

Our wonderful ocean



Age 11-14



60 minutes

Curriculum links

- Understand the geographical similarities and differences between places including the differences between species
- Use globes, maps and atlases to locate oceans and physical features

Resources



Slideshow 1:
Our wonderful ocean



Student Sheet 1a:
World map

Student Sheet 1b:
Marine ecosystems

Student Sheet 1c:
Competing creatures



Gallery:
Living reef

Gallery:
Deep-sea creatures

Gallery:
The Great Barrier Reef



Diagram:
Deep ocean poster



Subject Update:
Learn more: How many oceans are there?

Lesson overview

This lesson introduces the marine habitat and encourages a discussion around what students already know about the ocean. Students will use globes and maps to identify the location of the different ocean basins. They will then learn the names and key features of iconic species from the ocean. Students then use information sheets to discover how humans use the ocean, presenting their findings in a fact-sheet.

Lesson steps

1. Ocean habitat introduction (5 mins)

Students are introduced to the marine habitat and share their prior knowledge about the ocean.

2. The blue planet (30 mins)

Students study maps and globes to discover how much of the earth is covered in water, mapping the world's ocean basins, their physical features and important marine ecosystems.

3. Competing creatures (10 mins)

Using information about iconic marine species, students play a game of Competing creatures in pairs, matching the marine ecosystems and animals.

4. Humans and the oceans (10 mins)

Students compile a list of ways humans use the oceans and start thinking about how our actions affect the ocean.

5. Reflection (5 mins)

In pairs students recall three new things about ocean they learnt today. Students reflect on what else they would like to know and share questions with the teacher.

Learning outcomes

- Review prior knowledge of ocean
- Name, locate and describe the world's oceans
- Describe the features of iconic marine species
- Explain how humans use the ocean
- Reflect on learning

Extension or home learning

Students create a fact-sheet about a marine ecosystem found in the UK, including a description of the environment, the animals that are found there and how humans use it.

Step Guidance

Resources

1
5
mins



Step 1 introduces students to the marine habitat and asks them to share their prior knowledge about the ocean and the creatures that reside there.

- Use slides 2-4 to introduce the lesson and the learning outcomes.
- Ask students to share what they know about the ocean with their partner.
- Take feedback from students.
- Explain that in pairs, students will have 30 seconds to name as many marine animals as they can think of, keeping a tally on mini-whiteboards. Encourage them to avoid repetition.
- Students share how many they listed.

Slideshow 1:
Slides 1-4

2
30
mins



Step 2 involves students locating the world's oceans and understanding marine ecosystems.

- Choose two students to answer the questions on the board. It is imperative that the students understand how important water is to humans.
- Hand out Student Sheet 1a and atlases. Students identify and label the five oceans.
- Using Student Sheet 1b and laptops or tablets students access the online galleries and then annotate their world maps with information about the different environments and marine animals.
- Students colour a map showing where different environments and animals are found.

Slideshow 1:
Slides 5-12

Student Sheet 1a:
World map

Student Sheet 1b:
Marine ecosystems

Gallery:
Living reef

Gallery:
Deep-sea creatures

Gallery:
The Great Barrier Reef

Diagram:
Deep ocean poster

3
10
mins



In step 3 students work in pairs to compare and contrast different marine animals.

- Hand out Student Sheet 1c (cards need to be cut up and put into envelopes beforehand).
- On each card there are a number of statistics about different marine animals. In pairs students compare two animals by picking a particular statistic to compare. The student whose animal has the favourable statistic wins that round.
- Students continue until one student has won all the cards.
- Following this, students pick their favourite three animals and locate where they live on their world maps.

Slideshow 1:
Slide 13

Student Sheet 1c:
Competing creatures

TEACHER GUIDANCE 1 (page 2 of 2)

Step	Guidance	Resources
4 10 mins	 <p>Steps 4 asks students to consider the impact humans have on the world's oceans.</p> <ul style="list-style-type: none">· In pairs, students list what we do and what resources we use that involve the ocean. e.g. fishing, surfing, etc.· Ask students to share their answers.· Students should then discuss how the actions of humans could affect the oceans. Share examples on the board.	Slideshow 1: Slides 14-15
5 5 mins	 <p>Step 5 asks students to reflect on their learning and think of questions that they would like to find out more about.</p> <ul style="list-style-type: none">· Choose students to explain how they have met the learning outcomes. For each question bounce it to at least one more student to assess learning.· Give students the opportunity to ask questions, this can be used as an opportunity to clear up any misconceptions or write a list of further questions for investigation.	Slideshow 1: Slides 16-18
H/L 30 mins	 <p>Students create a fact-sheet about a marine ecosystem found in the UK, including a description of the environment, the animals that are found there and how humans use it.</p>	