

# Coastal industry

## Aim and introduction

With a rich history of trade, Oman's strategic position has encouraged the growth of specific industries but also, as an emerging tourist destination, other industries are also thriving along the coast.

The aim of this lesson is to help pupils discover the different types of industry along the coast as well as developing their data presentation and analytical skills.

This lesson should take between 45 minutes to an hour to complete.

## Curriculum links

Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

## Learning goals

1. Classify industry types and use examples to support understanding.
2. Identify the different types of industry along the Omani coastline.
3. Gather, present and analyse data.

## Learning outcomes

Greater depth: pupils can clearly classify the different types of industry, supporting them with relevant examples and recognise that some fit into more than one category. They can use examples with precision to identify different industries along the Omani coastline. They can accurately gather information, select the most appropriate style of data presentation and use it as well as their own knowledge to accurately analyse the data being presented.

Expected level: pupils can classify the different types of industry, supporting them with some examples and recognise that some fit into more than one category. They can use examples to identify different industries along the Omani coastline some may be inaccurate. They can gather information, select a style of data presentation and use it as well as their own knowledge to analyse the data being presented. This may lack a certain level of accuracy.

Working towards: pupils can classify the different types of industry, supporting them with examples which may not be fully relevant. They can identify some industries along the Omani coastline but may need support in where they fit into the relevant category. They can gather information, with guidance, select a style of data presentation and use it to start to analyse the data.

Support: with support, pupils can classify some types of industry, some may have examples. They can identify some industries along the Omani coastline but will need support in finding which category they fit into. With guidance, they can gather information, select a style of data presentation. They are maybe able to attempt some analysis but this will be limited.

## Key terms

- Industry
- Primary
- Secondary
- Tertiary
- Quaternary
- Quinary
- Analysis
- Presentation

## Learning resources

- Teacher presentation: Coastal Industry
- Tally table
- Card sort: types of industry

## What you will need

- Map application such as Google Maps
- Laptops / devices (enough for at least one between two)
- Application such as MS Excel or Google Sheets to enter and present data. Alternatively, the [Barcelona Field studies Centre](#) have options in some of their presentation tools to enter data directly into the sheet.

## Challenge and support

Suggestions for challenge and support can be found within the main teaching and learning activities.

## Pre-starter

Show pupils the images on the 1<sup>st</sup> slide of the teacher presentation. Get them to think about what the title of the lesson might be.

## Starter

Introduce the different types of industry (i.e. primary, secondary, tertiary etc) and use a card sort to classify examples of these. Support by playing the video on the different industry sectors using the link in the PowerPoint slide NOTE: this video only looks at the first four industries therefore, some more explanation might be needed for quinary.

Project a map of Oman's coastline and discuss what they think the main type of industry might be found along the coast. Challenge pupils further by getting them to write a prediction and justifying their reasoning. Support pupils by linking to typical activities along the coastline in an area they are familiar with or have seen on images/social media.

## Main

Using a map application such as Google Maps (make sure it is one where there is a combination of satellite, Streetview and images/videos), pupils explore different points along the Oman coastline (some suggested places have been added to the teacher PowerPoint).

They use these points to tally the different industries they can see at different points along the coastline. Challenge pupils to add examples as they explore the map.



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Challenge pupils to think about the impact these industries have on the country and further afield. Support pupils by getting them to think about the opportunities and/or challenges that one of these industries could bring to Oman.