



Video/English/Subject Lesson Plan and Guide

Turn our videos into exciting and informative ENGLISH as well as subject experiences using our lesson plan below.

Rocks and bays

Where does the video go when it's not on the home screen?
New and recent videos appear on the home screen. But then they always go to and stay in the subject areas.

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Rocks and bays

Teacher guide

This Lesson Plan and Guide matches the video Lulworth Cove (and in search under coast).

As most children live in towns and cities, they may not be aware of the way coasts work, and how coastal settlements were chosen.

This video shows one of the world's most spectacular bays.

Objectives:

- to show that bays form where there are different kinds of rock at the coast
- to identify some common rock types by colour
- to understand the ways bays can be used by people
- to think about potential environmental threats

You won't get a better view of a bay than this. But it is vital that you help students identify what is going on or they may not spot the different rocks or the way the limestone rocks are nearly standing on edge.

The basic idea of a bay and headland is on page 6 of The Coast Book.

The way waves shape headlands and bays is on page 8 of The Coast Book

An example of grey limestone (in this case from Wales) is at the bottom of page 9 of The Coast Book.

Lulworth Cove is shown as a major case study on pages 10 and 11 of the Coast Book. There is also a link to this video from that spread, so it is all self contained on one spread.

Play the video right through.

Tell students they will be asked questions about it or given the attached worksheet as they watch it the second time.

They should see that the limestone is grey and is a narrow band of hard rock by the coast. It is the one that takes the battering of winter storm waves.

They should see that the rock at the back of the bay is a different colour. It is chalk.

See if they know where a famous chalk cliff is (white cliffs of Dover), but they also exist near Scarborough (Flamborough Head) and near Poole Harbour at Ballard Down.

Look at page 13 of The Coast Book to see how wave pounding works. Play the video on page 13 to see chalk being battered by the waves in winter. There is another on page 15.

See if students can see the landscape value of a bay like Lulworth.

Ask if they can see why fishermen would use the bay and not somewhere else (exposed) on the coast.

See if students can identify weather factors (local climate) that would be different in the bay from nearby coasts (warmer and also less windy).

See if students can see that the stream produces a valley and makes it easier to get past the chalk cliffs and also provides fresh water for the village. Thus they can study elements of location in a really simple setting. Ask students: if you were the first person ever to try to settle here, what would affect where you built your house? (and also get them to understand that houses need to be clear of winter storms, as they probably only visit coasts in summer)

Conservation aspect: go on to think about the pressure being such a well known bay can place on this environment.



Worksheet

Rocks and bays and Lulworth Cove

1. How many bays can you see in this picture?
2. Using the picture, say why the village is built in the closest bay and not the one farther away.
3. What other word do you know that means 'bay'?
4. What causes bays to form: glaciers, waves, rivers?
5. From the video, give the name of the rock closest to the waves.
6. From the video, give the name of the white rock.
7. What are the advantages of a bay in winter?
8. Write a postcard to a friend describing a day at the cove and what the landscape is like.

Teachers: here are some generic gps questions you could add yourself by copying this text and adding appropriate words where there is an underscore:

14. Find and copy an example of a _____ from the video. (Noun, verb, fronted adverbial, adjective, conjunction)

15. Why do the words _____ have capital letters?

16. Write down a sentence from the text that contains punctuation. What is this punctuation used for?

17. The word _____ is a compound word. Write down the two root words it is made from.

18. Make a list of synonyms for the word _____

19. Write down any word that has a prefix in the text. Then think of two other words that have the same prefix.

20. Choose any word from the text and add a suffix.

21. Find a sentence that contains a subordinate clause. Write out the sentence and underline the clause.

22. Write down three words that come from the same word family as _____

23. Write the word _____ as a noun.

24. Write down all the compound words that have the word _____ in them that you can think of (ex: way)

25. Write down three adjectives from the text. Describe what each of them means.

26. Are there any modal verbs in the text (verbs that help to modify other verbs).