

MOON CONFERENCE

Curriculum Mapping

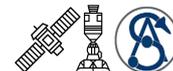
- Understand increasingly challenging texts through:
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.
- Read critically through:
- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Writing

- Pupils should be taught to:
- Write accurately, fluently, effectively and at length for pleasure and information through: ♣ writing for a wide range of purposes and audiences, including:
 - Well-structured formal expository and narrative essays
 - Notes and polished scripts for talks and presentations
 - A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Plan, draft, edit and proof-read through:
- Considering how their writing reflects the audiences and purposes for which it was intended
- Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Speaking

- Speak confidently and effectively, including through:
- Using standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said



INTRODUCTION

Study film of Earth from Space and photographs and film of the Moon.

<https://lgfl.planetestream.com/View.aspx?id=554~3B~kofuh7>

MAIN LESSON

In a small group, discuss your current knowledge about the Moon and list questions about its history which you could each explore. Give out research areas to pairs, considering the following topics:

Find out all about the history of the Moon and the state of our current knowledge about how the Moon was formed.

Find out about the science behind the rocks and craters on the Moon's surface.

Find out about current plans to mine on the Moon.

What kinds of beliefs centre on the Moon?

What Moon legends are there? Research the history of Stonehenge.

Research beliefs about Werewolves/cycles and goddesses.

What are the phases of the Moon? How does the Moon affect the tides?

- Choose a chair person to host the Conference.

Hold a class debate entitled, "The future of the Moon".

Call 'experts' to speak about the Moon's history, geography and scientific research .

Consider:

Who owns the Moon? Does any single country have the right to mine minerals like Dysprosium? Who should benefit?

Should individuals be able to profit from the rocks they collect on the Moon?

Note down the information and arguments presented in your debate and then create your own piece of writing, entitled, The Importance and Future of the Moon, discussing the class ideas and offering your own opinion on the decisions the world should make.

PLENARY

As a class, discuss your conclusions.