

<p><b>Independent enquirers</b> Analysing diagrams containing coastal data: question 2 on page 15 of <i>geog.2 students' book</i></p> <p>Supporting conclusions: question 3 on page 17 of <i>geog.2 students' book</i></p> <p>Considering the opinions and feelings of different people: question 8 on page 21 of <i>geog.2 students' book</i></p> <p>Supporting conclusions: question 9 on page 21 of <i>geog.2 students' book</i></p> <p>Analysing aerial photos and maps to study erosion: question 2 on page 25 of <i>geog.2 students' book</i></p> <p>Considering different opinions about coastal erosion: question 1 on page 29 of <i>geog.2 students' book</i></p> <p>Supporting conclusions reached about wave energy: question 2 on page 9 of <i>geog.2 workbook</i></p> <p>Exploring and explaining issues and processes: question 3 on page 10 of <i>geog.2 workbook</i></p>	<p><b>Creative thinkers</b> Generating ideas about rising sea levels: <i>What if...?</i> on page 13 of <i>geog.2 students' book</i></p> <p>Generating possible solutions to coastal problems: question 7 on page 15 of <i>geog.2 students' book</i></p> <p>Connecting ideas about coastal issues: question 6 on page 17 of <i>geog.2 students' book</i></p> <p>Considering possible future scenarios and sustainable solutions regarding tourist flights: question 7 on page 22 of <i>geog.2 students' book</i></p> <p>Generating imaginative ideas to sell a house in the coastal village of Happisburgh: question 5 on page 29 of <i>geog.2 students' book</i></p> <p>Generating and proposing ideas for a new British seaside resort: question 30 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Generating ideas and connecting coastal issues to the population: question 1 on page 11 of <i>geog.2 workbook</i></p>	<p><b>Reflective learners</b> Revising, and reflecting on, information and then presenting it to different audiences: questions 2 and 3 on page 19 of <i>geog.2 students' book</i></p> <p>Marking, and checking the accuracy of, a partner's crossword: question 42 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Reflecting upon the unit: question 1 on page 16 of <i>geog.2 workbook</i></p> <p>Applying success criteria to level-marked assessment: criteria given on pages 37 and 38 apply to the level-marked assessment on pages 36 – 41 on <i>geog.2 assessment file &amp; OxBOS CD-ROM</i></p> <p>Completing a test on the chapter: <i>Coasts scored test</i> on pages 43 – 47 on <i>geog.2 assessment file &amp; OxBOS CD-ROM</i></p> <p>Reviewing and analysing their own work: <i>Coasts self-assessment form</i> on page 49 on <i>geog.2 assessment file &amp; OxBOS CD-ROM</i></p> <p>Completing a crossword that contains revision material on the chapter: <i>Coastal crossword</i> (a worksheet) on <i>geog.2 resources and planning OxBOS CD-ROM</i></p>
--	--	---

<p>Analysing maps to produce a leaflet: question 1 on page 12 of <i>geog.2 workbook</i></p> <p>Considering the opinions of some of the different parties involved in a debate on coastal erosion: question 3 on page 13 of <i>geog.2 workbook</i></p> <p>Using a map to identify coastal landforms: <i>Check out the coastline</i> (a worksheet) on <i>geog.2 resources and planning OxBow CD-ROM</i></p>		
<p><b>Team workers</b> Collecting pictures of Britain's sailing history – undertaken as a group project: question 5 on page 48 of <i>geog.2 teacher's handbook</i></p> <p>Working as a group to demonstrate the process of longshore drift: question 11 on page 48 of <i>geog.2 teacher's handbook</i></p> <p>Working as a team to produce a TV report on the plight of Happisburgh: question 33 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Generating a crossword and checking it with a partner: question 42 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Working in groups to identify weathering around the school: <i>Investigating weathering</i> (a longer learning activity) on <i>geog.2 resources and planning OxBow CD-ROM</i></p> <p>Participating in a role-play activity based on</p>	<p><b>Self managers</b> Organising a trip to Newquay – an individual project that involves setting goals: questions 5 – 7 on page 22 of <i>geog.2 students' book</i></p> <p>Creating a report that contains ideas on how to reduce coastal erosion: question 5 on page 27 of <i>geog.2 students' book</i></p> <p>Finding out about a headland – an individual project that involves setting own goals and deadlines: question 15 on page 48 of <i>geog.2 teacher's handbook</i></p> <p>Creating a leaflet to promote Newquay – an individual project that requires planning and time management: question 25 on page 48 of <i>geog.2 teacher's handbook</i></p> <p>Investigating beach replenishment – an individual project that involves finding suitable examples and working to set deadlines: question 35 on page 49 of <i>geog.2 teacher's handbook</i></p>	<p><b>Effective participators</b> Connecting with local and national environmental issues: chapter starter on page 13 of <i>geog.2 students' book</i></p> <p>Suggesting workable solutions to coastal problems: question 14 on page 17 of <i>geog.2 students' book</i></p> <p>Discussing local employment issues in relation to the coast: questions 5 and 6 on page 13 of <i>geog.2 students' book</i></p> <p>Expressing views about the use of coastal defences and trying to influence the views of others: questions 3 and 4 on page 27 of <i>geog.2 students' book</i></p> <p>Identifying and advocating a practical way forward: question 3 on page 29 of <i>geog.2 students' book</i></p> <p>Discussing issues and expressing personal opinions about whether the navy is needed:</p>

<p>coastal defences: <i>Protecting Tunstall</i> (a longer learning activity) on <i>geog.2 resources and planning OxBlox CD-ROM</i></p>	<p>Writing a textbook unit on the Norfolk Broads, a personal student project with deadlines: question 37 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>A personal enquiry into changes around Spurn Head on <i>geog.2 resources and planning OxBlox CD-ROM</i></p>	<p>question 22 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Discussing safety issues related to the coast and influencing others: question 29 on page 49 of <i>geog.2 teacher's handbook</i></p> <p>Proposing a sustainable way forward: question 2 on page 12 of <i>geog.2 workbook</i></p> <p>Tackling local issues and influencing others: question 3 on page 13 of <i>geog.2 workbook</i></p> <p>Stating opinions and influencing others: question 1 on page 14 of <i>geog.2 workbook</i></p> <p>Reaching workable solutions: question 3 on page 15 of <i>geog.2 workbook</i></p> <p>Discussing issues about compensation for coastal erosion and expressing personal opinions: question 39 on page 49 of <i>geog.2 teacher's handbook</i></p>
--	--	---