

Independent enquirers

Analysing information in diagrams: questions 3 and 4 on page 81 of *geog.1 students' book*

Analysing information and selecting relevant details from diagrams: questions 1 – 4 on page 83 of *geog.1 students' book*

Analysing information and making connections between maps and photographs: question 6 on page 83 of *geog.1 students' book*

Selecting information from photos in order to solve problems: question 3 on page 85 of *geog.1 students' book*

Communicating ideas and analysing photos and diagrams: question 3 on page 87 of *geog.1 students' book*

Researching information into rivers that are shared between two countries: question 14 on page 117 of *geog.1 teacher's handbook*

Carrying out research into a waterfall and finding an appropriate map to go with the information in a leaflet: question 27 on page 117 of *geog.1 teacher's handbook*

Conducting research on the Internet about the use of water in households: question 43 on

Creative thinkers

Generating ideas and considering alternative circumstances regarding rivers: *What if...?* on page 79 of *geog.1 students' book*

Generating and connecting ideas to produce a radio script about the water cycle: question 5 on page 81 of *geog.1 students' book*

Adapting ideas to changing circumstances: question 5 on page 85 of *geog.1 students' book*

Reflective learners

Revising the topic and presenting work in different ways to different audiences, in this case a sketch: question 4 on page 87 of *geog.1 students' book*

Researching information about a specific river, presenting it to others, and gaining feedback: question 17 on page 117 of *geog.1 teacher's handbook*

Reflecting on and revising the water cycle; presenting work using a variety of methods as deemed appropriate for a number of different audiences: question 2 on page 40 of *geog.1 workbook*

Reflecting on rivers and presenting work using a variety of methods as deemed appropriate for a number of different audiences: question 2 on page 42 of *geog.1 workbook*

Reflecting on rivers and presenting work using a variety of methods as deemed appropriate for a number of different audiences: question 2 on page 43 of *geog.1 workbook*

Completing a puzzle that contains revision material on the *Rivers* chapter: page 45 of *geog.1 workbook*

<p>page 117 of <i>geog.1 teacher's handbook</i></p> <p>Understanding different opinions and feelings regarding the value of rivers: question 2 on page 44 of <i>geog.1 workbook</i></p> <p>Interpreting maps and using the information to answer questions: <i>Reading a map</i> (a worksheet) on <i>geog.1 resources and planning OxBBox CD-ROM</i></p> <p>Undertaking a fieldwork enquiry, looking at how a small river or stream changes downstream: <i>Investigating a river</i> (a longer learning activity) on <i>geog.1 resources and planning OxBBox CD-ROM</i></p>		<p>Applying success criteria to level-marked assessment: criteria given on pages 91 and 92 apply to the level-marked assessment on pages 90 – 96 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p> <p>Completing a test on the chapter: <i>Rivers scored test</i> on pages 98 – 101 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>Rivers self-assessment form</i> on page 103 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p>
<p>Team workers</p> <p>Writing a letter to the local water company, undertaken as a whole-class activity: question 39 on page 117 of <i>geog.1 teacher's handbook</i></p> <p>Designing a demonstration, undertaken as group work: question 24 on page 117 of <i>geog.1 teacher's handbook</i></p> <p>Conducting research into how river water is cleaned (there is potential here for a group project about a named river): question 40 on page 117 of <i>geog.1 teacher's handbook</i></p> <p>Working in small groups on a fieldwork project investigating how a river changes downstream: <i>Investigating a river</i> (a longer learning activity) on <i>geog.1 resources and planning OxBBox CD-ROM</i></p>	<p>Self managers</p> <p>Organising and setting deadlines for a day out: question 6 on page 83 of <i>geog.1 students' book</i></p> <p>Creating a piece of writing for a geography magazine, done as an individual project: question 28 on page 117 of <i>geog.1 teacher's handbook</i></p> <p>Preparing a project on saving water; presenting project findings in leaflet format: question 44 on page 117 of <i>geog.1 teacher's handbook</i></p> <p>Planning project and meeting goals: <i>Investigating a river</i> (a longer learning activity) on <i>geog.1 resources and planning OxBBox CD-ROM</i></p>	<p>Effective participators</p> <p>Engaging with the environment: question 1 on page 89 of <i>geog.1 students' book</i></p> <p>Taking part in local issues and influencing others: questions 4 – 6 on page 89 of <i>geog.1 students' book</i></p> <p>Taking part in local issues and offering opinions about water rates: question 42 on page 117 of <i>geog.1 teacher's handbook</i></p>

Answering questions about a local river, undertaken as whole-class work: <i>Your local river</i> (a worksheet) on <i>geog.1 resources and planning OxBow CD-ROM</i>		
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