Overview

Learners will use the [Australie podcast](#) which focusses on France's historical impact on Australia with a particular emphasis on place names. This will act as a context for the suggested passport challenges.

With a focus on literacy, learners will develop an awareness of how language has shaped the way places in Scotland were named.
The learners will use this knowledge to create their own place names and be able to share with others their findings and be able to present an argument for or against the validity of the place names created.

Learners will be encouraged to negotiate their own success criteria and be able to use this to their, as well as others', final spoken contribution.

Literacy experiences and outcomes explored

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2 - 06a

When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more**.**
LIT 2 - 09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear expressive way and I am learning to select and organise resources independently.
LIT 2 - 10a

Other curriculum areas explored:

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
EXA 2 – 05a

Responsibility of all:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
HWB 2-11a

Themes across learning:

Creativity

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Overview

Possible prior experiences

Listen to the [Australie podcast](#).

Summarise findings of a local history, agriculture or flora and fauna project.

Investigate language through an exploration of Scottish dictionaries.

Use maps of local area to construct a list of unusual and interesting place names.

Use Google Earth to locate specific areas with interesting place names to investigate whether the names are appropriate.

Challenges

As a class learners could:
- use the random name generator to construct new place names and the glossaries to decipher their meaning.

Devise a list of success criteria for their presentation on created place names, for example
- length of presentation
- number of created place names to be investigated
- clarity
- audibility
- pace
- knowledge of language to influence place names

Within their groups learners could:
- Discuss their place name findings
- Create a representation of their landscape feature using a sketch, drawing or painting
- Plan their presentation
- Practise their presentation
- Offer support to improve the presentation based on the success criteria through peer-assessment

After learners have had the opportunity to deliver their presentation to an audience, they should be given a chance to undertake self and peer-assessment.

Possible evidence

Observation notes

Learners' planning notes/sheets

Success criteria checklist

Recordings of the process and/or the final presentations

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