Austria. Including pictures and keywords.</p>	<p>Photograph of final product Questioning</p>
<p>Links to future learning/ curriculum areas</p>	<p>Looking at other countries in Europe. More detailed study of Austria – Food, culture etc.</p>		

**Lesson evaluation to be completed on a separate sheet**

**Teacher Log / Page 6****Full lesson plan outline**

<b>Unit thematic area</b>	Dance
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	Fifty-five minutes
<b>Resources to be used from the List of Resources</b>	Internet links, Projector, Music
<b>How will these Resources be used?</b>	To model traditional Polish dancing to the children. The music will be used to create a dance.
<b>How will the students be able to collaborate with other students across Europe?</b>	

**Individual lesson plans (add as many tables as the number of lessons)**

Lesson nr.	Five
Main focus	Traditional Dance
Link to curriculum	Perform dances (Mazurek) using a range of movement patterns. Music - Mazurka - highly influenced Chopin
Objectives	Can I create a traditional dance using a range of patterns?
Activities	<p>The children will listen to the traditional dance music and try to guess what the story behind the music might be. This will allow the children to base their dance on a theme (love, loss, happiness, joy, history of Poland) or even tell a story.</p> <p>The children will listen to the music and recognise the tempo and beats. This will help the children to understand movement and direction required to perform their dance.</p> <p>The children will work in pairs to create two to three dance steps, they will then work in fours to teach each other their dance steps and to add movement and a dance pattern.</p> <p>If possible the children will then work in eights to hopefully perform a Mazurek type dance.</p>

Resources	Music, Links to You Tube showing traditional dance. <a href="http://www.bing.com/videos/search?q=Mazurek+Polish+dance&amp;&amp;view=detail&amp;mid=DD49A0932796C4EC0D6DDD49A0932796C4EC0D6D&amp;FORM=VRDGAR">http://www.bing.com/videos/search?q=Mazurek+Polish+dance&amp;&amp;view=detail&amp;mid=DD49A0932796C4EC0D6DDD49A0932796C4EC0D6D&amp;FORM=VRDGAR</a>
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**Mazurka**, Polish mazurek is Polish for a circle of couples, characterized by stamping feet and clicking heels and traditionally danced to the music of a village band. The music is in  $\frac{3}{4}$  or  $\frac{3}{8}$  time with a forceful accent on the second. The dance, highly improvisatory, has no set figures, and more than 50 different steps exist. The music written for the dance is also called *mazurka*.

The mazurka originated in roughly the 16th century among the Mazurs of east-central and was quickly adopted at the Polish court, yet it remained a. It eventually spread to Russian and German ballrooms and by the 1830s had reached England and France. As intended for four or eight couples or for single couples, the mazurka retains room for improvisation. The volume of mazurkas composed for by (some 57) reflects his interest in the music of his homeland as well as the dance's popularity in his day.

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

## Teacher Log / Page 6

### Full lesson plan outline

<b>Unit thematic area</b>	Computing/ Geography
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	55 mins
<b>Resources to be used from the List of Resources</b>	Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip ( <a href="https://www.youtube.com/watch?v=M50EpdVs_WM">https://www.youtube.com/watch?v=M50EpdVs_WM</a> )
<b>How will these Resources be used?</b>	Youtube clip- to engage and enthuse pupils. Microsoft PowerPoint- to present information Internet- to research
<b>How will the students be able to collaborate with other students across Europe?</b>	Share PowerPoint presentation with the class

### Individual lesson plans (add as many tables as the number of lessons)

Lesson nr.	Five
Main focus	City Sports Stadiums
Link to curriculum	<p><b>Computing:</b> Pupils should "select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact." (p.218)</p> <p><b>Geography:</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America."</p>
Objectives	Can I research and present information about the a range of Sport Stadiums from a range of European countries?
Activities	<p><b>Starter:</b> Show clip of sports stadiums- ask pupils if they would like to find out about the sports stadiums in a range of different countries? Explain that the pupil's task is going to be to create a range of PPT slides to present information about at least 3 different stadiums.</p> <p><b>Main:</b></p>



	<p>Show example already completed about Wembley stadium in London- what information do I have here? Note on the board- Country, City, Name of Stadium, Capacity, Sports, Interesting information, (Picture)</p> <p>Model how this information was found using the internet.</p> <p>Pupil's task is to create at least three PPT slides about the National Stadium of- Austria, Estonia, Finland, Poland or Portugal.</p> <p>Create success criteria together on the board.</p> <p><b>Extension-</b> Use PPT skills to improve the look of the presentation.</p> <p><b>Plenary:</b></p> <p>Pupils swap computers with a partner and view presentation.</p> <p>Offer feedback and share some as a class.</p>
Resources	<p>Map of Europe, projector, computers (ICT suite), Microsoft PowerPoint, Internet, youtube clip (<a href="https://www.youtube.com/watch?v=M50EpdVs_WM">https://www.youtube.com/watch?v=M50EpdVs_WM</a>)</p>

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

**Teacher Log / Page 6****Full lesson plan outline**

<b>Unit thematic area</b>	R.E/Culture
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	55 minutes
<b>Resources to be used from the List of Resources</b>	Internet links, projector, information about each link country
<b>How will these Resources be used?</b>	Researching festivals from link countries to provide information for a poster
<b>How will the students be able to collaborate with other students across Europe?</b>	Share information posters

**Individual lesson plans (add as many tables as the number of lessons)**

Lesson nr.	5
Main focus	Cultural diversity
Link to curriculum	
Objectives	Can I create an information poster about a festival from another country?
Activities	Find out pre learning from pupils what is a festival and why do they happen? Pupils to research from printed out information about 1 festival Pupils to design an information poster about that festival Pupils to share their information posters with the class of the group.
Resources	Internet links- information about a festival from each link country. <a href="https://www.youtube.com/watch?v=B3R-sxGbsB8">https://www.youtube.com/watch?v=B3R-sxGbsB8</a> <a href="https://www.tes.com/teaching-resource/oktoberfest-6427035">https://www.tes.com/teaching-resource/oktoberfest-6427035</a> A4 paper for information poster

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

**Teacher Log / Page 6****Full lesson plan outline**

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<b>Unit thematic area</b>	Music
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	55 minutes
<b>Resources to be used from the List of Resources</b>	Internet links (youtube) projector, music, information on each country, musical instruments
<b>How will these Resources be used?</b>	Play national anthem of one of the 5 link countries, provide information on one of the 5 link countries to inform writing of new anthem
<b>How will the students be able to collaborate with other students across Europe?</b>	Share anthems written

**Individual lesson plans (add as many tables as the number of lessons)**

Lesson nr.	Five
Main focus	National Anthems
Link to curriculum	Compose collaboratively a new national anthem. Perform with others to an audience. Listen to and respond to national anthems
Objectives	Can I compose a new anthem for one of the 5 link countries and perform it?
Activities	Play the national anthem of one of the link countries. Share resources of information about that country. Pupils work with others using the information to compose a new anthem for that country using a melodic line of their choosing. Pupils perform the new anthem to the rest of the class
Resources	Music links on youtube (collated playlist) <a href="https://www.youtube.com/playlist?list=PLBV4uSH06hWBtqzILUB__QbR8Sif4xWZf">https://www.youtube.com/playlist?list=PLBV4uSH06hWBtqzILUB__QbR8Sif4xWZf</a> Information from online about each country Musical instruments if required Paper for notation of ideas and completed composition

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				



<b>3. Teaching strategies</b>				
The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

## Teacher Log / Page 6

### Full lesson plan outline

<b>Unit thematic area</b>	Sports Around Europe
<b>Disciplinary areas /MIT</b>	Physical Education
<b>Duration and number of lessons</b>	1 lesson – 55 minutes
<b>Resources to be used from the List of Resources</b>	PE equipment / ICT / Youtube clips
<b>How will these Resources be used?</b>	To provide pupils opportunity to take part in other European sports.
<b>How will the students be able to collaborate with other students across Europe?</b>	The sports that they play in their own country.

### Individual lesson plans (add as many tables as the number of lessons)

Lesson nr.	1
Main focus	Sports Around Europe
Link to curriculum	Selecting and applying skills / tactics / rules
Objectives	Can I learn and play another European sport?
Activities	<p><b><u>FINNISH BASEBALL - PESAPALLOLIITTO</u></b></p> <p>Pupils will learn the rules of a sport from Finland. Finnish Baseball is called Pesapalloliitto. Explain the game and teach the rules to the pupils starting in Room 7. Use of ICT and internet clips.</p> <p>Pupils will play the Pesapalloliitto on the playground or field (weather dependent).</p> <p>Key questions: - What English sports is it like? How is it similar?          - What are the main differences from English sports such as cricket and rounders?</p> <p><b><u>WET WEATHER ALTERNATIVE – IN ROOM 7</u></b></p> <p>Introduce the game of Pesapalloliitto to the group. How is it similar to and differ from cricket and rounders?          Pupils are to work in pairs and choose an English sport. They must then alter the sport to create instructions for a new sport.          Pupils can work on paper or computer. The instructions must include:</p> <ul style="list-style-type: none"> <li>- Name of new sport</li> <li>- Equipment</li> </ul>

	<ul style="list-style-type: none"><li>- Rules</li><li>- Scoring</li><li>- Pitch / court dimensions</li></ul> <p>Pupils feedback to the rest of the group about their new sport.</p>
Resources	<p><a href="http://www.pesis.fi/pesapalloliitto/international_site/rules/">http://www.pesis.fi/pesapalloliitto/international_site/rules/</a></p> <p><a href="https://en.wikipedia.org/wiki/Pes%C3%A4pallo">https://en.wikipedia.org/wiki/Pes%C3%A4pallo</a></p> <p><a href="http://www.pesis.fi/pesapalloliitto/international_site/introduction/">http://www.pesis.fi/pesapalloliitto/international_site/introduction/</a></p> <p><a href="https://www.youtube.com/watch?v=BFJMZnEmxrk">https://www.youtube.com/watch?v=BFJMZnEmxrk</a></p>

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

## Teacher Log / Page 6

### Full lesson plan outline

<b>Unit thematic area</b>	Traditional clothing from Europe
<b>Disciplinary areas /MIT</b>	Design and technology
<b>Duration and number of lessons</b>	55 minutes
<b>Resources to be used from the List of Resources</b>	Powerpoint, card sorts, design templates
<b>How will these Resources be used?</b>	To engage, educate and motivate pupils
<b>How will the students be able to collaborate with other students across Europe?</b>	Compare, contrast and discuss designs of traditional European clothing.

### Individual lesson plans (add as many tables as the number of lessons)

Lesson nr.	1
Main focus	Learning objective: Can I understand, compare and design traditional clothing from parts of Europe?
Link to curriculum	Design and technology
Objectives	<ul style="list-style-type: none"><li>• Work collaboratively to make guesses where clothing came from</li><li>• Discuss and compare clothing from different countries</li><li>• Design own traditional costume</li></ul>
Activities	<p>Starter: Card sort activity with different pieces of clothing and match to each country</p> <p>Main: PPT discussing what types of clothing were worn in Estonia, Portugal and Austria. Discuss similarities and differences. Pupils to take ideas from each country and design a new and updated costume using templates or freehand</p> <p>Plenary: Pupils discuss with a partner, then as a class, what they have incorporated from tradition and what they have added and why.</p>
Resources	PPT, card sort with pictures from each country, design templates

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				



## Teacher Log / Page 6

### Full lesson plan outline

Austria, Poland, Portugal, Finland, Estonia

<b>Unit thematic area</b>	Geography/Science
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	55 minutes
<b>Resources to be used from the List of Resources</b>	PPT, computers, library, projector
<b>How will these Resources be used?</b>	PPT to inform the pupils of climate and general location Computers for children to research animals themselves cementing their understanding and knowledge. Library for research in book promoting their own independent research skills.
<b>How will the students be able to collaborate with other students across Europe?</b>	Share knowledge with the class

### Individual lesson plans (add as many tables as the number of lessons)

Lesson nr.	5
Main focus	Wildlife in the five focus countries
Link to curriculum	<b>Geography</b> Knowledge about the world, the United Kingdom and their locality; basic human and physical geography; and use of geographical skills to enhance locational awareness. In KS2 "Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America"  <b>Science</b> The Curriculum for this age is to enable pupils is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. It is split into areas linked to biology, chemistry and physics, for example Plants & Animals including humans, Rocks, Light and Forces and magnets.
Objectives	Can I increase my knowledge of European animals?
Activities	Starter (10 minutes):

	<p>Discuss the countries we are focusing on. What climate do these countries have, what animals could live there and why, what do they already know etc.? Run through ppt and discuss climate.</p> <p>Main (30 minutes):</p> <p>In pairs/threes use the computers and library to research animals from two out of the five countries. Put information on a ppt or word document ready to discuss with the rest of the class.</p> <p>Plenary (15):</p> <p>Pick children feedback to the class on the information they have been given.</p>
Resources	PPT, computers, library

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding				
Generate interest in other EU countries and their cultures				
Promote respect for the cultures and achievements of others				
Promote and initiate active participation in the development of a common Europe through a constructive discussion process				
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project				
Contribute to share knowledge with others				
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				
Selected resources meet the Unit/lessons objectives				
There is enough guidance on how to use the selected resources				
There is a clear relationship between resources, overall theme and unit objectives				
<b>3. Teaching strategies</b>				

The teaching strategies are informed by the resources				
There is a good balance between the curriculum and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching				
<b>4. Activities with Students</b>				
The proposed activities are motivating for students				
It is clear how WAE resources are to be used with students during the proposed activities				
The activities are feasible and/ or innovative				

## Teacher Log / Page 6

### Full lesson plan outline

<b>Unit thematic area</b>	<b>ART &amp; CULTURE</b>
<b>Disciplinary areas /MIT</b>	Art history and practice
<b>Duration and number of lessons</b>	1
<b>Resources to be used from the List of Resources</b>	None appropriate.
<b>How will these Resources be used?</b>	Art History Books as reference sourced by teacher.
<b>How will the students be able to collaborate with other students across Europe?</b>	Post artwork online and description of task.

### Individual lesson plans (add as many tables as the number of lessons)

Lesson number.	1
Main focus	European Artists:
Link to curriculum (NC 2014)	1. select and use relevant resources and references to develop their ideas. 3. confidently investigate and exploit the potential of new and unfamiliar materials 6. Be able to research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
Objectives	Explore the portraiture of a European Artists (e.g. Gustav Klimt- Austria; Paula Rego- Portugal; Peter Blake UK) Compare and contrast styles. Select a style to replicate.
Activities	<ul style="list-style-type: none"><li>• Pupils will look at examples of portraiture by the three artists. This may be a different artist with each group taken.</li><li>• Analyse the painting- formal and contextual analysis</li><li>• Model strategies for replicating techniques</li><li>• Produce own artwork 'in the style of the artist'</li></ul>
Resources	Art History Books: Gustav Klimt; Paula Rego; Peter Blake. Bibliography to be added later. White cartridge paper; collage materials; paint.

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	Strongly agree	Agree	Disagree	No comment
<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding	x			
Generate interest in other EU countries and their cultures	x			
Promote respect for the cultures and achievements of others	x			
Promote and initiate active participation in the development of a common Europe through a constructive discussion process		x		
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project			x	
Contribute to share knowledge with others		x		
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate				x
Selected resources meet the Unit/lessons objectives				x
There is enough guidance on how to use the selected resources				x
There is a clear relationship between resources, overall theme and unit objectives			x	
<b>3. Teaching strategies</b>				
The teaching strategies are informed by the resources				x
There is a good balance between the curriculum			x	

and the proposed activities				
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching		x		
<b>4. Activities with Students</b>				
The proposed activities are motivating for students		x		
It is clear how WAE resources are to be used with students during the proposed activities				x
The activities are feasible and/ or innovative	x			

## Lesson Plans Summary, UK

### Lesson 1 – The History of The European Union

Load up the 'European Union' PP and hand out the booklets. Children are to complete the Europe Spider Diagram from the information that is discussed in the PP. Pupils to fill in the European Union Membership map colouring in the first countries that joined in one colour and putting the name of them in the country and a key to show the date they joined, repeat for each period a country joined but with different colours.

### Lesson 2 – Focus Countries Capital Cities

Introduce the focus countries to the pupils (Poland, Portugal, Austria, Estonia and Finland). Load up the 'Focus Countries Capital Cities' PP. Pupils are to research and note facts about each of the focus capital cities in their booklets.

### Lesson 3 – Human and Physical Features of 4 Focus Countries

Load up the 'What do you know about Europe Features Lesson' PP. Children are to focus on what Human and Physical Features are and they will spend this lesson researching the main Physical and Human feature of 4 of the partner countries – Portugal, Finland, Austria and Estonia. Pupils to complete their table using Laptops etc and feedback at the end of the lesson.

### Lesson 4 – National Dishes

Load up the Europe Food PP and discuss with pupils what they see as the national dish or dishes for the England. Share with them the idea and show them the national foods for some other European countries as an idea for what they will be doing. Pupils will then research one of the focus countries national dishes.

### Lesson 5 – Learning Polish

I have asked Jolanta to come in and chat to the pupils about Poland and teach them some basic polish phrases and sayings. Have the pupils spend some time at the start of the lesson thinking of some questions they would like to ask about Poland. After Jolanta has answered some questions she will teach them some Polish. I have added some phrases to their workbooks to help them out.

### Lesson 6 – European Games

This lesson pupils will get the chance to play some traditional games from around Europe. These games can either be played inside or outside depending on the weather and it is important that you are familiar with the rules before you start to play.

### Lesson 7-8 Individual Research

Pupils will spend the next 2 lessons researching a particular focus country, focussing on a few areas of their own choosing. They can either do it as a PowerPoint or present it how they would like for example word or moviemaker. See the themes sheet in their workbook to get some ideas on the areas they can focus on.



## Lesson Plans Overview

### Teacher Log / Page 6

#### Full lesson plan outline

<b>Unit thematic area</b>	We Are Europe
<b>Disciplinary areas /MIT</b>	
<b>Duration and number of lessons</b>	8 x 60 minutes
<b>Resources to be used from the List of Resources</b>	<a href="http://europa.eu/kids-corner/index_en.htm">http://europa.eu/kids-corner/index_en.htm</a> <a href="http://europa.eu/kids-corner/explore_en.html">http://europa.eu/kids-corner/explore_en.html</a> <a href="http://europa.eu/publications/slide-presentations/index_en.htm">http://europa.eu/publications/slide-presentations/index_en.htm</a>
<b>How will these Resources be used?</b>	Resources will be used in addition to the PowerPoints that have been created. Pupils will be directed to use the websites when undertaking their own research.
<b>How will the students be able to collaborate with other students across Europe?</b>	

#### Individual lesson plans (add as many tables as the number of lessons)

Lesson nr.	1
Main focus	The History of The European Union
Link to curriculum	Geography, History
Objectives	To understand the history of the European Union. To know when each member joined the European Union.
Activities	Load up the 'European Union' PP and hand out the booklets. Children are to complete the Europe Spider Diagram from the information that is discussed in the PP. Pupils to fill in the European Union Membership map colouring in the first countries that joined in one colour and putting the name of them in the country and a key to show the date they joined, repeat for each period a country joined but with different colours.
Resources	European Union PowerPoint, Blank Map of Europe

Lesson nr.	2
Main focus	Focus Countries Capital Cities

Link to curriculum	Geography, History,
Objectives	Locate the capital cities of the focus countries. Use the internet to research each capital city.
Activities	Introduce the focus countries to the pupils (Poland, Portugal, Austria, Estonia and Finland). Load up the 'Focus Countries Capital Cities' PP. Pupils are to research and note facts about each of the focus capital cities in their booklets.
Resources	Laptops, Capital Cities PowerPoint, We are Europe Booklets

Lesson nr.	3
Main focus	Discover the Human and Physical Features of a Focus Country
Link to curriculum	Geography, History
Objectives	To know what a human and physical feature is? To discover the human features of one of the focus countries To discover the physical features of one of the focus countries
Activities	Load up the 'What do you know about Europe Features Lesson' PP. Children are to focus on what Human and Physical Features are and they will spend this lesson researching the main Physical and Human feature of the partner countries – Portugal, Finland, Austria, Poland and Estonia. Pupils to complete their table using Laptops etc and feedback at the end of the lesson.
Resources	Laptops, What do you know about Europe Features Lesson PowerPoint, We are Europe Booklets

Lesson nr.	4
Main focus	What are the National Dishes for the each focus country?
Link to curriculum	Geography, History, Food Technology
Objectives	To discover what a national dish is What are Britain's national dishes? What are the national dishes of the focus countries?
Activities	Load up the Europe Food PP and discuss with pupils what they see as the national dish or dishes for the England. Share with them the idea and show them the national foods for some other countries from around the world as an idea for what they will be doing. Pupils will then research one of the focus countries national dishes. Pupils to create a PowerPoint displaying and explain the food that is from each country. While pupils are working hand out some samples of food from the focus countries.
Resources	Laptops, Europe Food PowerPoint, We Are Europe Booklets, Food Samples

Lesson nr.	5
Main focus	Learning basic Polish
Link to curriculum	MFL, Geography, History
Objectives	To learn basic Polish words and Phrases.

	To discover more about Poland through questioning.
Activities	I have asked Jolanta Bafeltowska to come in and chat to the pupils about Poland and teach them some basic Polish phrases and sayings. Have the pupils spend some time at the start of the lesson thinking of some questions they would like to ask about Poland. After Jolanta has answered some questions she will teach them some Polish. I have added some phrases to their workbooks to help them out.
Resources	Jolanta Bafeltowska, We Are Europe Work Books

Lesson nr.	6
Main focus	To Discover different childrens games played throughout Europe
Link to curriculum	Geography, History, PE
Objectives	To learn about different games played by children throughout Europe To take part in some children's games To lead a children's game played in Europe
Activities	This lesson pupils will get the chance to play some traditional games from around Europe. These games can either be played inside or outside depending on the weather and it is important that you are familiar with the rules before you start to play. Children to play the Swiss game of Blinzlis, the Italian game of Cencio Mollo and the Scottish game Smuggling the Geg.
Resources	Hankerchief, chairs, small stone, whistle.

Lesson nr.	7 and 8
Main focus	Individual Research on Focus Country
Link to curriculum	Geography, History, ICT, Art, Design and Food Technology
Objectives	To individually research a focus country. To pick a specific area to research.
Activities	Pupils will spend the next 2 lessons researching a particular focus country, focussing on a few areas of their own choosing. They can either do it as a PowerPoint or present it how they would like for example word or moviemaker. See the themes sheet in their workbook to get some ideas on the areas they can focus on.
Resources	Laptops, We Are Europe booklets.

### 11. Feedback sheet on presentations of lesson plans.

Use this to review tool to support the development of the lesson plans

Criteria	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>No comment</i>

<b>1. Content:</b>				
<b>The unit (lessons)</b>				
Promote cultural and intercultural understanding	X			
Generate interest in other EU countries and their cultures	X			
Promote respect for the cultures and achievements of others	X			
Promote and initiate active participation in the development of a common Europe through a constructive discussion process	X			
Deepen students' political and historical knowledge on Europe in general, and especially on those European countries that are partners in the project	X			
Contribute to share knowledge with others	X			
<b>2. Use of WAE resources</b>				
The choice of resources from the <i>List of Resources</i> is adequate	X			
Selected resources meet the Unit/lessons objectives	X			
There is enough guidance on how to use the selected resources	X			
There is a clear relationship between resources, overall theme and unit objectives	X			
<b>3. Teaching strategies</b>				
The teaching strategies are informed by the resources	X			
There is a good balance between the curriculum and the proposed activities	X			
There are examples of either Discover Learning or Cross-curricular or Interdisciplinary Teaching or Experiential Learning or Peer Teaching	X			
<b>4. Activities with Students</b>				

The proposed activities are motivating for students	X			
It is clear how WAE resources are to be used with students during the proposed activities	X			
The activities are feasible and/ or innovative	X			