

COMPARING REGIONAL DIFFERENCES IN ITALY		
OBJECTIVES: Knowledge/Understanding: Review main differences between North/South Italy. Use appropriate geographical vocabulary Geographical skills: Use enquiry method. What are the places like, how are they similar and different? How are they changing? Interpret/find/classify data from different sources including an atlas: Present findings Key skills: Literacy, communication, working with others		
Organisation Timing	Focus/Activities	Grouping
Introduction 5 minutes	Recap North/South Italy – Q/A using picture prompts. Share objectives	Whole class
Core activities 5 minutes	Starter Letters from young people in Milan/Aliano. Prompt questions – what are the main differences? What do we mean by regional differences?	2 students read to whole class
15 minutes	Introduce Task 1: Collecting data Students sort cards into North/South features; check/retrieve info. from atlas. Once sorted, categorise (climate, soil, etc.) and write into large matrix.	Pairs
10 minutes	Review task (plenary). Any difficult terms/cards/categories? Check accuracy, correct any problem areas. Review questions – What are the regions like? How are they similar and different? How are they changing?	Whole class
12 minutes	Introduce task 2: Presenting findings. Students write notes into table (physical features, economic features, standard of living), then write paragraphs about the North and South of Italy, using the words in the table.	Pairs
3 minutes	Set homework: Compare the N/S of Italy. Emphasises similarities, differences and changes.	Individual Whole class
Plenary 10 minutes	Review learning in the lesson. In back of books each student identifies something new and something that surprised them about Italy (knowledge). They also identify a skill they have improved and something they would do differently. Selected students asked to share their learning with the whole group.	Individual Whole class
Differentiation: Resource/support Extension task not used	Evaluation: Letter prompts and cards worked well; next time direct students to textbook as well as atlas; need to emphasise use of connecting words to build paragraphs and move on to explanations/links	
Some students	Most students	With the exception of
Daniel W, Siobhan, Emma, Madeline, Omar, James A., Joseph, Fang Chen: fast and accurate work – good use of notes	Good k/u of main features and key vocabulary. Good co-operation/group work; willing feedback; useful self-evaluations	Amardeep, Daniel: uncertain of some key terms. Need to ensure they understand the next task

Informal, mostly in my head

Being clear about the objectives helps me make judgements

What do they know/remember? What do I need to emphasise or introduce?

Who needs help with the task or with any concepts or vocabulary?

Any mistakes, misconceptions or special responses?

Do students understand the purpose and what to do?

Have we met the objectives? What have students learned? What do I need to emphasise?

Marking will help me check progress, give feedback during next lesson and provide a record of achievement

I can use this jotter to summarise achievement and work out the next steps

Planning to use assessment for learning within a lesson. Source Balderstone, D. (ed) (2006) *Secondary Geography Handbook*. Sheffield: Geographical Association Chapter 32 p 421