BBC BITESIZE FOR TEACHERS

# KS2 Geography: Shore, coast and ocean

*In partnership with* Geographical Association

| Video | Central or big idea | Think, work and apply like a geographer | Questions to explore | Key learning outcomes |
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| KS2 Geography. Exploring UK locations: Shore, coast and ocean | Ocean biomes are impacted by human activity. | • Change<br>• Sustainability<br>• Environment<br>• Action | • Where are the different oceans located?<br>• Why are oceans important for the planet?<br>• What different kinds of life can be found in oceans?<br>• How are humans impacting the oceans?<br>• Why is it important to protect ocean life?<br>• What can be done to protect our oceans? Are there things we can do even if we don't live near the sea?<br>• How do oceans link to the water cycle, weather and climate?<br>• How are biomes connected?<br>• How might oceans play a role in climate change? | • To know that there are five interconnected oceans on Earth.<br>• To know that oceans are an important biome or habitat.<br>• To know that human activity impacts the oceans and the life that they support.<br>• To know how to protect the planet's biomes.<br><br>*Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.* |

| Key geographical vocabulary and definitions | Suggested learning opportunities | Ideas for going further and links |
|---|---|---|
| **Biomes** – areas of our planet with similar vegetation, soil, climate, and wildlife, such as aquatic and forests.<br>**Carbon sink** – carbon that is stored in living or dead plant and animal cells and not in the form of carbon dioxide within the atmosphere.<br>**Conservation** – protecting a natural environment, often to make sure species of animals or plants are not harmed.<br>**Coral reef** – one of the most important ecosystems in the world. A large underwater structure in shallow ocean areas, made up of dead and living corals.<br>**Habitats** – a place that an animal lives, where it finds food, water, and shelter. There is a huge range of habitats across the planet, from deserts to rainforests.<br>**Kelp** – a large brown seaweed. | **1. Higher or lower game**<br>• Have the pupils play a 'higher or lower' game with amazing statistics about ocean life.<br>• One or two facts containing a number could be gathered by each pupil beforehand and pooled to play the game.<br>• For example, you could share a fact like 'the largest shark found in the world is thought to be around 18 metres long', so the number 18. Then ask, how many years on average does a starfish live, is it higher or lower than our previous number (18)?<br>• Pupils sit down if they think it's lower or stand up if they think it's higher. In this case, it's higher as a starfish lives for 35 years on average. | Investigate more about the Great Barrier Reef or one of the different zones or biomes within the oceans. For example, the Mariana Trench, which is the deepest and darkest place in our oceans.<br><br>KS2 Geography: A location in Europe - the island of Sylt, Germany<br><br>KS2 Geography: Coasts and sustainable use of natural resources |

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| **Marine reserve** – a protected area of the sea where removing or destroying nature is not allowed.<br>**Microplastics** – small particles of plastic less than 5mm in size that have either been produced as such, for example, microfibres within clothing, or exist as a result of broken down larger plastic items, for example, fragments of plastic bags and bottles.<br>**Ocean** – an ocean is a huge body of salt water.<br>**Plastics** – a wide range of synthetic or semi-synthetic materials which have a wide range of uses.<br>**Pollution** – when the environment is harmed or dirtied by waste or chemicals. There are three main forms of pollution: air, water, and land.<br>**Seagrass** – a marine plant often found in warm, shallow areas of the sea.<br>**Sustainable choices** – making decisions that have either have no negative impact or a reduced negative impact on the planet and that consider the protection of natural resources and environments.<br>**Waste** – rubbish that is thrown away, which can include sewage and pollution. | **2. Ocean life questionnaire**<br>• Many conservationists work to raise awareness of the threats to our ocean life. Pupils could design a questionnaire to find out how much people in their community know about ocean life, how humans are impacting it and what actions could be taken to help protect it. Questions could be around the number of species that exist in the oceans, how much of the Earth is covered by the ocean, how well known (mapped) this is, and how deep it goes.<br>• The questionnaire could be distributed to members of the community to fill out. Pupils can then be tasked with helping the community to become better informed. What ideas can they come up with to share some of the interesting facts they've learnt themselves?<br>• Encourage children to consider what positive steps they and others can take to preserve the oceans to ensure this activity leaves them feeling empowered rather than anxious. This short film profiles a young conservationist called Georgie, who utilising her scuba diving and photography skills to inform marine management. This Bitesize Careers page offers students information on becoming a conservation officer.<br><br>**3. World Ocean Day**<br>• Every year there is a World Ocean Day on 8 June. Pupils could think about how they want to celebrate and mark that day.<br>• Could they make posters with facts and figures raising awareness? What actions could they take on a day-to-day basis to protect our oceans? Could they plan ways to raise money for a marine reserve/conservationist charity?<br>• Click or tap here to access free BBC Teach films in collaboration with Blue Planet Live, which might provide your class with some inspiration. | KS2 Geography: Rivers - the course of a river from source to mouth |