**Year 7 Geography**

**World Heritage sites.**

**Students had an inquiry journal to work in. Link here.**

An overview of the GI follows:

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| **girl5-stick-figure**  **OPEN**  **Two lessons: to Page 6** | **Open your mind, listen and get curious.**  **The task:**  Your inquiry community is going to piece together an answer to the Big Question: ***Why is it important to know about, and cherish, World Heritage sites?***  For now, you will do a glossary and get some basic facts. |
| **girl5-stick-figure**  **IMMERSE One lesson: to Page 8** | **Develop some background knowledge.**  Consider what you already know.  Do a broad search for World Heritage sites – <http://whc.unesco.org/en/list/> is a great place to start.  Discover interesting world heritage sites. |
| **EXPLORE**  **Two lessons: To Page 10** | **Join an inquiry circle on world heritage sites in one particular continent.** Which continent of the world are you interested in?  Look at the jigsaw on the front of your booklet, and choose from Europe, Africa, Asia, Australia, South America and North America. **Join your inquiry circle.**  Each inquiry circle is a piece of the jigsaw that you will bring together to answer the Big Question.  Follow your interest, browse, and stop and jot some interesting ideas, while you visit at least TWO World Heritage sites in your continent, each. |
| **IDENTIFY**  **Two lessons: To page 13** | **Share what you’ve learned in your inquiry circle.**  Work together to choose ONE World Heritage site for your inquiry circle.  Develop an inquiry question using Question focus formulation activity, and the sample questions in the jigsaw on the front of your booklet.  Work together to decide how to find the answers to your inquiry questions and share the work of gathering information.  **Reflect on your process so far.**  **girl5-stick-figure** |
| **GATHER**  **Two lessons: To page 15** | **Gather important information** - ONLY the information that answers your Inquiry circle’s question. Take notes in your booklet, and share the work of finding answers and recording them.  **Gather at least FOUR images of your site**, for the Tripline presentation. The pictures must help you answer your inquiry question.  Take notes about the pictures in your booklet. |
| **CREATE AND SHARE**  **Four lessons: To page 17** | **Share with your inquiry circle**. Mind map your ideas  Create the answer to your inquiry circle’s question.  Share it with people from other inquiry circles in a jigsaw activity  Jot down what you’ve learned from other inquiry circles.  Working alone, plan your response to the Big Question: ***Why is it important to know about, and cherish, World Heritage sites?*** Use the PEEL structure.  **girl5-stick-figure** |
| **CREATE AND SHARE**  **Two lessons: To page 19** | **Each inquiry circle will create and share a Tripline presentation,** which focuses ONLY on the World Heritage site you’ve investigated closely. It must contain:   * Name and continent * Whether it is a natural or a cultural area. * Special characteristics which justify it being included on the World Heritage Register * Information on conservation and threats to the area * Tourist information * 4 relevant pictures with captions. |
| **girl5-stick-figure**  **EVALUATE**  **One lesson: To page 24** | **Evaluate achievement of learning goals.**  Look at your marks for the process and content.  Enjoy each other’s Tripline presentations!  **Final reflection on using the Guided Inquiry Process**.  **girl5-stick-figure** |