

Y6 Project Pack Anywhere Island

Project Overview

Resources Needed:

- [Anywhere Island Presentation](#)
- [The Island Design Activity Sheet](#) - 1 per child (enlarged onto A3)
- [Use Your Senses Vocabulary Collection Sheet](#) - 1 per child
- [Island Discovery Page Borders](#) - as required
- [An Identity for an Environmental Agency Activity Sheet](#) – 1 per child
- [New Animal Species Fact File](#) - 1 per child
- [Design a Poster for Visitors Sheet](#) - 1 per child
- [Persuasive Brochure Checklist](#) - 1 per child
- [Holiday Brochure Template](#) - as required Atlases, globes and world maps.
- [Collection of tourist brochures from a travel agent.](#)
- [Access to the Internet for research.](#)

During this project, pupils will:

- Develop their problem-solving and creative thinking skills.
- Make decisions and choices.
- Explore environmental threats and understand how to live more sustainable lives.
- Use a range of geographical, scientific, mathematical and literacy skills.
- Discuss their opinions on important issues.
- Let their imagination run wild and have fun!

Teaching Sequence:

Lesson:	Sequence
1. The Discovery	<p>Introduce the concept of 'Anywhere Island' to the children –</p> <p>The children are to imagine they are part of an environmentalist expedition and have come across an uninhabited, previously undiscovered island. This island is the most beautiful, natural place they have seen and is home to many species of flora and fauna unknown to man.</p> <p>Where in the world would they want the island to be located?</p> <p>Use atlases, globes or interactive maps on the Internet to decide upon a position that they can mark with an 'x' on their The Island Design Activity Sheet. Encourage the children to use geographical terms to add sentences to describe their chosen location on their sheets:</p> <ul style="list-style-type: none"> • Which sea or ocean does the island lay in? • Is the island in the northern or southern hemisphere? (Encourage the use of scale on maps and atlases.) • Which continent is the island associated with? <p>Show the example maps on the Anywhere Island Presentation. Discuss the geographical features/landmarks shown on these maps.</p>

	<ul style="list-style-type: none"> • What geographical features/landmarks would they like to see on the island they have discovered and why? • What would be suitable names for these geographical features/landmarks? <p>Give the children time to complete their designs. What would be a suitable name for the island you have discovered?</p> <p>Once completed, the children can discuss their island designs (in pairs or with the whole class).</p> <ul style="list-style-type: none"> • What geographical features/landmarks have you added to the island? • What are the coordinates of a specific geographical feature/landmark? • What is the most southerly geographical feature/landmark? • Can you work out the total area of the island?
<p>2. First Impressions</p>	<p>Tell the children that they are approaching the newly discovered island for the first time –</p> <ul style="list-style-type: none"> • Whereabouts on the island would their boat dock? • Which coast is that on? <p>Encourage them to close their eyes and imagine the things they would sense around them on the island.</p> <ul style="list-style-type: none"> • Can they infer how they would feel if they had just landed on the new island? <p>All children to complete the Use Your Senses Vocabulary Collection Sheet. Ask them to write down all the words and phrases they can think of as they imagine their first steps on the island. Use thesauruses and dictionaries to try and collect rich, ambitious vocabulary. Share their ideas as a class.</p> <p>These ideas can then be turned into a first-person descriptive piece of writing - 'The Discovery of The Island'. Ideas for openers are listed on the Presentation for any pupils who need extra support. Use The Island Discovery Page Borders if required.</p> <p>Once completed, allow children to read out their descriptions to their class or partner.</p> <ul style="list-style-type: none"> • If you closed your eyes, could you be there on the island with them? • What is their most ambitious word choice? Why? • What does the word mean?
<p>3. Create the identity for an Environmental Agency</p>	<p>Explain that the island has a wide range of flora and fauna, which are quite rare -</p> <p>These species will need protecting by an organisation, such as an environmental agency. Children would be responsible for making sure there were rules about what can happen on the island. For example, whether visitors could camp or have bonfires there or whether there would be strict rules and areas about human interaction on the island.</p> <p>In this lesson, you will design the identity of a new environmental agency, including the name and logo.</p> <p>The name and logo of a company need to represent what they stand for and what they</p>

	<p>consider important. It lets people know what that company is about, just by looking at the name and logo.</p> <ul style="list-style-type: none"> • What sort of message would the environmental agency like to give people? • What do you think is important to them? • How might that look in a logo and the name? • What colours and images might be used on the logo? <p>Did You Know...?</p> <p>A logo is a symbol that represents the identity of a company.</p> <p>Give out the An Identity for an Environmental Agency Activity Sheet for children to use to design their agency name and logo. To reflect on their learning, invite some children to present their completed sheets to the class, discussing their choices and reasoning behind their decisions.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What were your thoughts behind the name and logo? • What do the colours represent on the design? • Who would like to share their design?
<p>4. Dos and Don'ts on the Island</p>	<p>Ask: What sort of things are visitors generally allowed to do when they visit somewhere, such as a park or even a different country? Are there similarities?</p> <p>Discuss as a class:</p> <ul style="list-style-type: none"> • Why do you think there needs to be guidelines about what people can do when they visit somewhere? <p>Ask questions to promote paired, group and whole-class discussion:</p> <ul style="list-style-type: none"> • Will there be age restrictions on doing certain activities? • Are there going to be places people can eat or buy food? • What activities might people be able to do? • Will there be a limit of how many visitors can visit at any time? • Where will people stay? • How will your environmental agency protect the ecology of the island? <p>Children design their own poster that details what visitors can do using the Design a Poster for Visitors Sheet. Invite the children to talk about their posters and how they came to the decisions they made about what was expected for visitors on the island.</p>

<p>5. Stop the Press: New Species Is Found!</p>	<p>STOP THE PRESS! David Attenborough and his film crew are on their way - a new species of animal has just been found on the island!</p> <p>Ask the children for ideas of what might have been found.</p> <ul style="list-style-type: none"> • Is it a vertebrate or an invertebrate? <p>Discuss these terms (animals with or without a backbone).</p> <ul style="list-style-type: none"> • How are vertebrates classified further? Discuss vertebrate groups; find examples of each and some of their common characteristics. These could include mammals, reptiles, amphibians, birds and fish. <p>Go through some examples of weird and wonderful animal species that have been discovered all over the world. Discuss each one, name the animal group they belong to, their diet, their habitat, etc.</p> <p>Give out the New Animal Species Fact File for children to use to create a fact file for a new species that has been discovered on their island.</p> <p>Share designs with the class while encouraging the use of scientific terminology (e.g. habitat, carnivore, herbivore, vertebrate, predator, prey, etc.).</p>
<p>6. Developing a Tourism Industry</p>	<p>For the final activity, children need to develop a 'tourism industry' on their island –</p> <p>Discuss as a class:</p> <ul style="list-style-type: none"> • Why would tourists want to visit your island? • What unique features does it have? • What sights could they see? • What activities could they participate in? <p>Give out a selection of tourist brochures to groups or pairs. Can they spot common features in the layout or language used? Discuss their ideas as a class.</p> <p>Using the Anywhere Island Presentation, show the example brochure (Summer in Yorkshire).</p> <p>Can the pupils match the persuasive feature to an example of each from the text? Give out the Persuasive Brochure Checklists to go over features again - explain that this is what you will be looking for in a successful tourist brochure.</p> <p>Children can now design their own brochures to advertise their island to tourists. You may wish to use the Holiday Brochure Template or allow children the freedom to design their own brochure layout. Encourage the inclusion of details, such as activities, main attractions, weather, places to stay, local cuisine, wildlife and the island's unique features.</p> <p>Once completed, let the children share their brochure with a partner or another adult in school.</p> <ul style="list-style-type: none"> • Would they want to visit? • Why would they be persuaded to go there?