

I CAN SEE THE SEA!

Scheme of Work

Topic overview:

70% of our planet is ocean yet we have only explored a mere fraction of these vast waters. The ocean is a mysterious and largely uncharted frontier, teeming with a diverse array of life forms, many of which remain undiscovered. Beneath the surface lies an intricate web of ecosystems, from vibrant coral reefs to the dark, enigmatic depths of the abyssal plains.

This topic aims to engage pupils in the role oceans (and seas) play in our lives beyond the coastline, how we are connected to it and how they can become stewards of the ocean to help conserve it for future generations.

It enlists the support of aquariums, particularly the National Marine Aquarium in Plymouth, to help pupils connect to the wider ocean environment.

Many of the worksheets and presentations for this topic have been created using free Canva templates and images which is sourced throughout. More information can be found at www.canva.com



**Royal
Geographical
Society**
with IBG

Suggested accompanying books:



- Carving the Sea Path. Kathryn White and Evelyne Duverne
- Sea Horse. Bruce Pascoe
- Between the sea and sky. Nicola Penfold
- Blueback. Tim Winton
- Skin of the Sea. Natasha Bowen
- Alone in the wide, wide sea. Michael Morpurgo

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This scheme of work is presented in a lesson-by-lesson format allowing for approximately 1 hour each lesson. It includes learning goals and differentiated learning outcomes for each lesson. It has been designed with upper KS2/Lower KS3 year groups in mind. Using voices from all aspects of the community is important, therefore, this SoW has been mindful of using various sources to represent as many views as possible.

In addition, it includes:

- Suggested learning activities including starters, main and plenaries;
- A list of available supporting resources;
- Assessment opportunities (AfL) where relevant;
- Suggestions for opportunities for SMSC and / or British Values;
- Links to the KS2 & 3 National Curriculum are also mentioned where relevant.

Numeracy, literacy and risks are identified with the following symbols:

\$ - Numeracy

* - Literacy

! – Risk

Where risk is identified, the scheme of work will detail what the potential risk is and makes suggestions on how to overcome it.

Differentiation is mainly conducted through questioning (see 'key questions') however, if it is by task, it is identified within each lesson and through learning outcomes.

Outcomes have been identified using the following criteria:

Greater Depth (achieving ahead of expected level)

Expected Level (achieving broadly at the expected level for their age)

Working Towards (Is working just below the expected level for their age and requires some support)

Support (is working below the level expected for their age and requires significant support)



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Lesson 1: Diving into our oceans

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> 1. Share what we already know about oceans. 2. Know the difference between oceans and seas and how significant they are to our lives. 3. Practice our mapping skills. 4. Compare ocean environments. <p>Outcomes:</p> <p>Greater Depth: confidently locate seas and oceans using coordinates with no support. Clearly identify patterns using all data available. Reflect on what and why places are similar / different.</p> <p>Expected Level: can use coordinates effectively, possibly with initial support. Can identify patterns using some of the data. Can identify similarities/differences with some justification.</p> <p>Working Towards: with support, can locate places using coordinates. Can see patterns in at least one data set. Can see some similarities and/or differences.</p> <p>Support: can locate some places using coordinates with support. May notice a pattern. Can identify similarities or differences.</p>	<ul style="list-style-type: none"> • PPT: Lesson 1: diving into our Oceans • Images of oceans & seas WS • Spider Diagram template (within PPT) • Class laptops / iPads sets, enough for one between two. • Oceans and seas definitions (less confident) • Vessel Finder Website • BBC Bitesize for KS2 on Longitude and Latitude • Similarities and differences table. 	<p>Pre-starter: while the class settles, get pupils to write down as many words as they can think of that link to oceans.</p> <p>Starter: pupils complete a <i>mind map or spider diagram</i> based on what they and others know about the ocean *. This works well as a movement task so that pupils can get as many ideas from their class as possible. Use questioning to enable ideas to be shared with the class. Reflect on how this makes us connected to the ocean. Make sure they leave enough space for this task to be revisited later in the topic.</p> <p>Main 1: while pupils are completing the starter task, hand out <i>images of oceans & seas worksheet</i>. To start, get them to label the missing lines of latitude \$. Then they can draw lines connecting the seas/oceans with their locations. Peer assess the locations using the answer sheet (page 2 of <i>the images of oceans & seas worksheet</i>). They could theorise the factors which make them different then why some places are considered seas while others, oceans.</p> <p>Using the prompt on the <i>PPT</i>, pupils summarise the difference between oceans and seas *. For those who find this task a challenge, print out the definitions to stick into books. They can highlight key parts of the definitions.</p>	<p>Spiritual: sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Moral: ability to understand and appreciate the viewpoints of others.</p> <p>Social: use of a range of social skills in different contexts.</p> <p>Cultural: ability to recognise, and value, the things we share in common.</p>
<p>Key questions</p>	<p>Geographical terminology</p>		<p>AfL</p> <p>Class discussions on what they already know vs. what they know now. Summary of understanding of seas and oceans. Peer marking of locations of seas and oceans. Feedback on vessel analysis. True/False quiz.</p>
<ul style="list-style-type: none"> • What do you already know about the ocean? • What type of creatures could you find there? • How do you think we are connected to the ocean? • How have you experienced the ocean? • What makes these places similar / different? • What is the difference between the sea and an ocean? • What are the main lines of longitude/latitude? • Why are these lines (and others) important? • How do you use coordinates to locate places on a map? 	<ul style="list-style-type: none"> • Sea • Ocean • Marine Life • Longitude • Latitude • Coastline • Equator • Greenwich Meridian • Arctic and Antarctic Circle • Tropics of Cancer and Capricorn 	<p>Main 2: pupils look at the <i>vesselfinder</i> website ! (website has been vetted and provided) to analyse the different shipping routes around the world using the prompts from the <i>PPT</i>. You could split the class into different regions and get them to feedback what they find.</p> <p>Main 3: complete a <i>similarities and differences table</i> on two different marine environments * use this table to reflect on how we are connected to these places.</p> <p>Plenary: class 'true or false' quiz. This could be completed as a stand up (true) /sit down (false) task.</p>	<p>KS2</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Understand geographical similarities and differences</p> <p>KS3</p> <p>Understand geographical similarities, differences and links between places. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</p>



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Lesson 2: It's all part of the system

NOTE: There are a lot of activities in this lesson. They can be extended into two lessons if you want more time or removed depending on your class's needs.

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> 1. Understand the role oceans play in the water cycle. 2. To explore key ocean food chains and webs. 3. Identify how oceans are part of people and society. 4. Predict potential futures for oceans. <p>Outcomes:</p> <p>Greater Depth: pupils will confidently be able to understand how the water cycle works and how oceans are a major part of it. They will be able to make detailed connections in a food web. They will be able to sequence potential events logically with coherence. They will accurately use high level geographical terminology.</p> <p>Expected Level: pupils will show developed understanding of the water cycle and recognise how important oceans are to it. They will be able to construct a food web with accuracy. They can think of logical sequences. They can use some high-level geographical terminology with accuracy.</p> <p>Working Towards: pupils will be able to show how the water cycle works. They will identify that oceans are important. They will be confident in creating a food chain with some development into a food web. They will, with some support think of logical sequences to problems. They will be able to use some geographical terminology.</p> <p>Support: pupils will be able to identify the parts of the water cycle. They will be able to create a food chain of a Polar marine environment. They will, with support be able to use some geographical terminology.</p>	<ul style="list-style-type: none"> • PPT: Lesson 2: It's all part of the system. • Water cycle worksheet with key terms. • Laptops / iPads • Food chain / web video • Food web / chains worksheet. • What happens if scenarios 	<p>Starter: pupils play a game of High 5! where they swap facts in forms of questions (the answers being the facts). If their partner gets the fact right, they receive a High 5!. If not, they will tell them the answer and move on. Question pupils at the end of the session on a new fact they learnt.</p> <p>Main 1: pupils add on where they would find each of the key terms onto their water cycle worksheet. They then use the facts from the <i>PPT</i> to add more information about the processes specifically to oceans. Finally, through any medium they wish (diagram, sentence, picture etc) * explain the role they think oceans play in the water cycle and how this makes us connected to the oceans.</p> <p>Main 2: if the class hasn't learnt about food webs / chains then the <i>food chain/web video</i> ! (website vetted and provided) would be useful. Even if they have, it can also serve as a refresher if needed.</p> <p>Split the class into small groups / pairs. Each has a <i>laptop / iPad</i> ! (teacher to make sure devices have the relevant security settings on as provided by their own IT support team). Provide an electronic copy of the <i>food web / chain worksheet</i>. This can be differentiated by adding / removing information and structure. i.e., only a food chain or having the introduction as a gap fill *. The sheet provided has everything included. NOTE: Polar website is more accessible whereas the temperate is more challenging. Reflection task on how this makes them connected to the ocean.</p> <p>Pupils then work in pairs to add in examples of plants/animals at the different levels of the food chain from the different ocean environments. They can either do all three or split the class into thirds to look at one location each.</p> <p>Teacher presentation about oceans and people. Class discussion on what they can identify comes from the sea. They can also discuss how this makes us connected to the ocean.</p> <p>Plenary: each pair / small group of pupils are given a different what happens if scenario about an impact on the food web *. They should work together to think and then discuss with the class what they think will happen as a result.</p>	<p>Spiritual use of imagination and creativity in their learning.</p> <p>Moral understand and appreciate the viewpoints of others.</p> <p>Social use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural ability to recognise, and value, the things we share in common.</p>
			<p>AfL</p>
<p>Key questions</p> <ul style="list-style-type: none"> • How did your new fact help you understand oceans more? • What do you already know about the water cycle? • What are the different types of precipitation? • What might make evaporation speed up / slow down? • How are oceans an important part of the water cycle? • Can you think of examples of a producer/consumer/top (apex) predator? • What do you think phytoplankton is? • What is the difference between a Polar, Temperate, Tropical ocean? 	<p>Geographical terminology</p> <ul style="list-style-type: none"> • Producers • Consumers • Omnivores • Carnivores • Top Predators • Phytoplankton 		<p style="text-align: center;">Application of knowledge to the water cycle. Discussion based off the 'what happens if' scenarios.</p> <p style="text-align: center;">National Curriculum link</p> <p>KS2 Physical geography, including: climate zones, biomes and vegetation belts, and the water cycle</p> <p>KS3 They should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories].</p>



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Lesson 3: Ocean exploration

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> 1. To identify different ways in which people use the sea. 2. Think about how people have used the oceans over time. 3. Look at notable people who have used the oceans in different ways. 4. Reflect on how we might use the oceans in the future. <p>Outcomes:</p> <p>Greater Depth: pupils will be able to create their own classifications of ocean uses along with connecting these uses over time. They will be able to see the key skills which oceanographers have and think about how that might change in the future.</p> <p>Expected Level: pupils will mostly be able to create their own classifications and make links to these over time. They will be able to see specific skills to be an oceanographer.</p> <p>Working Towards: pupils might need some prompting to generate their classifications. They can see some similar skills in being an oceanographer.</p> <p>Support: pupils will need guidance on classifications and perhaps placement of roles. They are maybe able to see what skills oceanographers need but these might be more superficial.</p>	<ul style="list-style-type: none"> • PPT: Lesson 3: Ocean Exploration • How do we use our ocean - Triple Venn Diagram • Timeline sheet • Brief history on ocean exploration. • Information on oceanographers (OceanConnect page). 	<p>Starter: pupils use a triple <i>Venn Diagram</i> to classify ways humans use the oceans based on the previous lesson. The idea is that they create their own classifications but prompt with ideas such as ‘resources’, ‘food’ or ‘transport’ if needed. Challenge with getting pupils to add examples from their own homes / lives to the diagram. Class also reflect on how this makes them connected to the ocean.</p> <p>Main 1: pupils read the information about the <i>brief history of ocean exploration</i> and add key dates on the <i>timeline</i> as well as summarising the information about that date. They then use different coloured pens/pencils/highlighters to identify the different uses of the oceans. Challenge pupils to quantify and justify the highest use. Use this as a reflection point on how we are connected to the ocean.</p> <p>Main 2: Split the class into 5 groups and provide them with a different <i>OceanConnect page</i>. They should have one oceanographer per group. Working as a group, pupils create a character for the oceanographer based on the facts given as well as writing questions to ask the other oceanographers later in the lesson. Guide the class to focus on ocean exploration and stewardship.</p>	<p>Spiritual sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Moral interest investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social acceptance and engagement with the fundamental British values of...and mutual respect and tolerance of those with different faiths and beliefs...</p> <p>Cultural interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</p>
	<p>Geographical terminology</p>	<p>Select one learner per group to be the oceanographer and to be put in the ‘hot seat’. Hot seat the oceanographers to find out more about their work. Knowledge of the class to select a pupil who will be suited for this role.</p>	<p>AfL</p> <p>Questioning on the categories and justifications for the triple Venn Diagram.</p> <p>Hot seating exercise to look at how much pupils have grasped the diverse work of oceanographers.</p>
<p>Key questions</p> <ul style="list-style-type: none"> • What classifications did you come up with? • Can you think of other categories which aren’t in there at the moment? • What do you notice is the most / least frequent use of oceans throughout history? • Is there anything you would add to / remove from the timeline? • What do you think it is like to explore the oceans? • What do you think you need to learn before you can explore the oceans? • What do you think it would be like to explore the oceans? 	<ul style="list-style-type: none"> • Oceanographer • Explorer • Discoveries • Stewardship • Sunlight Zone 	<p>Plenary: Write or discuss what they think it would be like to explore the oceans and how they think they could help conserve it.</p>	<p>National Curriculum link</p> <p>KS2 human geography...economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS3 Understand how human activity relies on effective functioning of natural systems.</p>



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Lesson 4: Dive into the deep - aquarium adventure

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals: To deepen a connection with the ocean through fieldwork.</p> <p>Outcomes: Greater Depth: pupils will be able to identify many ways in which fieldwork helps people connect to oceans. They will be able to fully complete the fieldwork to a high standard. Expected Level: pupils will be able to identify some ways in which fieldwork helps people connect to the ocean. Their fieldwork will be competed to a good standard with few misconceptions. Working Towards: pupils will be able to identify a few ways in which fieldwork can help people connect to the ocean. They will complete fieldwork well but may have some misconceptions. Support: pupils will need guidance to understand how fieldwork helps people connect to oceans. They will attempt parts of the fieldwork but will possibly misinterpret some of them.</p>	<ul style="list-style-type: none"> • PPT: Lesson 4: Dive into the Deep - Aquarium Adventure • OCT Virtual Trip • National Sealife Centre • Live webcam footage from Monterey Bay Aquarium • Laptops / iPads for alternative. • Fieldwork booklet • Secrets of the aquarium • Nausicaa Aquarium in France • Creatures of the National Sealife Centre 	<p>FOR THE VIRTUAL / IN PERSON FIELDTRIP OPTION</p> <ul style="list-style-type: none"> • Use the PPT as an introduction and (if needed) a summary of the virtual trip. Or to support your own in person trip to the aquarium. • Click on the link here: OCT virtual trip to the National Marine Aquarium’s virtual fieldtrip site (NOTE: this has a cost, currently £120 for a class of 32 + £60 per additional class) and / or visit a local aquarium and complete tasks from the <i>fieldwork booklet</i> around how these places offer a window into the local and global seascape. • Other aquariums have been listed in resources to help with planning. <p>ALTERNATIVELY</p> <p>Pupils to create their own fieldwork adventure from the classroom using <i>laptops / iPads</i>. They can work in small groups / pairs to complete their task.</p> <p>Starter: Visit the <i>Monterey Bay webcam</i>. Pupils can either be guided to different places or have the opportunity to explore independently. They use this to help them decide what marine environments they would like to visit.</p> <p>Main 1: Using any (or a combination of) the following websites: <i>Secrets of the aquarium, Nausicaa, National Sealife Centre or continue using Monterey Bay Aquarium</i>. Pupils create a field trip with activities for another group to complete focussing on how we are connected to the ocean. The fieldwork should last between 15 and 30 minutes depending on the time you have in your classroom.</p> <p>Plenary: pupils swap their fieldwork with another group who then complete the tasks created for them.</p> <p>OR (self-guided fieldwork)</p> <p>There is an adaptable <i>fieldwork booklet</i> for ideas to use on a self-guided trip to a local aquarium of your choice. ! Teacher to have conducted a pre-visit and all the paperwork for the trip prior to the visit.</p>	<p>Spiritual Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.</p> <p>Moral Understand and appreciate the viewpoints of others on these issues.</p> <p>Social Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p> <p>Cultural Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>
<p>Key questions</p>	<p>Geographical terminology</p>		<p>AfL</p> <p>Fieldwork activities undertaken. If the class has designed their own fieldwork, AfL would be when peer groups successfully complete another group’s fieldwork.</p>
<ul style="list-style-type: none"> • What ocean environments can you see? • How does this make us feel connected to the ocean? • Why are these habitats so important to us/the planet? • What fieldwork could we use to help us become more connected to the ocean? • How is using fieldwork helping us connect to the ocean? 	<ul style="list-style-type: none"> • Oceanographer • Explorer • Discoveries • Stewardship • Marine • Fieldwork 		<p>National Curriculum link</p> <p>KS2 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>KS3 Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>



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Lesson 5: The sea is full of mystery

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> 1.To recognise why oceans may need protecting. 2.To look at the ways people can protect ocean environments. 3.To discover how vegetation restoration can improve ocean environments. 4.To evaluate how improving the ocean can benefit people and the environment. <p>Outcomes:</p> <p>Greater Depth: pupils will be able to construct developed thoughts linking to the seagrass diver. They will be able to justify the importance of seagrass on a number of levels. They can confidently classify their ideas without guidance.</p> <p>Expected Level: pupils will be able to offer a developed response to seagrass restoration. They will be able to justify the importance of restoration using evidence. With some prompting, they will be able to classify their ideas.</p> <p>Working Towards: pupils will be able to offer a response to seagrass restoration. This may be limited in development. They will be able to use evidence to identify why seagrass is important. Their classifications might be superficial or require a lot of support.</p> <p>Support: pupils will be able to offer a limited response to seagrass restoration. They will be able to access some of the evidence to think about why seagrass is important. They may need support in classifications.</p>	<ul style="list-style-type: none"> • PPT: Lesson 5: The sea is full of mystery. • Diver thought bubble. • Seagrass restoration video • Oh No! the seagrass has gone mystery. • Ocean Decade Challenge 	<p>Starter: pupils look at a before and after image of coral restoration. They produce different words to describe the differences between the images.</p> <p>Main 1: pupils watch the seagrass restoration video and complete the thought bubble around a picture of a diver – write a word or sentence to describe how the diver is feeling/is thinking.</p> <p>Main 2: Work in pairs to solve the <i>Oh no! the seagrass has gone mystery</i> to investigate why the seagrass has disappeared. Use the same cards, as a think, pair, share task, to explain why sea grass is important and why we should work to restore it. As a challenge task, pupils could classify the cards into categories of their choosing (I.e. social, economic and environmental).</p> <p>Main 3: Watch the <i>ocean decade challenge</i> video and discuss that vegetation restoration is one method to help meet this challenge. Look at vegetation restoration in other parts of the world. Class discussion: how has it improved life for the ocean and the people along the coastline?</p> <p>Plenary: as an exit card activity, pupils provide their point of view on the following question: How has vegetation such as kelp and mangrove forest restoration improved life for the ocean and people?</p>	<p>Spiritual sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning.</p> <p>Moral interest in investigating and offering reasoned views about moral and ethical issues...</p> <p>Social ...demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>
			<p>AfL</p>
			<p>Class discussions on the ways in which restoration helps people and the environment. Interpretation of the card sort task.</p>
<p>Key questions</p>	<p>Geographical terminology</p>		<p>National Curriculum link</p>
<ul style="list-style-type: none"> • What similarities / differences do you notice? • Why do you think seagrass is important to the plant? You? • What is seagrass? • What might happen if there were no seagrass? • Why is restoration so important to people and the environment? • If you were in charge, what environment would you restore first and why? • What are the different categories we could classify our thinking? 	<ul style="list-style-type: none"> • Restoration • Carbon Credits • Environment • Seagrass • Habitat • Mangroves • Coral Reefs • Kelp 		<p>KS2 Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts...</p> <p>KS3 ...how human activity relies on effective functioning of natural systems</p>



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Lessons 6, 7 & 8: Local actions, global impact: advocate for our oceans

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> To understand the role international organisations and governments can work together for change. To consider why international decisions and agreements can be challenging. To think about how individuals can help conserve the oceans. To create a campaign to help people understand how they could help conserve the oceans. <p>Outcomes:</p> <p>Greater Depth: pupils will be able to look at how people can collaborate on several levels. They will be able to extract key points from a range of resources to support a factually well written presentation. They will be able to formulate clear questions to those who may have a different opinion to their own and devise ways to work collaboratively. They will be able to clearly present their own ideas.</p> <p>Expected Level: pupils will be able to see how countries can work collaboratively. They will be able to formulate a well-researched piece of writing using several resources. They will also be able to pose questions to those who may have a different opinion to their own. They will be able to present their own ideas.</p> <p>Working Towards: pupils make some connections between places. They can present an argument based on some resources. They will be able to formulate some questions. They will be able to present an idea.</p> <p>Support: pupils will be able to identify some methods in which people can work together. They can present their ideas, but they may be factually limited or incorrect.</p>	<ul style="list-style-type: none"> PPT: Lessons 6,7&8: Local Actions, Global Impact: Advocate for Our Oceans. Country fact sheet. Atlases UN video Oluwaseyi Meojoh campaign video Finlay Pringle video 	<p>Lessons 6 & 7</p> <p>If possible, set your classroom up as a horseshoe for the next few lessons.</p> <p>Starter: Provide each group (2-3 pupils in each) with a fact sheet about their country. Give them time to be able to identify the key parts of their place as well as an opportunity to learn more / ask questions. Atlases would be helpful for them to find out more information on their country.</p> <p>Main 1: Play the <i>UN video</i> !(video provided and vetted) to introduce how governments help to try and make decisions for the planet. Explain that the next few lessons will be to create a 'model' UN (MUN) where they will need to represent their country in the motion of; how do we conserve our oceans?</p> <p>Create a class charter (rules of debate)</p> <p>Main 2: Use the fact sheets to pull out information to help support how they are going to approach this motion *. Atlases again will be helpful for additional facts *\$.</p> <p>Pupils then spend the lesson preparing a speech to present in the next lesson *. They should build in an opinion on how we are connected to the ocean.</p> <p>As a challenge task, pupils could think of questions they wish to pose to opposition countries on how they could work together.</p> <p>Plenary: Ask the teams to sum up their view in one sentence *. They can speak it or write it down on a mini whiteboard depending on time.</p> <p>At the start of Lesson 7. Remind the class the agreed charter.</p> <p>Start the MUN with the teacher being the General Secretary so that the charter can be adhered to. Each group then takes it in turn to present their motion on how to conserve the oceans.</p> <p>After the presentations, take any questions from the class based on the challenge task.</p> <p>Lesson 8</p> <p>Starter: pupils think about reasons why it is hard to always agree on the best way forward in international decision making.</p> <p>Main 1: Show the class the slides with images about activism then the two campaign videos from <i>Oluwaseyi</i> and <i>Finlay</i>. pupils then note down how they could get their voices heard.</p> <p>They then spend the rest of the lesson creating their campaign. This could be displayed later in the class/school *. Take this time to reflect why campaigning helps us connect to the ocean. Plenary: pupils go back to the mind map they started in lesson 1 and using a different colour add on what they now know.</p>	<p>Spiritual ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Moral interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> <p>Cultural interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity.</p>
	<p>Geographical terminology</p>		<p>AfL</p>
<p>Key questions</p> <ul style="list-style-type: none"> How do you think places can work together for the future of our oceans? What do you think stops people working together? How would you advocate for our oceans? How do you think the UN can help make decisions? Why is it not always easy to collaborate? 	<ul style="list-style-type: none"> Activism Advocacy Conservation United Nations Collaboration Community 		<p>National Curriculum link</p> <p>KS2</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>KS3</p> <p>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</p> <p>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</p>



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Lesson 9: (optional lesson) Connections to the sea

Learning goals & outcomes	Resources	Suggested learning activities	SMSC
<p>Goals:</p> <ol style="list-style-type: none"> To look at ways people around the world connect to the sea. To summarise our findings. To identify the similarities and differences between the connections to the sea. To create our own connection to the sea. <p>Outcomes:</p> <p>Greater Depth: pupils will have a deep understanding of how people can connect with the sea. They will be able to synthesise knowledge and understanding and present their ideas with distinct clarity.</p> <p>Expected Level: pupils will show understanding of how people connect to the sea and use some examples to support their ideas. They will be able to draw upon knowledge to present their ideas.</p> <p>Working Towards: pupils will be able to understand how people connect to the sea using some examples. They will show some ideas of what they have learnt.</p> <p>Support: pupils will show limited understanding of connections to the sea. They will be able to present a few ideas from previous learning.</p>	<ul style="list-style-type: none"> PPT: Lesson 7: Connections to the Sea Legends of the Sea: carousel sheet Learning stations 1&6: Written text (Kraken poem) Learning stations 2&7: Poster (Mami Wata) Learning stations 3&8: Audio (Longwang) start 1 min in. Learning stations 4&9: Factsheet (Atlantis) Learning stations 5&10: video (Bermuda Triangle) 	<p>Starter: While you wait exercise... thinking about the title of this lesson, are there any connections which come to mind? Guide them to think about stories, legends, spirits which connect us to our blue spaces.</p> <p>Main 1: introduce the idea that cultures around the world have connections to the sea which come through in several formats. Talk about the differences between myths, legends, deities and spirits. ! Ensure that these are discussed with sensitivity being aware of the diversity within your own class and the wider community. Introduce the class to some of the spiritual and cultural connections to the sea around the world as a ‘circus time’ exercise¹.</p> <p>Class discussion on the similarities and differences between their findings. Focus mainly on the similarities *.</p> <p>Main 2: thinking about ocean conservation and drawing together what they have learnt in this topic, pupils can create their own connection to the ocean in any creative format they wish *.</p> <p>Plenary: Exhibition style display of the class's creations which can be viewed by the class and others.</p> <p>¹ Circus Time (based on a class of 30 pupils)</p>	<p>Spiritual ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people’s faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.</p> <p>Moral interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social tolerance of those with different faiths and beliefs</p> <p>Cultural ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</p>
<p>Key questions</p>	<p>Geographical terminology</p>	<p>Set up the room with 10 learning stations as follows:</p> <p>Learning stations 1&6: Written text</p> <p>Learning stations 2&7: Poster</p> <p>Learning stations 3&8: Audio</p> <p>Learning stations 4&9: Factsheet</p> <p>Learning stations 5&10: video</p>	<p>AfL</p>
<ul style="list-style-type: none"> What is a spirit, deity, legend, myth? How can stories help us connect with the sea? What legends, myths, spirits, deities do you already know of? Why are these stories so important? How are the stories you have learnt about similar / different to each other? How are you going to draw together what you have learnt to create your own connection? 	<ul style="list-style-type: none"> Myth Legend Deity Spirit 	<p>Split the class into 10 groups – 3 pupils in each of a similar ability. NOTE: They will only need to visit either stations 1-5 or 6-10 as the information will be repeated. The groups should then aim to visit each station gathering information within the time limit whilst the teacher circulates, questioning and supporting where needed. Differentiation will happen naturally here as some pupils will tackle all the stations and others will opt for certain ones which will suit their learning strengths. The teacher can intervene, and guide pupils to particular stations depending on their learning strengths. Teacher should keep track of the group’s progress using the tracking table.</p>	<p>National Curriculum link</p> <p>KS2 Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>KS3 Pupils should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts...skills in analysing and interpreting different data sources.</p>