|  |  |
| --- | --- |
| **Ocean’s Deep** Year: 8  | Lesson Sequence: E |
| Lesson Title: **Plankton Police** | Suggested number of lessons: **1** |
| Learning Objective: * **All** will be able to complete a sample tally and interpret some results.
* **Most** will be able to differentiate between high and low biodiversity, and give reasons for its importance.
* **Some** will be able to define the term biodiversity and describe how it is maintained.
 |
| Key Words: Zooplankton Phytoplankton Sampling Biodiversity  |
| **Learning Activities** | **Resources:** |  |
| **Starter**: Show first slide and get them to jot down an answer. It does not matter if they write “I don’t know”. | Powerpoint. | **Risk Assessment:** Students should wash their hands at end of practical | Differentiation:Worksheet for working towards |
| **Main Activity**: Introduce the two types of plankton and their importance at the base of the food chain. Explain that a sample of water was taken whilst on the trip and that they are going to investigate the diversity of Southampton waterHigher ability groups – should be able to predict that there should be more phytoplankton and why.Students need to be given a 10ml sample of the water in the pertri dishes. They then place this under a microscope and start their tally. There is a support sheet for students working towards.Students should then analyse their data and predict how much plankton they might swallow with one mouthful of water. | Scaled Petri dishesMicroscopesOceanography sample waterIdentification sheetsWorking towards: Tally sheet |  |
| **Plenary**: Go back to original slide and see if they can improve their answer. Peer assessment opportunity. |  |

****