

Independent enquirers	Creative thinkers	Reflective learners
Analysing diagrams to solve problems: question 3 on page 121 of <i>geog.1 students' book</i>	Generating ideas and adapting to changing circumstances: <i>What if...?</i> on page 119 of <i>geog.1 students' book</i>	Reflecting upon what has been learned; producing a diagram; presenting work for different audiences: question 2 on page 125 of <i>geog.1 students' book</i>
Carrying out research into tectonic plates: question 2 on page 123 of <i>geog.1 students' book</i>	Exploring possibilities about volcanic eruptions: chapter starter on page 199 of <i>geog.1 students' book</i>	Reviewing learning and presenting a diagram: question 2 on page 133 of <i>geog.1 students' book</i>
Analysing satellite images: question 3 on page 125 of <i>geog.1 students' book</i>	Connecting to other people and generating ideas after the aftermath of an earthquake: question 3 on page 127 of <i>geog.1 students' book</i>	Carrying out tasks then evaluating own work and considering ways in which it could be improved: question 6 on page 170 of <i>geog.1 teacher's handbook</i>
Analysing issues and considering circumstances: question 5 on page 133 of <i>geog.1 students' book</i>	Connecting ideas between different natural disasters: question 5 on page 127 of <i>geog.1 students' book</i>	Recapping material covered in the chapter by completing a quiz: questions 1 – 3 on page 61 of <i>geog.1 workbook</i>
Supporting and justifying conclusions: question 6 on page 137 of <i>geog.1 students' book</i>	Questioning assumptions and generating ideas: question 4 on page 131 of <i>geog.1 students' book</i>	Undertaking a revision puzzle with feedback possibilities: questions 1 – 10 on page 63 of <i>geog.1 workbook</i>
Carrying out independent research into the structure of the earth: question 3 on page 170 of <i>geog.1 teacher's handbook</i>	Generating ideas and new solutions following a major volcanic eruption: question 5 on page 135 of <i>geog.1 students' book</i>	Revising and reflecting on learning and presenting information in different ways: question 1 on page 67 of <i>geog.1 workbook</i>
Planning and carrying out research into plate movement: question 7 on page 170 of <i>geog.1 teacher's handbook</i>	Generating ideas and exploring possibilities about new heating systems: question 4 on page 170 of <i>geog.1 teacher's handbook</i>	Revision and assessment, with feedback potential: questions 1 – 21 on page 69 of <i>geog.1 workbook</i>
Undertaking individual work to find out what fold mountains are: question 15 on page 170 of <i>geog.1 teacher's handbook</i>	Generating and connecting ideas, and	

<p>Carrying out Internet research: question 24 on page 171 of <i>geog.1 teacher's handbook</i></p> <p>Analysing information on diagrams: questions 1 – 3 on page 60 of <i>geog.1 workbook</i></p> <p>Analysing information on photos to answer questions: question 1 on page 65 of <i>geog.1 workbook</i></p> <p>Undertaking independent extension work into why people live near plate edges: <i>Why live in a danger zone?</i> (a longer learning activity) on <i>geog.1 resources and planning OxBBox CD-ROM</i></p>	<p>adapting as circumstances change (involves empathising with earthquake victims): question 1 on page 63 of <i>geog.1 workbook</i></p>	<p>Applying success criteria to level-marked assessment: criteria given on pages 139 and 140 apply to the level-marked assessment on pages 138 – 143 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p> <p>Completing a test on the chapter: <i>Our restless planet scored test</i> on pages 145 – 148 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>Our restless planet self-assessment form</i> on page 151 on <i>geog.1 assessment file & OxBBox CD-ROM</i></p>
<p>Team workers</p> <p>Preparing a radio bulletin, undertaken as a group project: question 29 on page 171 of <i>geog.1 teacher's handbook</i></p> <p>Launching an appeal for disaster funds, with potential for students to work in groups: question 32 on page 171 of <i>geog.1 teacher's handbook</i></p> <p>Working in pairs or small groups to find out how good experts are at predicting earthquakes: question 33 on page 171 of <i>geog.1 teachers' handbook</i></p> <p>Playing a game of taboo based on earthquakes and volcanoes: question 34 on page 171 of <i>geog.1 teacher's handbook</i></p> <p>Working in pairs to create a pop-up volcano: <i>Pop-up volcano</i> (a worksheet) on <i>geog.1</i></p>	<p>Self managers</p> <p>Setting goals in order to solve a problem about plate tectonics: question 6 on page 123 of <i>geog.1 students' book</i></p> <p>Planning and carrying out a project into how the world looked when the dinosaurs died out – involving managing deadlines and tasks: question 10 on page 170 of <i>geog.1 teacher's handbook</i></p> <p>Planning and managing an Internet project with the goal of informing eight-year-olds how to cope in an earthquake: question 22 on page 171 of <i>geog.1 teacher's handbook</i></p> <p>Setting goals and managing a project to find out about the Pakistan earthquake of 2005: question 31 on page 171 of <i>geog.1 teacher's handbook</i></p>	<p>Effective participators</p> <p>Influencing people about important issues: question 5 on page 129 of <i>geog.1 students' book</i></p> <p>Considering all the information and making a case for action following an earthquake: question 7 on page 129 of <i>geog.1 students' book</i></p> <p>Proposing a practical way forward following the Boxing Day tsunami: question 5 on page 131 of <i>geog.1 students' book</i></p> <p>Presenting a case for action following the Montserrat volcano: question 5 on page 135 of <i>geog.1 students' book</i></p>

resources and planning OxBBox CD-ROM

Playing a board game in pairs (or more): *Slow the flow!* (a longer learning activity) on *geog.1 resources and planning OxBBox CD-ROM*