Lesson Support for Stage 1: Research

Approx. Duration: 1- 3 hour(s)[i]

Learning Objectives:	▪ To understand the geography, history, culture and tourist attractions of Wales ▪ To use different methods of collecting information
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Humanities**: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **DCF** o **Citizenship** – Digital rights, licensing and ownership o **Producing** - Planning, sourcing and searching o **Interacting and Collaborating** – Communication
Guiding Ideas / Possible questions to ask:	What are the Welsh geography, history, culture and tourist attractions? What and where are the main geographical, historical and cultural features of Wales? What and where are the main populated areas of Wales? What and where are the main rivers, mountains and special locations in Wales? What and where are the main attractions in Wales?

Introduction / Starter

Start by introducing some amazing facts and features about Wales by watching a couple of promotional videos:

- **Find your Epic:** https://www.youtube.com/watch?v=VNL4M0lVT3g
- **The Wales Way:** https://www.youtube.com/watch?v=VgksXFHkuww

Encourage the learners as they watch the videos to list some of the main features that stand out to them.

Encourage a whole class discussion around the features identified and create a whole class list of findings (to inform assessment criteria).

Learner Activities	Differentiation	Achievement outcomes
Step one		
From the discussion, ask the learners to decide what aspects they would like to find out more about. **NOTE** **This should include aspects relevant to geography, history, culture and tourist attractions all parts of Wales.*	Teacher input	▪ To identify specific information about Wales
Assessment Opportunities		
▪ Can learners identify specific features from all parts of Wales?		
Step two		
Ask the learners to create a research plan: deciding what information they want/need to find out and how to do so, e.g. accessing online archives, gathering information from peers and family members.	Scaffold research where needed	▪ Created a research plan
Assessment Opportunities		
▪ How can we ensure that the information gathered is accurate and reliable? ▪ How can we reference the information to credit the owners?		
Step three		
Ask the learners to use the internet to research and gather information about the specific features they have identified, within the time frame allocated. Encourage the learners to cite reference sources for the information they research!	Teacher input and challenge	▪ To decide the features to include in the build ▪ Gathered a range of information to review

Step four

Ask the learners review the information collected from their research and make a judgement on the accuracy/reliability of that information. ***NOTE** *you may want to distribute the **Research Reliability Checklist** resource for learners to consider the reliability of their findings!*	Research Reliability Checklist if needed	▪ To construct a reliable list of aspects of Wales which they could include in the build

Assessment Opportunities

- Can learners demonstrate SMART research skills and make judgement on the reliability of information?

Plenary

Ask the learners the questions below:

- What aspects of Wales did you focus on for your research? Why is this important to you?
- How did you collect your information? How many sources did you access?
- Did you encounter any problems? How did you know the information was reliable?
- What are the next steps for your project?

Key Vocabulary:

- Wales
- Culture
- History
- Geography
- Dimensions
- Population
- Attractions
- Landscape
- Heritage
- Industry
- Tourism
- Climate

Resources / Supporting files:

- Access to internet
- Office 365 Platforms (Forms)
- Youtube.com
- Research Reliability Checklist

[i] **The steps detailed in this lesson support plan could be split over a number of sessions, rather than one long sessions if preferred.**