

LEARNING SEQUENCE: The planet Earth

This sequence presents the world as a place for everyone and as something we should learn and care about. We study the Earth and the continents (rather than individual countries), because it clearly demonstrates that, above all, our planet is our home, an amazing place and something we have to look after.

The Earth



In this block, which is primarily an introduction, we present the planet Earth, its place in space, some of its principal characteristics, how the seasons work, water, continents and oceans.

Aims

- Planet Earth: physical characteristics
- The Earth's tilt and the seasons
- The Earth and water
- Continents and oceans

Teacher's notes

This block is developed over seven screens. It presents the principal physical characteristics of our planet.

In the first two screens we learn about the diameter of the Earth.

In screen three users are given several interesting facts about Earth and are required to complete them with the right number.

In screen 4 users discover how the Earth's tilt creates the seasons.

Screen 5 presents the amount of water on Earth and read about how little we really have. They are required to complete a text.

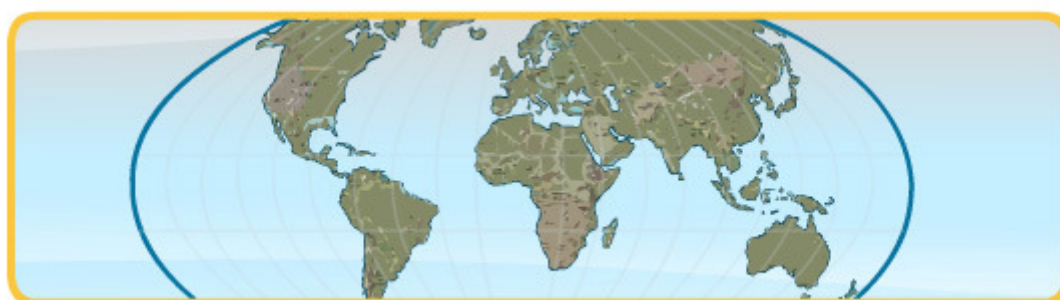
Screen 6 presents the 7 continents and the 5 oceans on Earth.

The evaluation on screen 7 tests what they remember of the main facts they learned in the sequence.

Approach

This block is basically designed for individual work. However, we recommend that you bring in a globe so students can better visualise what's being presented.

The continents



In this block we focus on the Earth's continents and oceans in more detail.

Aims

- Continents and oceans
- Principal compass points
- Comparatives and superlatives
- Names of countries

Teacher's notes

* Note that in English we talk about seven continents, counting Europe and Asia and North and South America as separate continents.

This block is developed over 6 screens. Screen 1 presents the names of the seven continents. In screen 2, students listen see a table with population and percentages or world's land mass of the seven continents. They listen to a description of each continent with further information about each one. Screen three requires users to complete short texts about the three biggest continents. In screen four, students have to complete shorts texts about the other four continents, choosing the correct option out of three. Screen five

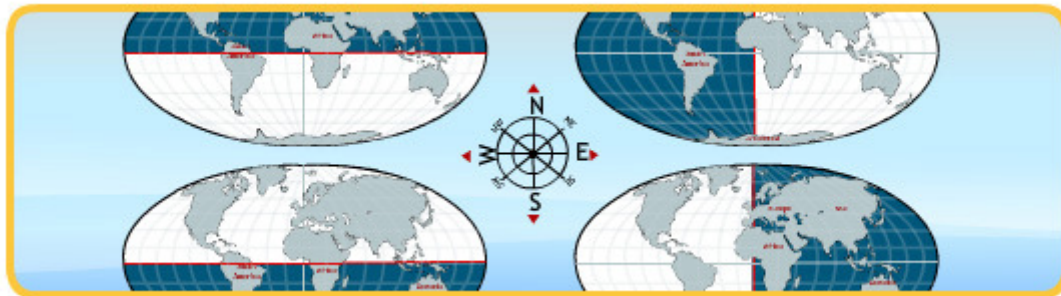
presents students with photos of people from each continent* and according to their physical features have to decide which continent they belong to. In screen six they have to classify countries according to which continent they are in.

* Note that Antarctica has no native population. The only humans who live there are scientists and researchers from other parts of the world in the various research centres around the continent. The first human born on the continent was the Argentine Emilio Palma, born in the Base Esperanza in 1978.

Approach

This block is basically designed for individual work. However, you can ask students to think about the shape of each continent (e.g. What two continents are like triangles?). Students can also continue classifying countries according to the continent they are in.

The hemispheres



In this block we focus on the four hemispheres, see unusual view of Earth and compare what's in each hemisphere.

Aims

- Hemisphere: Northern, Southern, Eastern, Western
- Oceans
- Names of countries

Teacher's notes

The first screen presents the four hemispheres of the Earth and what they look like. In the second screen users are asked to identify the four

hemispheres as they are seen from space. Screen 3 requires users to decide if the statements about the hemispheres are true or false. Screen 4 requires students to classify countries according to which hemisphere they are in: Northern or Southern. Finally, in screen five users have to choose the right answer to questions about the hemispheres.

Approach

This block is basically designed for individual work. However, it can present opportunities for students to write simple sentences about what they have learned about each hemisphere. Students write their sentences and compare them with their partners.

Climate



In this block users learn about the five main climates on Earth - information they should already know from Science. They also learn some basic information about global warming and how to protect the environment.

Aims

- Types of climate
- Global warming
- Weather words

Teacher's notes

This block is developed over 5 screens.

Screen 1 presents the names of the five main climate types.

Screen two presents students with how global warming works and how it affects global temperatures.

Screen three requires them to identify the climates from descriptions.

In screen four, looks at some ways to fight global warming. Screen five asks students to decide whether statements about climate are true or false.

Approach

This block is basically designed for individual work. However, at the end you can investigate further the effects of global warming, climate change and what we can do as consumers to protect the environment.

Physical map



In this block we see the main physical feature of our planet: rivers, lakes, mountains and oceans.

Aims

- Names of rivers, mountain ranges, lakes and oceans
- Superlatives
- Continents and ocean

Teacher's notes

This block is developed over 5 screens. Screen 1 presents the names of the three longest rivers, longest mountain ranges and biggest oceans on our planet. In the second screen, users listen to information about the three biggest mountain ranges and classify them according to their size. Screen three requires students to listen and complete the information about the three longest rivers in the world. In screen four students have to name the five oceans. In the fifth screen they complete sentences about the rivers, mountain and oceans presented in the block by choosing the right option.

Approach

This block is basically designed for individual work. However, students can be asked to find out more about the other rivers and mountain ranges and those in their own country or region.