

Independent enquirers	Creative thinkers	Reflective learners
<p>Analysing pictures of ecosystems: question 1 on page 55 of <i>geog.2 students' book</i></p> <p>Analysing information shown in climate graphs to answer questions: question 3 on page 55 of <i>geog.2 students' book</i></p> <p>Taking different opinions and feelings into consideration: question 4 on page 57 of <i>geog.2 students' book</i></p> <p>Considering different opinions about deforestation: question 6 on page 59 of <i>geog.2 students' book</i></p> <p>Analysing climate graphs to answer questions about the Arctic: question 2 on page 63 of <i>geog.2 students' book</i></p> <p>Studying photos and extracting relevant information: question 3 on page 65 of <i>geog.2 students' book</i></p> <p>Considering the impact of tundra permafrost thawing on people's lives and feelings: question 5 on page 67 of <i>geog.2 students' book</i></p> <p>Undertaking a research project based on Arctic wildlife: question 24 on page 91 of <i>geog.2</i></p>	<p>Finding solutions and generating original ideas: <i>What if...?</i> on page 53 of <i>geog.2 students' book</i></p> <p>Connecting ideas between different chapters: question 1 on page 59 of <i>geog.2 students' book</i></p> <p>Connecting and generating ideas that link deforestation with crisp consumption: question 4 on page 59 of <i>geog.2 students' book</i></p> <p>Developing original ideas and solutions to protect rainforests: question 5 on page 61 of <i>geog.2 students' book</i></p> <p>Connecting ideas about the impacts on rainforests: question 1 on page 30 of <i>geog.2 workbook</i></p> <p>Providing solutions regarding global warming and connecting ideas: page 34 of <i>geog.2 workbook</i></p>	<p>Completing a revision activity on ecosystems and reflecting on material covered in the chapter: question 2 on page 57 of <i>geog.2 students' book</i></p> <p>Revising and reflecting on ecosystems: question 3 on page 63 of <i>geog.2 students' book</i></p> <p>Completing a mind map activity designed to reflect upon the Arctic tundra: question 30 on page 91 of <i>geog.2 teacher's handbook</i></p> <p>Reflecting on the topic (there is a possibility here for peer marking): questions 1 and 2 on page 29 of <i>geog.2 workbook</i></p> <p>Undertaking a task that reflects on work done: page 35 of <i>geog.2 workbook</i></p> <p>Applying success criteria to level-marked assessment: criteria given on pages 71 and 72 apply to the level-marked assessment on pages 70 – 74 on <i>geog.2 assessment file & OxBow CD-ROM</i></p> <p>Completing a test on the chapter: <i>Ecosystems scored test</i> on pages 76 – 80 on <i>geog.2 assessment file & OxBow CD-ROM</i></p>

<p><i>teacher's handbook</i></p> <p>Analysing maps to find out about ecosystems: question 3 on page 28 of <i>geog.2 workbook</i></p> <p>Supporting conclusions made about animal adaptations: question 1 on page 32 of <i>geog.2 workbook</i></p> <p>Analysing photos: question 2 on page 33 of <i>geog.2 workbook</i></p>		<p>Reviewing and analysing their own work: <i>Ecosystems self-assessment form</i> on page 82 on <i>geog.2 assessment file & OxBBox CD-ROM</i></p> <p>Participating in a quiz that tests knowledge on the tundra: <i>Arctic tundra – 20 questions</i> (a longer learning activity) on <i>geog.2 assessment file & OxBBox CD-ROM</i></p> <p>Participating in a quiz that tests knowledge on the rainforest: <i>Tropical rainforest – 20 questions</i> (a longer learning activity) on <i>geog.2 assessment file & OxBBox CD-ROM</i></p> <p>Completing a puzzle that reflects on work done on ecosystems: on <i>geog.2 assessment file & OxBBox CD-ROM</i></p>
<p>Team workers</p> <p>Participating in a role-play activity about conflict in the rainforest: question 17 on page 91 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking an investigation into Arctic oil, done as a group activity: question 30 on page 91 of <i>geog.2 teacher's handbook</i></p> <p>Participating in a game of taboo: question 34 on page 91 of <i>geog.2 teacher's handbook</i></p>	<p>Self managers</p> <p>Working on a personal project to design a plant or animal: question 5 on page 90 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out an individual enquiry into an endangered species (students should be encouraged to set their own aims and deadlines): question 6 on page 90 of <i>geog.2 teacher's handbook</i></p> <p>Preparing an individual project on coral reefs: question 8 on page 90 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking a challenge to discover what it is really like inside a rainforest (this is web-based work): question 11 on page 90 of <i>geog.2 teacher's handbook</i></p>	<p>Effective participators</p> <p>Understanding local and global issues surrounding deforestation: <i>What if...?</i> on page 53 of <i>geog.2 students' book</i></p> <p>Advocating personal opinions and viewpoints: question 6 on page 61 of <i>geog.2 students' book</i></p> <p>Expressing and justifying opinions and advocating views: question 5 on page 65 of <i>geog.2 students' book</i></p> <p>Understanding global issues: question 2 on page 67 of <i>geog.2 students' book</i></p> <p>Influencing people and considering global issues: question 2 on page 31 of <i>geog.2 workbook</i></p>

	Undertaking a personal enquiry into the rainforest (students should be encouraged to set their own aims and deadlines): question 12 on page 90 of <i>geog.2 teacher's handbook</i>	
--	--	--