The Fish Pass

Name:

Date:

Class:

OSNEY LOCK HYDRO

Starter:

Discuss what a 'healthy' river should look like and ask children if they can identify some of the wildlife they might find living in and around the river?

Main activity:

PP presentation – The Fish Pass. Using slides, key questions, activities and video clips to elicit plenty of discussion, introduce how manmade structures inhibit fish migration and how fish passes/ladders may rectify this.

Plenaries and assessment:

Use worksheet activities and review as a class on the board/screen (slides 6, 19 & 25) to consolidate learning.

AFL:

Use questions in presentation for formative assessment. Worksheet activities reinforce this and provide a tool to assess understanding and provide a record of AFL.

Success criteria:

Children will understand factors that inhibit fish migration and will be able to describe how fish passes work to allow ease of movement.

Differentiation:

Involve all children in discussion using differentiated questioning - colour coded in delivery guide **All** Most **Some**. Where possible use visual aids to aid understanding. Video clips can also help with this.

Further information about self-guided and guided tours of Osney Lock Hydro is available at www.osneylockhydro.org.uk

Programme of study:

Renewable energy, sustainability and biodiversity.
This may be linked to a trip to Osney Lock Hydro.

Key learning objectives, students should:

- Be able to identify reasons why fish migrate
- Understand how several different types of fish pass allow fish to migrate upstream
- Be able to explain why the fish pass was installed at OLH and the benefits this has brought

Cross curricular links:

Geography – rivers, reservoirs, dams, social sustainability, climate change, migration

Science – biodiversity, river ecosystems

Maths – Fish numbers, population calculations

English - vocabulary, discussion and debate, persuasive writing

Design and Technology – problem solving, fish pass design and construction, graphics

History – Industrialisation

SEAL/PHSE – Encouraging biodiversity and improving environments

Key vocabulary:

Sustainability, biodiversity, ecology, ecosystem, innovation, manufacture, Industrial Revolution, tidal, non-tidal, non-native, migration, invertebrates, crustaceans, spawn, weirs, barriers, locks, vertical, ramp, baffle, polypropylene

Resources:

PPT presentation

Embedded video clips

Detailed delivery guide

Worksheet and answers

Further suggestions for resources that may aid learning and understanding can be found in the detailed Delivery Guide

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