

# Y6 Project Pack Anywhere Island Project Overview

## Resources Needed:

[Anywhere Island presentation](#)

[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

[Creating a National Identity Activity Sheet](#) - 1 per child

[New Animal Species Fact File](#) - 1 per child

[My Island's Laws Poster Template](#) - 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 agents.

Access to the Internet for research.

## During this project, pupils will:

- develop their problem-solving and creative thinking skills;
- make decisions and choices;
- 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. <a href="#">The Discovery</a>	<p><b>Introduce the concept of 'Anywhere Island' to the children</b> - Whilst out exploring, they have come across an uninhabited and undiscovered island, which they can now claim as their own kingdom!</p> <p><i>Where in the world would they want their island to be?</i></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 <a href="#">Island Design Sheet</a>. 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"> <li>• Which sea or ocean does your island lay in?</li> <li>• Is it in the Southern or Northern Hemisphere?</li> <li>• Which countries and other islands are closest to it? How close?</li> <li>• (Encourage use of scale on maps and atlases)</li> <li>• Which continent may claim it?</li> </ul> <p>Show the example maps on the <a href="#">Presentation</a>. Discuss landmarks shown on maps - what would they like to add to their island? Why? Give the children time to complete their designs - add a name for their island and some of its main landmarks.</p> <p>Once completed, the children can work with a talk partner to discuss their designs, or you may want to lead a whole-class discussion.</p> <ul style="list-style-type: none"> <li>• What landmarks have you added to your island?</li> <li>• What are the co-ordinates of a specific landmark?</li> <li>• What is your most southerly landmark?</li> <li>• Can you work out the total area of your island?</li> </ul>
2. <a href="#">First Impressions</a>	<p><b>Tell the children that they are approaching their new kingdom for the first time</b> - <i>Whereabouts on the island would their boat dock? Which coast is that on?</i></p> <p>Encourage them to close their eyes and imagine the things they would sense around them on the new island. Can they infer how they would feel if they had just landed on their new island?</p> <p>All children to complete the <a href="#">Use Your Senses Vocabulary Collection Sheet</a>. Can they 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 and ambitious vocabulary. Share their ideas as a class.</p> <p>These ideas can then be turned into a first-person descriptive piece of writing about The Discovery of My Island. Ideas for openers are listed on the <a href="#">Presentation</a> for any pupils who need extra support. Use the <a href="#">Island Discovery Page Borders</a> if required.</p> <p>Once completed, allow children to read out their descriptions to their class, or a partner.</p> <ul style="list-style-type: none"> <li>• If you closed your eyes, could you be there on the island with them?</li> <li>• What is their most ambitious word choice? Why?</li> <li>• What does the word mean?</li> </ul>

<h3>3. Creating a National Identity</h3>	<p><b>Explain to the children that every country in the world has its own distinctive traditions, culture, and language.</b></p> <p>At the moment, their island has no identity and now's the time to start creating one. In this lesson they will design a national flag, a national anthem and decide on a national currency.</p> <p>Explain that national flags often have very significant meanings in their designs. Show the children a selection of national flags - can they name the country they belong to? (You may want to give out world atlases to research these in groups or pairs). Identify each flag and discuss the meaning behind the colours, shapes and other symbols on them.</p> <ul style="list-style-type: none"> <li>• What shapes or symbols will their national flag have on it?</li> <li>• Which colours will make up its design? Why?</li> </ul> <p>Explain that a national anthem is a symbolic, patriotic song that is adopted by a country. Display some anthem lyrics.</p> <ul style="list-style-type: none"> <li>• Do you recognise the lyrics?</li> <li>• What do they mean?</li> </ul> <p>Discuss ideas for their own national anthems to symbolise their island. Could their lyrics relate to their island's landscape, history, values, a country motto or maybe relate to the person who discovered their island...them!</p> <p>Give out the <a href="#">Creating a National Identity Activity Sheets</a> to design their country's flag and a verse / chorus of their country's national anthem. You may wish the children to perform their anthems or record them for a later performance at the end of the project. To reflect on their learning, get some children to present their completed sheets to the class, discussing their choices and reasoning behind their decisions.</p>
<h3>4. The Island Rules</h3>	<p><b>Ask: Why do countries have rules and laws? If your island is going to have inhabitants who live there, do you need to set some laws for them to live by?</b> Discuss as a class.</p> <p>What rules do they think are the most important? What rules and laws will need to be set on their island?</p> <p>Ask questions to promote paired, group and whole-class discussion:</p> <ul style="list-style-type: none"> <li>• Will there be age restrictions on doing certain activities?</li> <li>• Will children be required to go to school?</li> <li>• Will people be allowed to own weapons?</li> <li>• How will people be punished for breaking a law?</li> <li>• Will people have 'freedom of speech'?</li> </ul> <p>Children design their own poster that details the laws of their new island on the <a href="#">My Island's Laws Poster</a>. Once complete, use the scenario slides on the presentation to discuss the consequences of each situation on their own individual islands.</p> <ul style="list-style-type: none"> <li>• Would the person be committing a crime on your island?</li> <li>• If so, how would they be punished?</li> </ul>
<h3>5. Stop the Press: New Species is Found!</h3>	<p><b>STOP THE PRESS! David Attenborough and his nature programme film crew are on their way - a new species of animal has just been found on your island!</b> Ask the children for ideas of what might have been found.</p> <p>Is it a vertebrate or an invertebrate? Discuss these terms (animals with or without a backbone).</p> <p>How are vertebrates classified further? Discuss vertebrate groups, examples of each and some of their common characteristics (mammals, reptiles, amphibians, birds and fish).</p> <p>Go through some examples of weird and wonderful animal species that have been discovered all over the world. Discuss each one, the animal group they belong to, their diet, their habitat, etc. Give out the <a href="#">New Animal Species Factfile</a>. Can the children create a factfile for a new species that has been discovered on their island?</p> <p>Share designs with the class whilst encouraging the use of scientific terminology (e.g. <i>habitat</i>, <i>carnivore</i>, <i>herbivore</i>, <i>vertebrate</i>, <i>predator</i>, <i>prey</i>, etc).</p>

## 6. Developing a Tourism Industry

**For the final activity, the children need to develop a 'tourism industry' on their island.** Discuss as a class:

- 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?

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.

Using the [presentation](#), show the example brochure (Tour De Yorkshire tourist brochure). Can the pupils match the persuasive feature to an example of each from the text? Give out the [Persuasive Brochure Checklists](#) to go over terminology again - explain that this is what you will be looking for in a successful tourist brochure.

Children can now design their own brochures to advertise their island to tourists. You may want 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.

Once completed, let the children share their brochure with a partner or another adult in school.

- Would they want to visit?
- Why would they be persuaded to go there?