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| **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 water  Higher 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 dishes  Microscopes  Oceanography sample water  Identification sheets  Working towards: Tally sheet |  |
| **Plenary**: Go back to original slide and see if they can improve their answer. Peer assessment opportunity. |  |

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