

Learning Activities	Communication	Supporting Sites
<p>Week 2</p> <p>Date: Monday 27th April – Friday 1st May 2020</p> <p>What do you want students to know?</p> <ol style="list-style-type: none"> <i>1. What is oil and how is it formed?</i> <i>2. How do we process oil? (Map skills)</i> <i>3. How do you use oil?</i> <p>What do you want them to produce to demonstrate learning?</p> <ol style="list-style-type: none"> <i>1. An annotated diagram explaining the formation of oil.</i> <i>2. Use map skills and interpretation of photographs to identify oil processing sites and give their grid references.</i> <i>3. A diary description of the ways you or your family use oil products throughout a normal day.</i> <p><i>Extensions: What if the world's oil suddenly disappeared? Write a paragraph explaining how we would have to adapt.</i></p> <p>Week 1 Learning Objective:</p> <p>Activities:</p> <ol style="list-style-type: none"> <i>1. Watch the video "Fossil Fuels 101" and look carefully at Diagram A: What is oil and how is it formed? Your first task is to draw your own diagram to explain the formation of fossil fuels. You can use Diagram A as a model but you will need to add more information from the video and description.</i> 	<p>Key Vocabulary</p> <p><i>Resource</i></p> <p><i>Crude oil</i></p> <p><i>Pipeline</i></p> <p><i>Fossil fuel</i></p> <p><i>Petroleum</i></p> <p><i>Petrochemical</i></p> <p><i>Refinery</i></p> <p><i>Asphalt</i></p> <p><i>Plastic</i></p> <p><i>Polyester</i></p> <p>What would you like them to read?</p> <p>Resources provided in pdf.</p>	<p>Signpost to:</p> <p><i>Websites:</i></p> <p>Oil in everyday life: https://www.youtube.com/watch?v=UvN6pZfhdCI</p> <p>Fossil Fuels 101: https://www.youtube.com/watch?v=zaXBVYr9Ij0</p> <p>How to Read Maps – Grid References https://www.youtube.com/watch?v=QIrELLSWWB8</p> <p><i>Share point:</i></p> <p>Article 'Why is the world so dependent on oil'</p> <p>If you have any questions, or want your work to be marked, then please email Mr Lancaster at lancasterj@pks.coventry.sch.uk</p> <p>It is easier to give more specific feedback if you complete the work on Microsoft Word and email the document. However, if you work on pen and</p>

<p>2. <i>Before oil can be used it has to be processed in an oil refinery. Here the crude oil is separated and processed into refined oil and other raw materials which can be made into other products. Therefore, petrochemical factories are often located next to oil refineries. The photograph and map in the resources pdf show an oil refinery in Teeside. For each of the numbers on the photograph you must name the facility shown on the map and give a grid reference for it location. N.B. If you need reminding how to do grid references you can follow the link to a video explainer.</i></p> <p>3. <i>Finally, you need to consider all the ways that you use oil, and products that come from oil in your life. Watch the video called “Oil in everyday life” and look carefully at Diagram C: The products that can be made from one barrel of oil. Your job is to keep a diary of every time you use a product that comes from oil throughout a normal day. For example, you might start:</i></p> <p><i>7am Brush my teeth – toothbrush and toothpaste tube made using petrochemicals.</i></p> <p><i>Extension: What if we ran out of oil or had to stop using it? Would we be able to adapt?</i></p> <p>What do you want them to practice? How?</p> <ol style="list-style-type: none">1. Map skills and interpreting photographs2. Imagining alternative futures		<p>paper and take photos of it, I will still be able to provide some feedback</p>
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What can they teach to someone else? How?

Explain to a family member how their polyester clothes are linked to small sea creatures that lived hundreds of millions of years ago!

Resources needed: Pen, lined paper, computer with Word.

This will support: It builds on prior learning from previous Geography projects, such as Globalisation and Climate Change

