**Context:** GCSE Geography,

Introduction to key idea The issue of desertification:

Causes of desertification, part of a triple lesson

**Year: 10**

*Differentiation strategies:*

* *Supportive prompts, VCOP diagram as a framework to develop writing skills.*
* *Rich questioning to challenge pupils.*
* *Dialogue and support, the teacher talk and effective questioning.*
1. **Prepare for Learning**

*(Connect the learning. Build on prior knowledge)*

White board in home work diary,

Define desertification.

**• The Big Picture**

*(Discuss how lesson fits into whole topic or module)*

Introduction to issue of desertification, Need to be able to identify causes of desertification.

**2. Agree the Learning Outcomes**

*(Discuss* ***what*** *they will be learning,* ***why*** *they will be learning it and* ***how*** *they will know if they are successful. Use* ***ASK*** *model – Attributes, Skills, Knowledge)*

Look at question grid, introduce the challenge of deep questions. Use the grid to identify questions to ask about the images shown.

*The grid allows pupils to stretch and challenge, but also to structure and frame enquiry questions.*

**6. Review – Step back & reflect on learning**

*(Debrief what has been learnt AND how it has been learned. Preview next steps)*

Complete caption, use rich questioning names out of the hat to feedback to class.

**3.** **Present New Information**

*(Present through as many senses as possible: VAK)*

Locate Sahel from map information, booklet and on slide.

Watch video to gather information on process of desertification.

Annotate the cartoon strip emphasise the need for connectives to show reasoning, prompts provided for some pupils.

*Prompt cards need to be identified to the image and allow a scaffold or opener to help pupil access the process of annoatation.*

PLANNING A LEARNING CYCLE

**5. Apply to Demonstrate**

*(Students demonstrate what they have learned. Try to apply new understanding rather than just repeat facts)*

Use information developed through the lesson to answer the questions set at the beginning of lesson, do you still need to find information to develop full answer? Make note and collect more information in the rest of the lesson.

*Teacher intervention focus on groups of learners to ensure understanding. Previous work help inform answers.*

**4. Construct – Activity The search for Meaning**

*(Multiple Intelligences; balance of open/closed activities)*

Using VCOP diagram turn flow chart into extended writing to develop meaning of causes of desertification..

*VCOP helps structure answer for less able learners and will help stretch the more able.*

