

6 Where should we get our energy?

PLTS
matching grid

Independent enquirers	Creative thinkers	Reflective learners
Analysing, and selecting information from, pie charts: question 6 on page 83 of <i>geog.2 students' book</i>	Connecting and generating ideas to make a flow chart about rises in oil price: question 5 on page 85 of <i>geog.2 students' book</i>	Revising and reflecting on the topic and presenting work in different ways: questions 3 and 4 on page 83 of <i>geog.2 students' book</i>
Analysing maps to select relevant information: question 2 on page 90 of <i>geog.2 students' book</i>	Generating ideas and applying them to changing circumstances: question 6 on page 85 of <i>geog.2 students' book</i>	Revising and reflecting on solar power and creating a mind map: question 3 on page 124 of <i>geog.2 teacher's handbook</i>
Considering different feelings and opinions relating to a windfarm: question 4 on page 90 of <i>geog.2 students' book</i>	Proposing ideas to generate a car through wave power: question 5 on page 86 of <i>geog.2 students' book</i>	Creating a mind map about energy (a revision activity): question 44 on page 125 of <i>geog.2 teacher's handbook</i>
Supporting conclusions: question 8 on page 95 of <i>geog.2 students' book</i>	Connecting ideas about oil usage: question 3 on page 93 of <i>geog.2 students' book</i>	Completing a reflective activity, with feedback potential: questions 1 – 9 on page 50 of <i>geog.2 workbook</i>
Analysing and selecting information: question 5 on page 97 of <i>geog.2 students' book</i>	Generating ideas and providing solutions: question 9 on page 95 of <i>geog.2 students' book</i>	Applying success criteria to level-marked assessment: criteria given on pages 102 and 103 apply to the level-marked assessment on pages 100 – 107 on <i>geog.2 assessment file & OxBBox CD-ROM</i>
Researching information about the sun's energy: question 1 on page 124 of <i>geog.2 students' book</i>	Providing new and alternative solutions to coping in a world without oil: question 18 on page 124 of <i>geog.2 teacher's handbook</i>	Completing a test on the chapter: <i>Where should we get our energy?</i> scored test on pages 109 – 112 on <i>geog.2 assessment file & OxBBox CD-ROM</i>
Analysing diagrams and extracting information: questions 1 – 5 on page 42 of <i>geog.2 workbook</i>	Generating and proposing ideas involving use of renewable energy: question 1 on page 44 of <i>geog.2 workbook</i>	Reviewing and analysing own work: <i>Where should we get our energy?</i> self-assessment form on page 114 on <i>geog.2 assessment file &</i>
Analysing graphs to extract information: question 1 on page 43 of <i>geog.2 workbook</i>	Generating ideas and considering the possibilities of solar power: question 3 on page 48 of <i>geog.2 workbook</i>	
Supporting conclusions: question 2 on page 44		

<p>of <i>geog.2 workbook</i></p> <p>Considering the different views and opinions surrounding nuclear power in the UK: question 2 on page 45 of <i>geog.2 workbook</i></p> <p>Considering some of the different views surrounding windfarms: question 2 on page 46 of <i>geog.2 workbook</i></p> <p>Supporting conclusions: question 3 on page 49 of <i>geog.2 workbook</i></p> <p>Considering the opinions of others regarding a wave farm near Orkney: <i>Wave farm points way ahead for Scotland</i> (a worksheet) on <i>geog.2 resources and planning OxBox CD-ROM</i></p>	<p>Generating ideas and providing new solutions about times without electricity on <i>geog.2 resources and planning OxBox CD-ROM</i></p> <p>Making connections and linking sunshine with petrol: <i>To school by sunshine?</i> (a worksheet) on <i>geog.2 resources and planning OxBox CD-ROM</i></p>	<p><i>OxBox CD-ROM</i></p> <p>Completing a crossword that contains revision material on the chapter: on <i>geog.2 assessment file & OxBox CD-ROM</i></p>
<p>Team workers</p> <p>Discussing solar power in a group context: <i>What if...?</i> on page 81 of <i>geog.2 students' book</i></p> <p>Working as a group to design an energy-efficient house done: question 12 on page 124 of <i>geog.2 teacher's handbook</i></p> <p>Preparing a presentation on global warming for a class of ten-year olds, done as a group activity: question 20 on page 124 of <i>geog.2 teacher's handbook</i></p> <p>Working in a group to prepare and present a three-minute radio bulletin about the Exxon Valdez oil spill: question 21 on page 124 of <i>geog.2 teacher's handbook</i></p>	<p>Self managers</p> <p>Completing an individual project to discover how much it costs to boil a kettle and carry out other household tasks: question 10 on page 124 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking personal research to find out the world's top ten oil producers: question 16 on page 124 of <i>geog.2 teacher's handbook</i></p> <p>Undertaking a personal enquiry into why the coal industry collapsed in the UK: question 22 on page 125 of <i>geog.2 teacher's handbook</i></p> <p>Researching where gas comes from – individual work that should involve goal-setting: question 24 on page 125 of <i>geog.2 teacher's handbook</i></p>	<p>Effective participators</p> <p>Dealing with local issues and advocating an opinion on energy production: question 3 on page 86 of <i>geog.2 students' book</i></p> <p>Providing practical ways forward and advocating solutions: question 3 on page 89 of <i>geog.2 students' book</i></p> <p>Advocating opinions and persuading people: question 4 on page 89 of <i>geog.2 students' book</i></p> <p>Advocating opinions and persuading others: question 6 on page 90 of <i>geog.2 students' book</i></p> <p>Discussing local and global issues and advocating an opinion: question 7 on page 93</p>

<p>Writing a page about one of the UK's offshore windfarms for a website, done as a group project: question 29 on page 125 of <i>geog.2 teacher's handbook</i></p> <p>Working as a group to prepare a snakes-and-ladders game, around the theme of energy: question 46 on page 125 of <i>geog.2 teacher's handbook</i></p> <p>Playing Taboo about energy and energy sources: question 47 on page 125 of <i>geog.2 teacher's handbook</i></p> <p>Participating in a public-enquiry role play: <i>Windfarm</i> (a longer learning activity) on <i>geog.2 resources and planning OxBow CD-ROM</i></p>	<p>Finding out about the workings of wind turbines and how they are linked to the National Grid, done as a personal project: question 32 on page 125 of <i>geog.2 teacher's handbook</i></p>	<p>of <i>geog.2 students' book</i></p> <p>Considering local issues and advocating viewpoints: question 8 on page 97 of <i>geog.2 students' book</i></p> <p>Debating issues surrounding nuclear power (students may be required to support a viewpoint that differs from their own): question 127 on page 125 of <i>geog.2 teacher's handbook</i></p> <p>Influencing others and sharing opinions: question 3 on page 43 of <i>geog.2 workbook</i></p> <p>Discussing local issues, advocating opinions and influencing others: question 3 on page 47 of <i>geog.2 workbook</i></p>
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