GEOGRAPHY AND CLIL

GREAT TOGETHER!

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Background information

- CLIL advisor
- 8 years of experience in teaching Geography through CLIL in the 5th and 6th grade
- Provide support to teachers who teach Geography
- Co-operate with the Geography team

Implementing CLIL in Geography

- Dual focus on content and language goals
- Goals in accordance with the curriculum of the subject
- Gradual introduction of content language, instructions and routines in the CLIL language
- Use of Greek
- Support of learners for better content and language comprehension and production

Establishing and maintaining high quality lessons in CLIL (1)

- Lesson based on the 4Cs
- Dual focus on content and language goals
- Recycled knowledge (content and language)
- Variety of activities, materials, teaching techniques
- Appropriate evaluation
- Safe and pleasant learning environment

Establishing and maintaining high quality lessons in CLIL (2)

Learning environment:

- Safe
- Supportive
- Motivating
- Non-judgemental

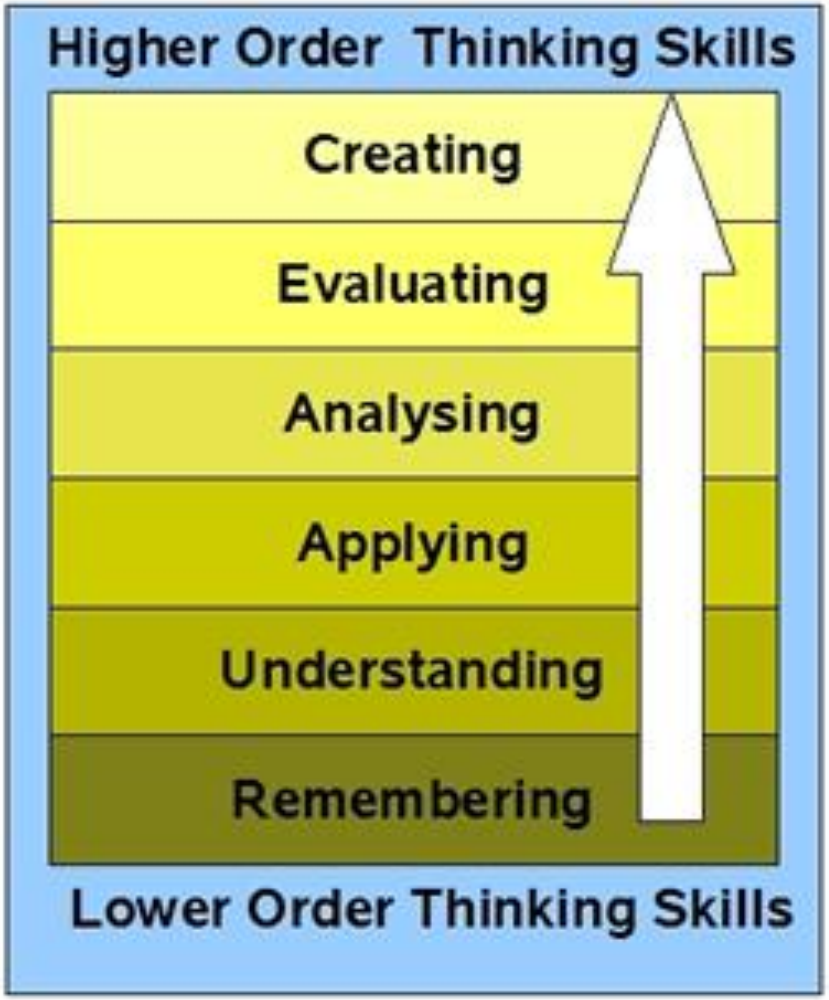
Pupils:

- Cooperate
- Employ learning strategies
- Study topics in-depth
- Have the opportunity to move from LOTS to HOTS

What are LOTS and HOTS? (1)

HOTS

Higher Order Thinking Skills



LOTS

Lower Order Thinking Skills

What are LOTS and HOTS? (2)

- In LOTS, pupils:
  - receive knowledge
  - recall knowledge
  - routine practice
  - reproduce knowledge

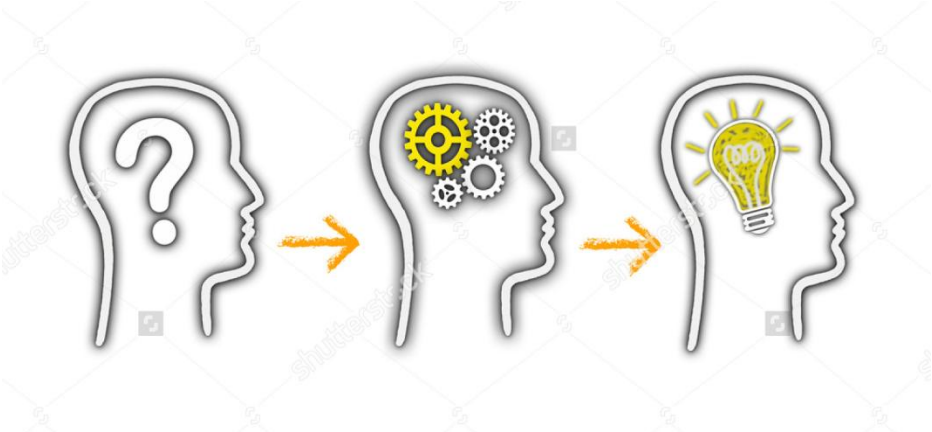
Name
List
Define
Describe

What are LOTS and HOTS in primary education? (3)

- In HOTS, pupils:
  - question knowledge
  - research
  - analyse
  - hypothesize
  - decide
  - create

Construct
Evaluate
Predict
Hypothesize

Examples of using HOTS in the CLIL Geography Lesson.



Example 1:Grasslands in Europe(1)

- Τάξη Ε’
- **Δείκτης επιτυχίας (16):** ομαδοποιούν ή/και αναγνωρίζουν περιοχές στην Ευρώπη που έχουν παρόμοιες βιοκλιματικές συνθήκες και εξηγούν το γιατί
- **Δείκτης επάρκειας (16.2):** κατανομή κλιμάτων και φυσικής βλάστησης της Ευρώπης

Example 1:Grasslands in Europe (2)

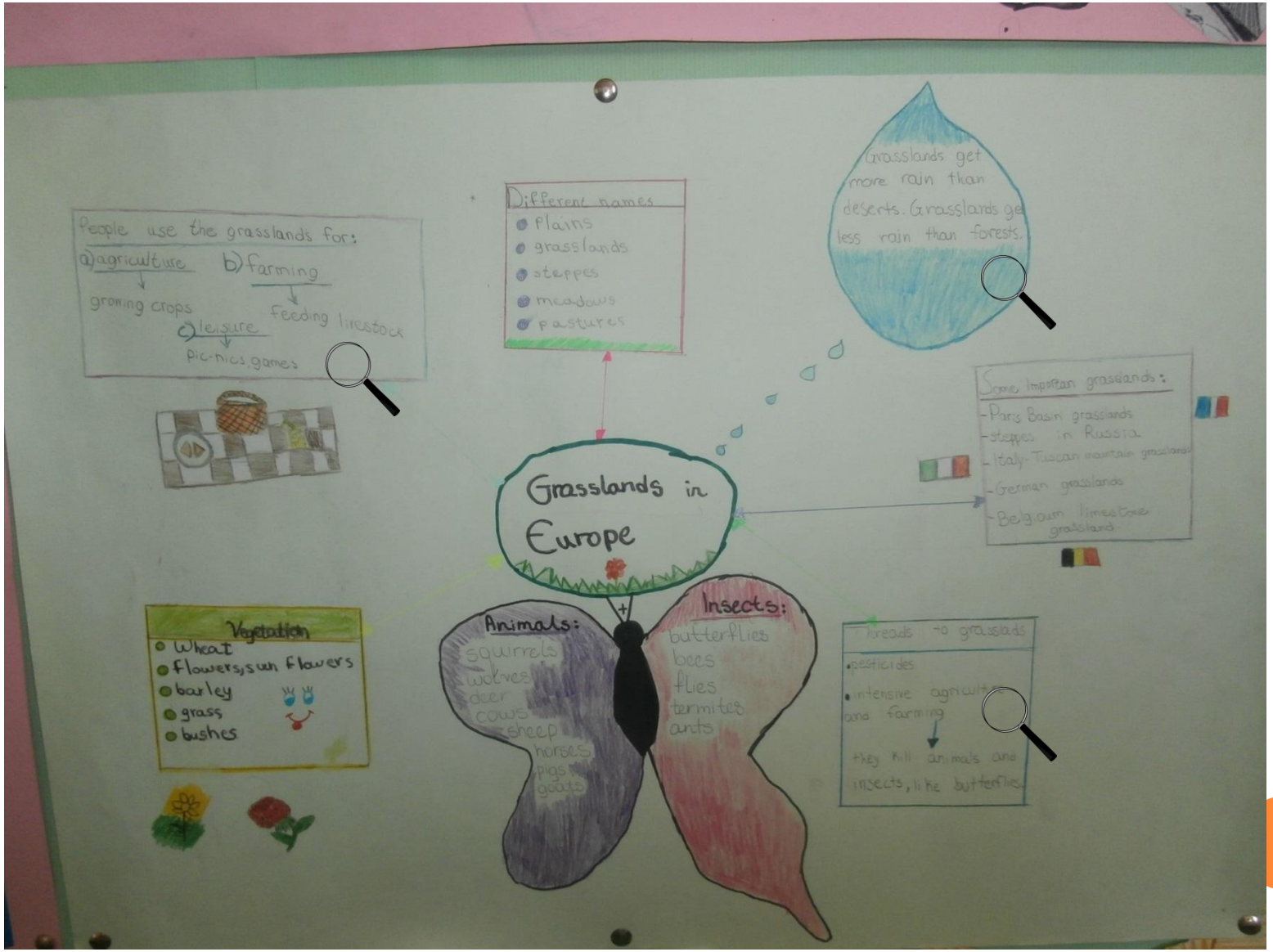
- Pupils reflected on what had been learned thus far about grasslands across Europe with the **aim** to produce a **concept map** about the topic.

Example 1: Grasslands in Europe (3)

Steps followed

- Pupils were in **groups**
- They **brainstormed** words about grasslands (e.g steppe, flowers, agriculture, wheat, sheep, grass)
- They put these words in **categories**(e.g. animals, vegetation)
- They **named** each group of words
- They discussed and **decided** how they wanted to present this information
- They allocated work to group members and **created** the concept map

Example 1:Grasslands in Europe (4)



Example 1:Grasslands in Europe (5)

Lower order thinking skills involved

- Remembering (through brainstorming)
- Understanding (what each word meant)

Higher order thinking skills involved

- Analysing/ categorising (putting words in categories, e.g. animals, vegetation, rainfall, names, etc)
- Evaluating (prioritise, reject, rearrange knowledge)
- Synthesizing and creating (a concept map about grasslands)

Example 2: Po Valley- An example of industrial development in North Italy (1)

- Τάξη Ε'
- **Δείκτης επιτυχίας (13):**εφαρμόζουν κριτήρια για τη χωροθέτηση βιομηχανικών μονάδων στην Ευρώπη και επιχειρηματολογούν για την επιλογή τους
- **Δείκτης επάρκειας (13.3):** παράγοντες που διαμορφώνουν τη βιομηχανική τοποθεσία

Example 2: Po Valley- An example of industrial development in North Italy (3)

Steps followed

- Pupils **remember** prior knowledge about factors that promote industrial growth (taught in a previous unit)

- They show their **understanding** by either explaining concepts mentioned, or matching terms with pictures (e.g. human workers, sources of energy with the corresponding picture)

LOTS

Example 2: Po Valley- An example of industrial development in Nort (3)

HOTS

Steps followed

- They **apply** prior knowledge to a **new context**, by studying the Po Valley area in groups (pupils use their world atlas (map of North Italy), giving special attention to the distribution of cities (human resources), cheap means of transport (Po River), possible sources of energy (prior knowledge), morphology of the ground- plain, raw materials- wheat).

- Pupils **evaluate** whether the necessary factors for industrial development exist in the Po Valley area

- They **decide** how they will show this through a **creative** project

Example 2:Po Valley- An example of industrial development in North Italy (2)

Example 3:Population Distribution(1)

- **Τάξη ΣΤ'**
- **<u>Δείκτης επιτυχίας (5)</u>: Αναγνωρίζουν μοτίβα κατανομής του πληθυσμού και τα ερμηνεύουν**
- **(16): Ερμηνεύουν εργαλεία αναπαράστασης του χώρου και αποκωδικοποιούν πληροφορίες από αυτά**

- **<u>Δείκτης επάρκειας (5.1)</u>: Τόποι όπου παρουσιάζεται μεγάλο ποσοστό πληθυσμού στη Γη**

  (16.1): Χάρτες , (16.2): Θεματικοί χάρτες

Example 3:Population Distribution (2)

Steps followed

- Pupils work in **groups** to answer the following question:

Where do you think most Australians live?

- They **study a set of maps** in their groups
- They **hypothesise** about the question given.
- At the end, pupils are given a map of Australia showing the population distribution. They **compare** their hypotheses with the real situation and come to **conclusions**.

Example 3:Population distribution (2)

Example 3:Population Distribution (3)

- **Lower order thinking skills involved**
- **Remembering**- pupils **recalled** prior knowledge (factors influencing population distribution)
- **Applying**- they **applied** prior knowledge (factors) and skills (reading maps) in a new context

- **Higher order thinking skills involved**
- **Analysing**- pupils **analysed** and **examined** the parts of the maps
- **Evaluating**- pupils **evaluated** each part of the map and formed **hypotheses**, **justifying** their answer

Example 4:What' s the season? (1)

- **Τάξη ΣΤ' (δείκτες παρμένοι από Ε' τάξη)**
- **<u>Δείκτης επιτυχίας (2):</u> Αποδομούν το ηλιακό σύστημα, αναγνωρίζουν τα μέρη του και εξηγούν τη λειτουργία τους**
- **<u>Δείκτης επάρκειας (2.1):</u> Τροχιά της Γης γύρω από τον ήλιο**
- **(2.1.1) Απόσταση τροχιάς από τον Ήλιο**
- **(2.6): Αλλαγές στις εποχές λόγω περιφοράς της Γης και λόξωσης του άξονα περιστροφής της σε σχέση με το επίπεδο της εκλειπτικής**

Example 4: What's the season?

Steps followed

- Pupils **recalled** prior knowledge through a song
- In groups, they **studied** three diagrams of the Earth's revolution around the Sun
- They **identified** when it is summer in the Northern Hemisphere and winter in the Southern Hemisphere
- They **justified** their answer
- They **made a list** of clothes/accessories tourists have to take with them if they are travelling to Cyprus or Australia in July

Example 4:What's the season?

EXAMPLE 4:WHAT'S THE SEASON?(1)

Lower order thinking skills

- **Remembering** – pupils **recalled** prior knowledge through a song

- **Applying**- they **applied** their knowledge to interpret the diagrams given

Higher order thinking skills

- **Analysing**- they had to analyse the diagrams, compare the different parts of the diagrams and examine which pole faces the sun or is away from the sun.

- **Evaluating**- pupils had to **support** their answer by giving the appropriate **explanation**

Example 5:Tropical Rainforests (1)

- Pupils discuss in their groups about the importance of Tropical Rainforests and present their thoughts about the following opinion:

“Tropical Rainforests are called the Jewels of the Earth”.

Example 5:Tropical Rainforests (2)

Steps followed

- A lesson about Tropical Rainforests and their characteristics preceded this activity.

- **Pictures** related to the topic are placed on the board (e.g. rain, rivers, trees, plants, fruit, cocoa beans etc)

- **Sentence starters** are provided

e.g. I think that Tropical Rainforests are…

I agree because Tropical Rainforests are…

I don't agree because…

- **Verbs** are also provided (e.g. clean, help, give, use, make)

Example 5:Tropical Rainforests (3)

Higher order thinking skills involved

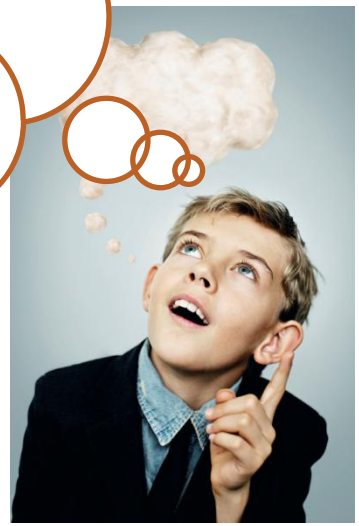
1. Pupils **evaluated** the data
2. • **argued**
   • **supported**
   • **defended**

   their opinions
3. Pupils **justified** their opinion/decision

Rounding up…

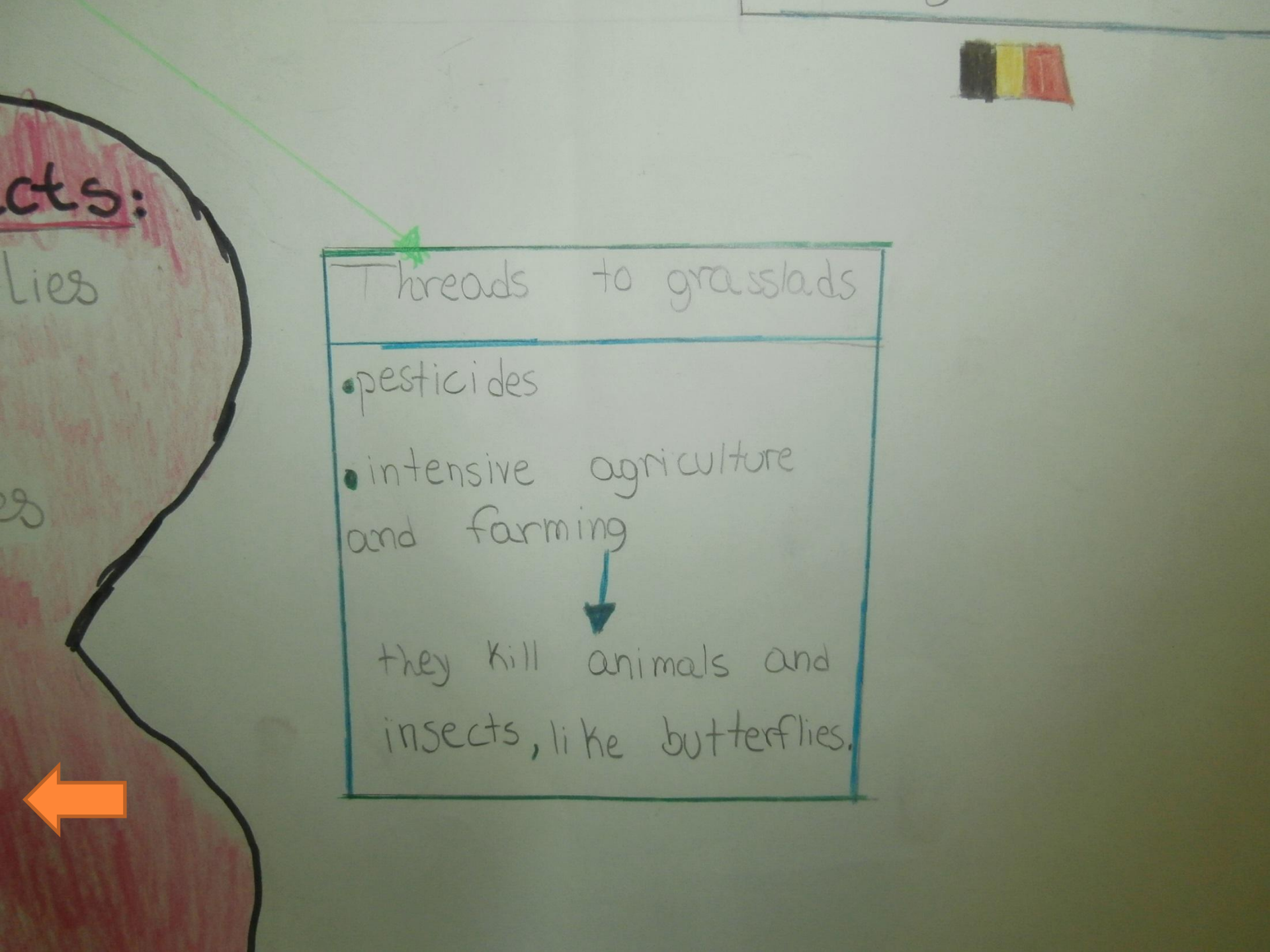
CLIL can provide a **rich, high quality** learning environment, where pupils engage in **higher order thinking skills to achieve learning**

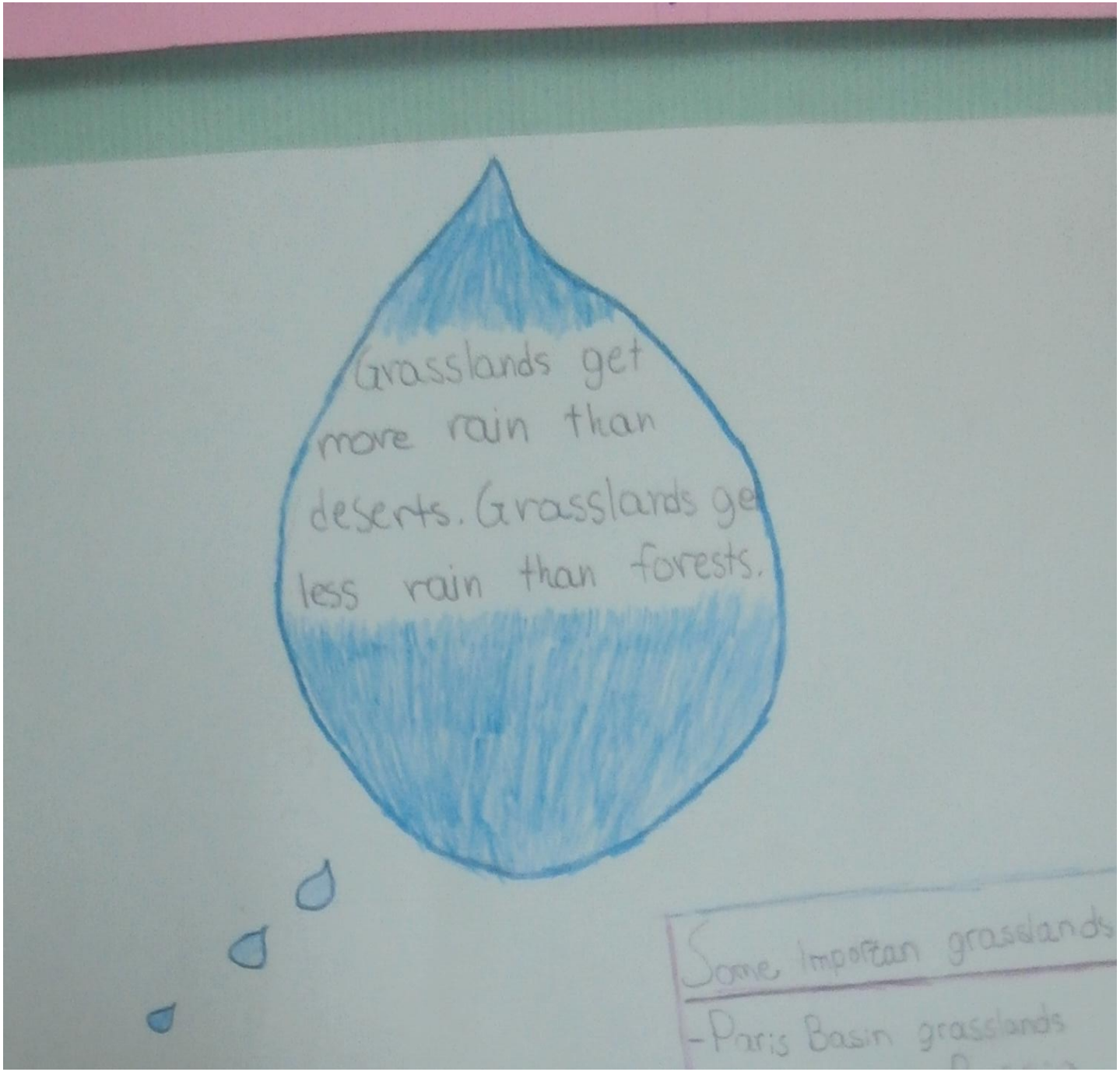
I need to hypothesize, judge, make, evaluate,…

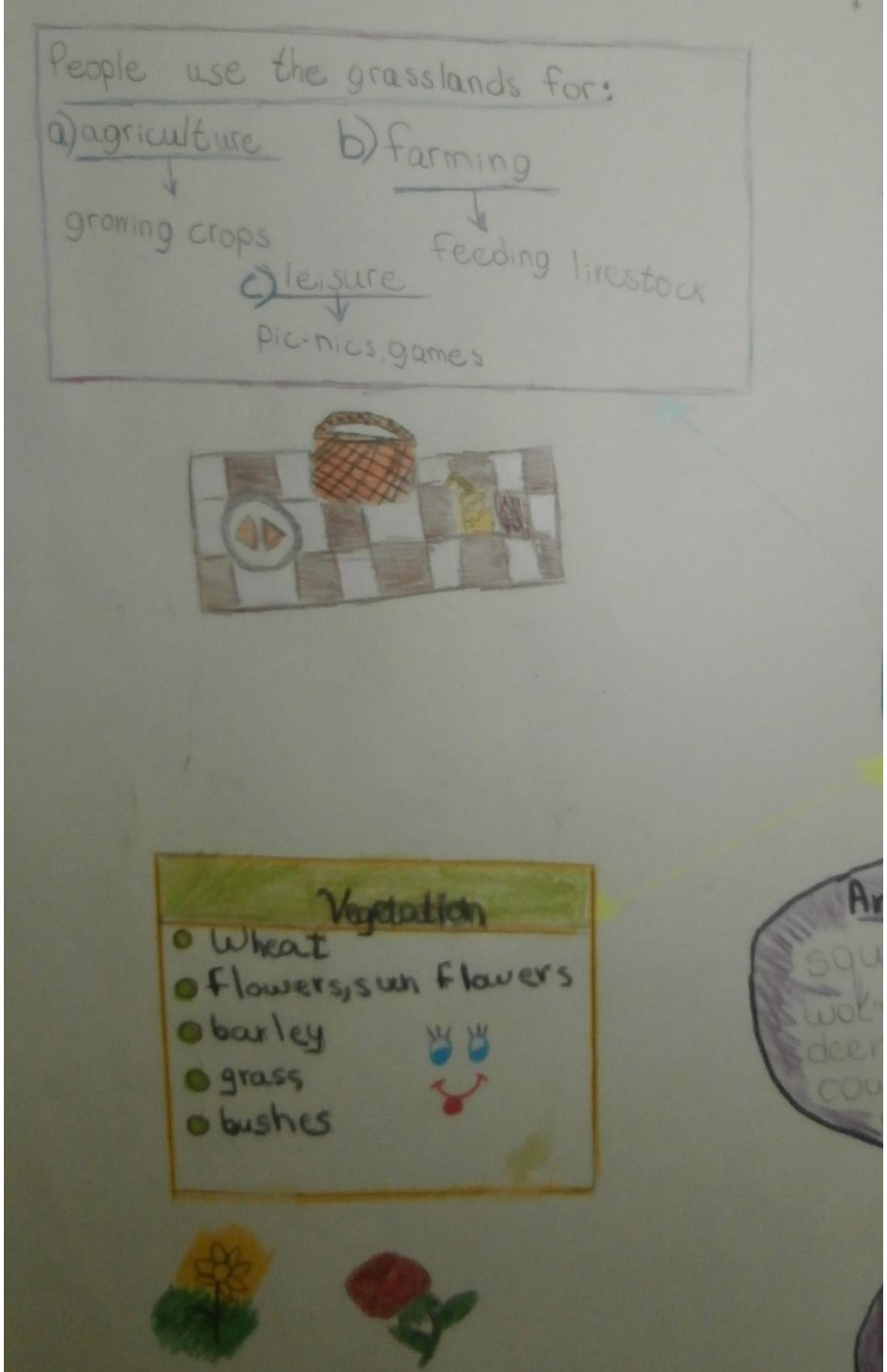


I need to remember, use, group…


THE END


cts:
lies
Threads to grasslads
•pesticides
•intensive agriculture and farming
they kill animals and insects, like butterflies.


Grasslands get more rain than deserts. Grasslands ge less rain than forests.
Some Importan grasslands
-Paris Basin grasslands

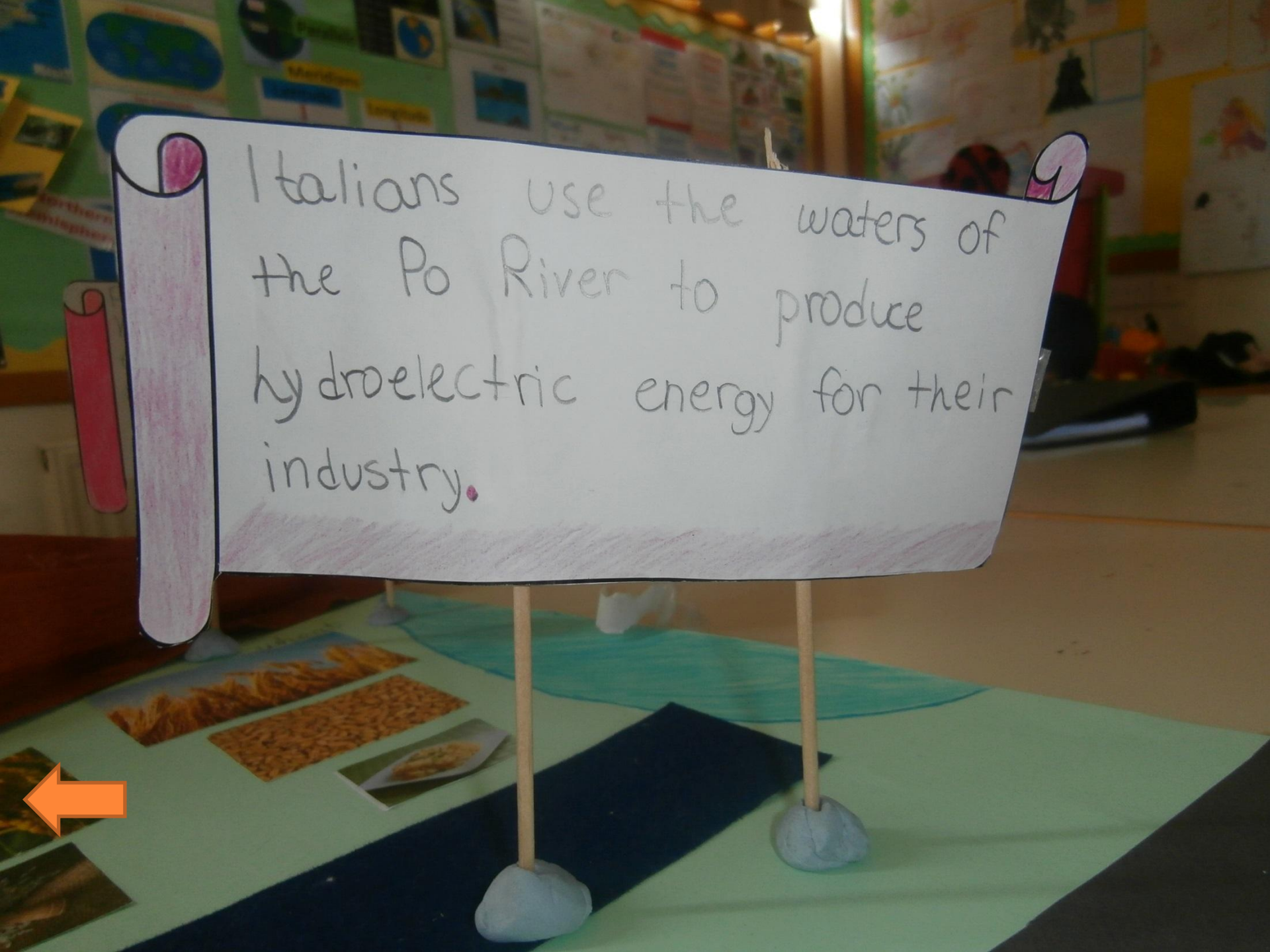

People use the grasslands for:
a) agriculture
growing crops
b) farming
feeding livestock
c) leisure
pic-nics, games
Vegetation
Wheat
Flowers, sun flowers
barley
grass
bushes

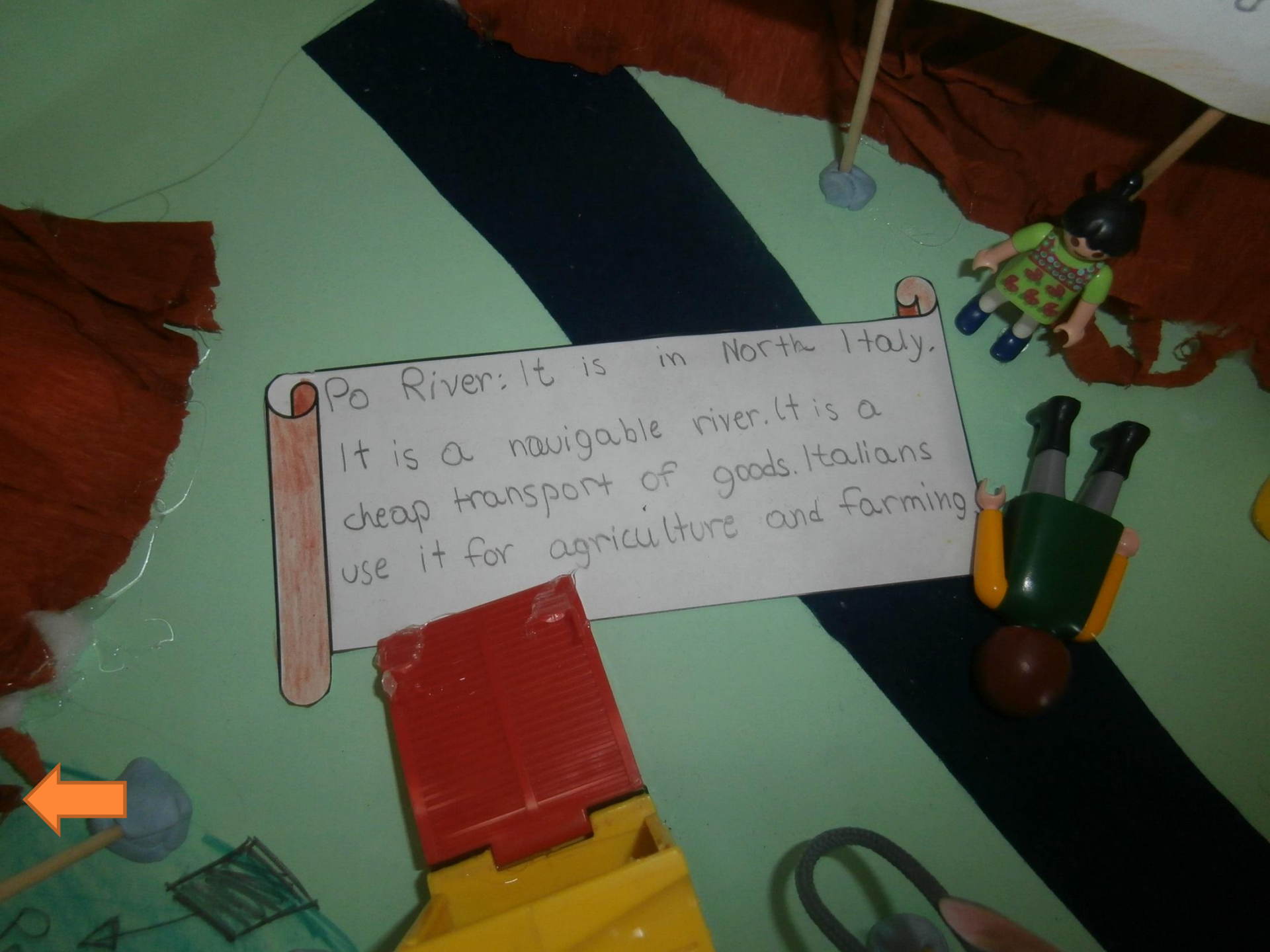
Po River flows through a plain, the Po Valley. The soil is very fertile, so the agriculture and farming are dereloped. Some products are: rice, wheat, meat, dairy, barley

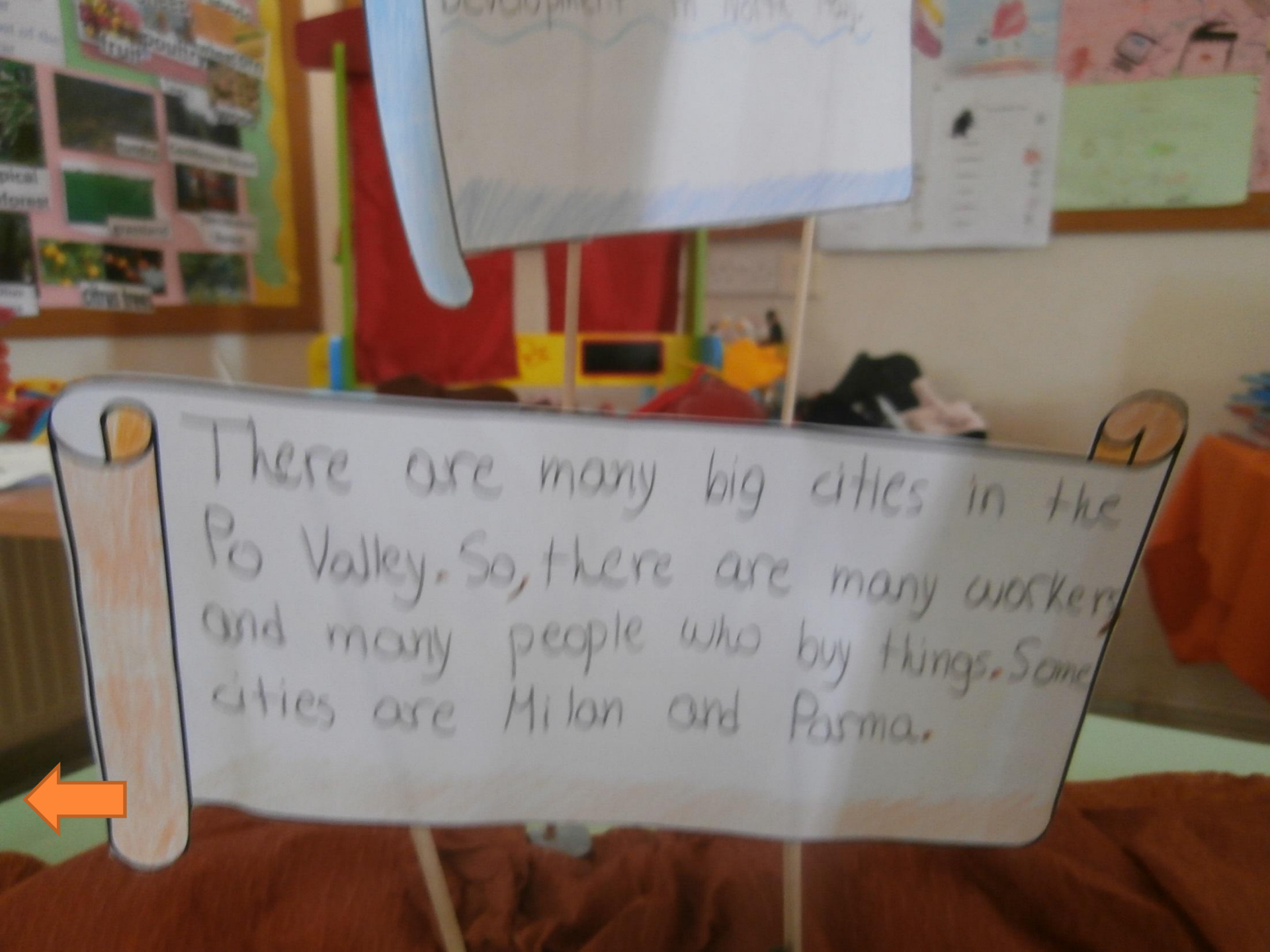
Po River Flows through a plain, the Po Valley. The soil is very fertile, so the agriculture and farming are developed. Some products are: rice, wheat, meat, dairy, barley

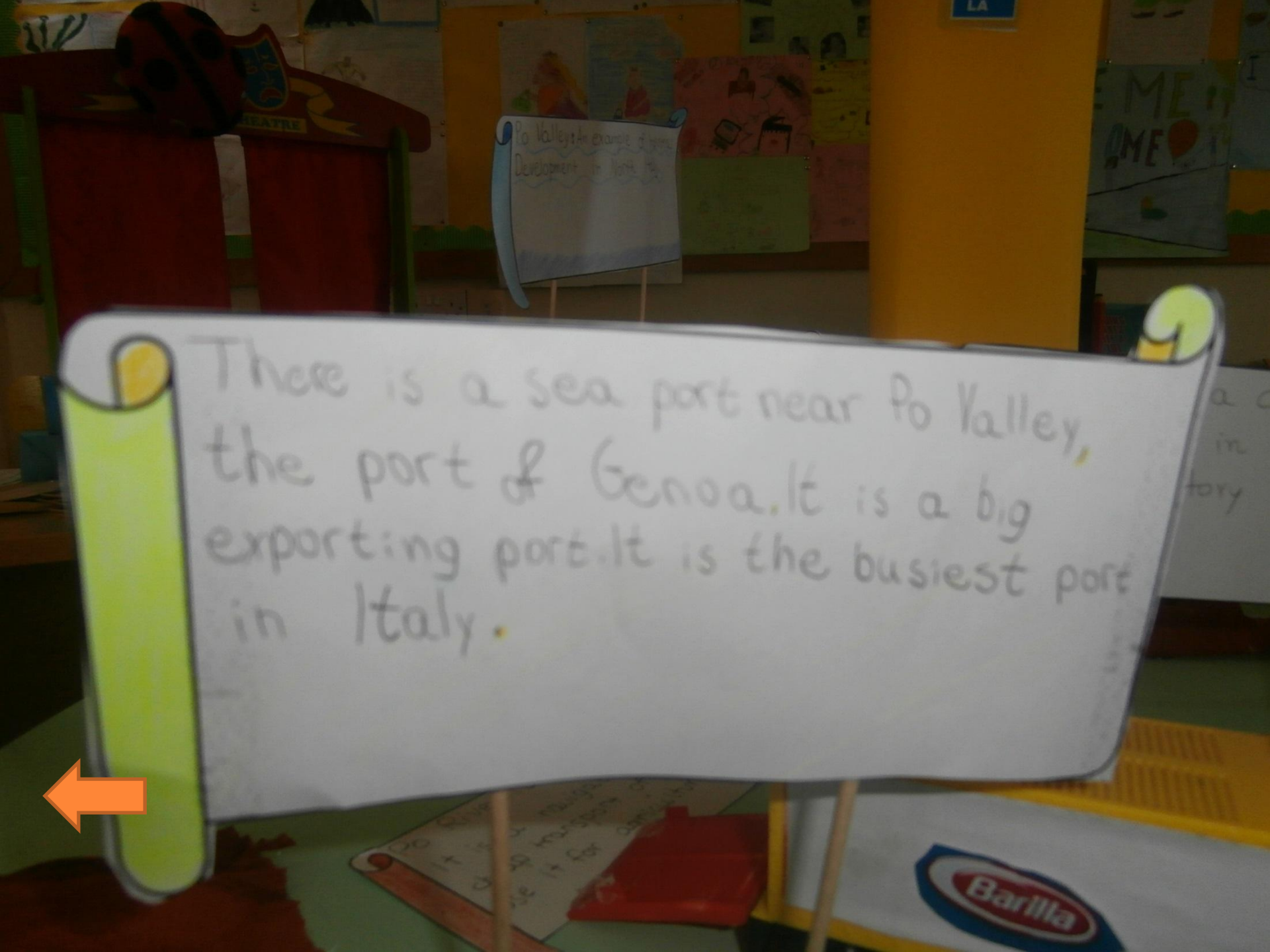
wheat

Rice

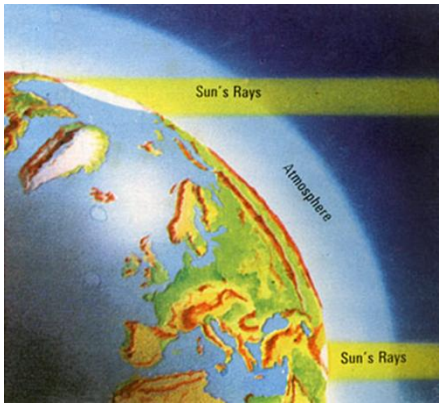

Italians use the waters of the Po River to produce hydroelectric energy for their industry.

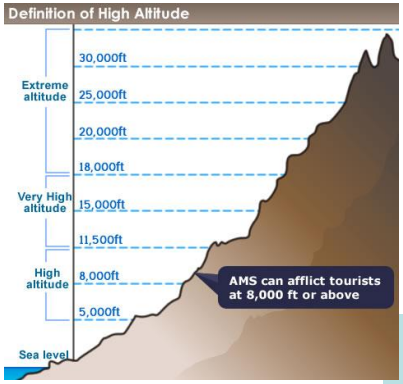

Po River: It is in North Italy.
It is a navigable river. It is a cheap transport of goods. Italians use it for agriculture and farming.

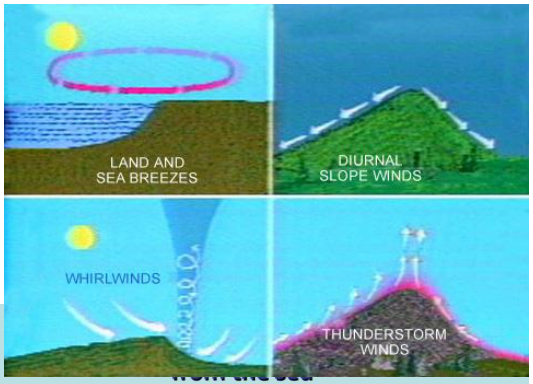

There are many big cities in the Po Valley. So, there are many workers and many people who buy things. Some cities are Milan and Parma.

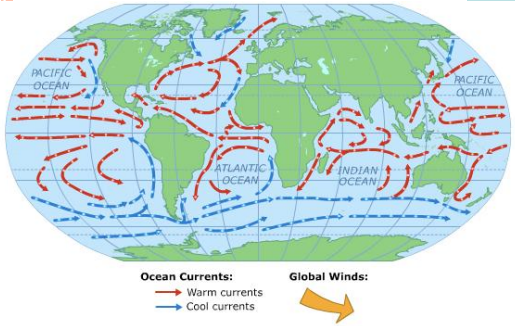

There is a sea port near Po Valley, the port of Genoa. It is a big exporting port. It is the busiest port in Italy.
Barilla

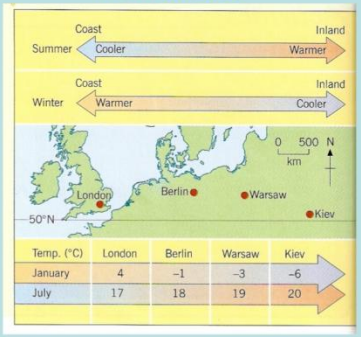
Songs











Latitude, prevailing winds and **ocean currents, Mountains** and the **distance from the sea** Things like that **determine what we call a climate** Determine what the climate of a place will be

Support (2)

- Using texts

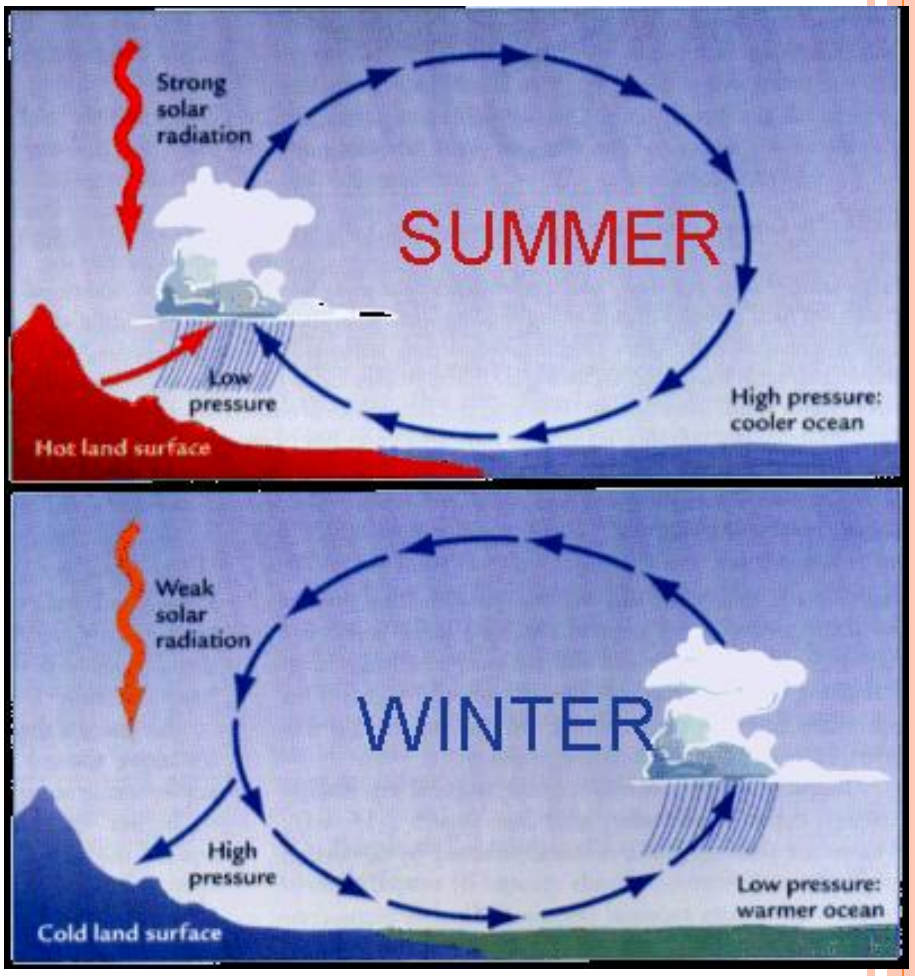
Words in bold are explained in the box on the right using Greek

Pupils are expected to infer meaning through context

Words in bold are explained in the box on the right using pictures

Agriculture is very important in Central Europe. It brings a lot of money to the **economy** and gives many kinds of products to people. A large part of the **land**, about 2/3, is used for agriculture.	economy= _____(?) land = _____ (?)
Farmers use **modern machines** and many **toxics**, like pesticides, and **chemicals** to help their crops and animals grow. That's why they produce a lot of **wheat, sugar beets, oil seeds, wine, milk, cheese, cereals, meat**, etc.	machine =  toxics = _____ (?) chemicals = χημικά pesticides = φυτοφάρμακα
Farmers use **intensive agriculture** in France. This means that they use the land to grow plants and animals **all of the year**.	intensive agriculture= εντατική καλλιέργεια
Intensive agriculture is making **butterflies** in gra sslands of Central Europe disappear. People use the land all year round, and this kills butterflies. Also, **pesticides** (like aroxol) and **chemicals** that farmers use, kill butterflies. Scientists say that insects like butterflies show how healthy the environment is. Is the environment healthy …when butterflies die?	butterfly =  disappear = εξαφανίζονται healthy = _____ (?) environment = περιβάλλον

Pictures, diagrams, word banks



How monsoons are formed

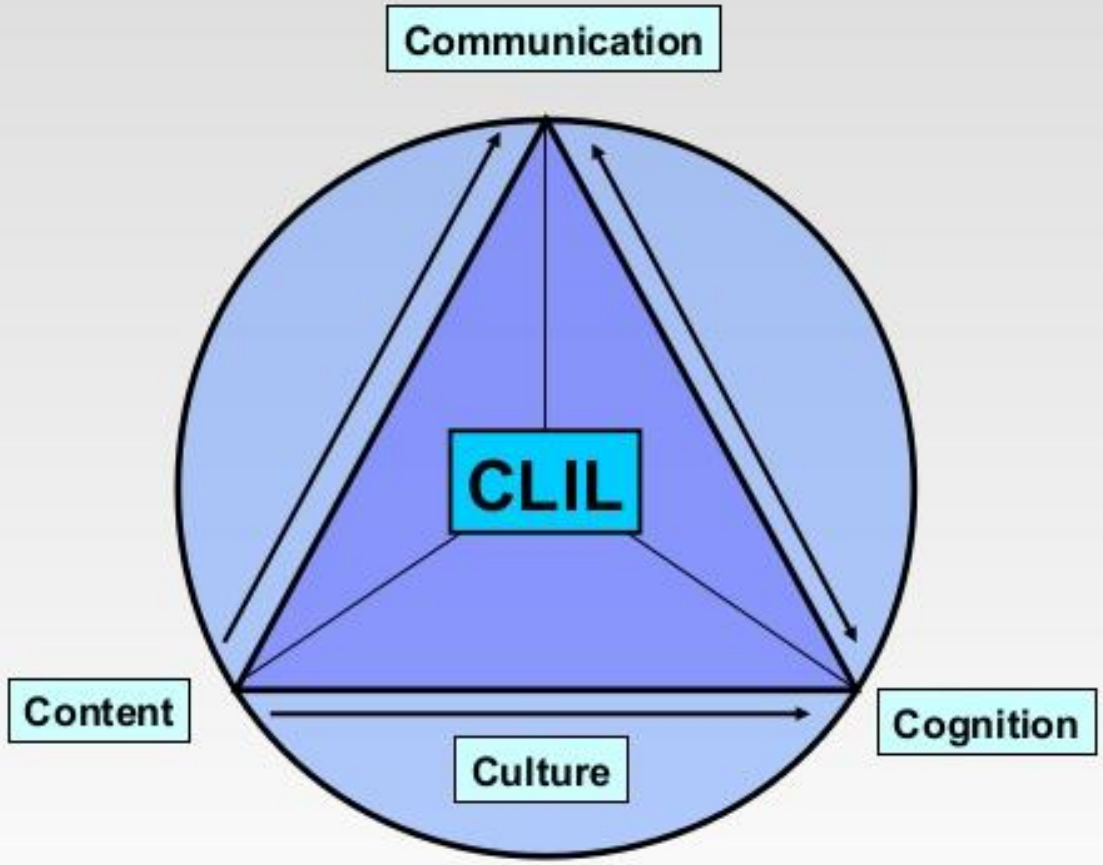

North Pole
Western Hemisphere
Eastern Hemisphere
Arctic Ocean
Prime Meridian
Northern Hemisphere
Asia
Pacific Ocean
America
Europe
Atlantic Ocean
Tropic of Cancer
Africa
Equator
Southern Hemisphere
Indian Ocean
Tropic of Capricorn
Antarctic Circle
South Pole
ΠΑΓΚΟΣΜΙΟΣ
ΠΟΛΙΤΙΚΟΣ ΧΑΡΤΗΣ
ΥΠΟΜΝΗΜΑ
ΒΟΡΕΙΟΣ ΠΑΓΩΜΕΝΟΣ ΩΚΕΑΝΟΣ
ΝΟΤΙΟΣ ΠΑΓΩΜΕΝΟΣ ΩΚΕΑΝΟΣ
ΑΝΤΑΡΚΤΙΚΗ

Language frames

Australia has	**cows**
	sheep
	vineyards
	cotton plants
	prairies

So, it produces a lot of **(παράγει)**	**Meat and dairy**
	sugar
	cotton
	wheat
	wool (μαλλί)
	wine (κρασί)
	Citrus fruit

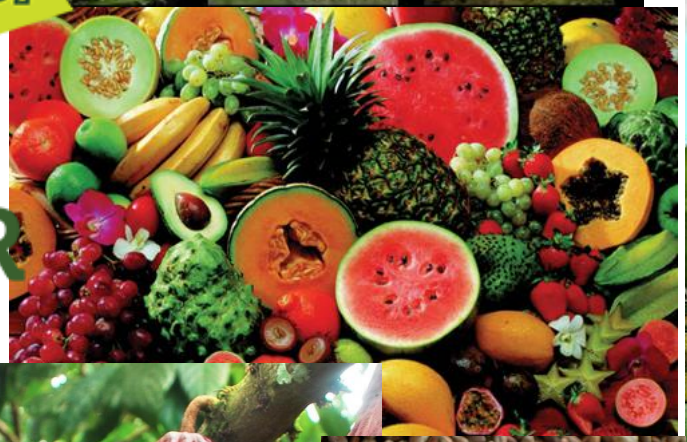
THE 4Cs FRAMEWORK



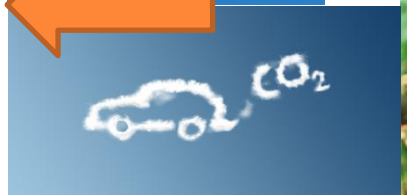
Ref: Coyle, Hood, Marsh (2010). CLIL. Cambridge University Press.

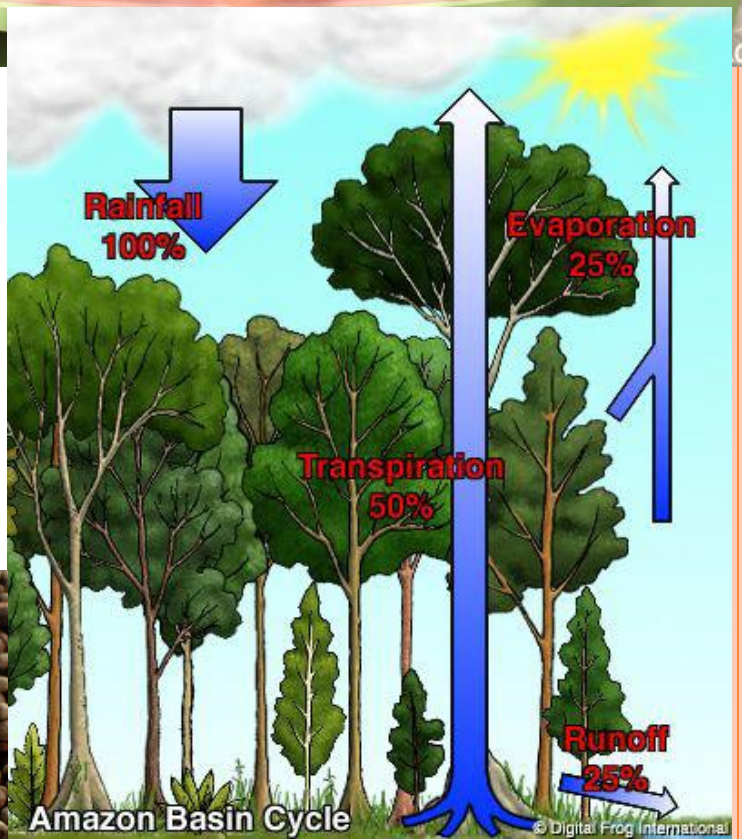

CO2
CO2
CO2
CO2
CO2
O2

CLEAN AIR




CO2


CO2


Rainfall
100%
Evaporation
25%
Transpiration
50%
Runoff
25%
Amazon Basin Cycle
© Digital Frog International

Example 5: Tropical Rainforests ()