**Living in Peril in the news**

**Class activities - Key Stage 2**

**Overview of the Resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary. Website links are included at key points in the resources to facilitate further research on selected topics.

Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and reuse in classrooms without internet connection.

**Coverage of National Curriculum and Skills Framework for 3 to 19 Year Olds in Wales**

The lesson plan activities state the relevant skills and range from the National Curriculum.

**Skills Framework and Assessment for Learning**

The accompanying lesson plans aim to support the requirement for a skills-focused curriculum. Where appropriate in the lesson plan, suggestions will be shown where thinking skills, communication, ICT and number skills can be applied in the context of geography.

Investigative work lends itself very well to assessment for learning. For example, at the beginning of a study children can establish where they are in their learning and suggest what they want to find out. At the end of a study, children can assess their own achievement and indicate it by using simple techniques such as drawing smiley faces or by showing traffic light symbols in their work. The use of questioning throughout the activities encourages children to reflect on their understanding and help further their learning.

Opportunities to use assessment for learning strategies will be indicated as **AfL.**

**Article 1: Danger – Limestone!**

| **Key Skills Objectives** | **Subject Objectives and Skills** | **Activities and Resources** |
| --- | --- | --- |
| **Thinking Skills**  Plan  Ask questions  Gather information  Determining success criteria  Develop  Forming opinions and making decisions  Reflect  Review outcomes and success criteria  Evaluate own learning and thinking.  **Number**  Gathering information  Recording and interpreting data and presenting findings.  **Communications**  Literacy  Presenting information and ideas  Wider Communiations  Communicating information. | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - measure, collect and record data through carrying out practical investigations  - organise and analyse evidence and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues globally    **Geography vocabulary:**  Limestone, karst topography, sinkhole, gorge, erosion, ecosystems, environmental, subterranean | **Aim:** to gather information about limestone environments  **Resources:**   * cups, water, sand and bicarbonate of soda for a short “limestone dissolution” experiment * books and internet access for research   **Activity 1 – Understand limestone dissolution.**   * Stir bicarbonate of soda into water in one cup, and sand into water in another cup. * Report to the class what happens * Teacher to explain that some substances (like limestone) dissolve in water while others do not.   **Activity 2 – Write a short report about a feature of limestone landscapes.**   * Work in pairs * Use books and online resources to research one of the limestone features in the interactive guide. * Include at least one picture, preferably drawn by hand, to illustrate.   **AfL:** Pairs to hand in work for marking  **Reflect**:  Read teachers comments and rewrite one or two sentences using the suggestions given for improvement. |

**Article 2: Danger – Volcano!**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions.  Gather information  Develop  Forming opinions  Develop ideas  Thinking about cause and effect and making inferences.  Reflect  Evaluate own learning and thinking.  **Communications**  Literacy  Presenting information and ideas.  Wider Communication Skills  Communicating information | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - develop ideas to find answers and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues nationally and globally  **Vocabulary:**  Shield and composite volcano, lava, magma, crater, caldera, pyroclastic flow, ash cloud, mantle, core, crust, tectonic plates | **Aim:** To gather and use information about volcanoes and their hazards.  **Resources:**   * Article 2: Danger – Volcano!. * Books and online sources.   **Activity – Find out about one of the dangers mentioned in the interactive guide to volcanoes** (This activity may take one or more lessons to complete)   * Working in small groups (2/3) choose one of the hazards of volcanoes (lava or mud flows, lava bombs, pyroclastic flows or ash clouds) * Prepare a short presentation for the class to explain: Why they happen.   How it might affect the local environment and population.  **AfL:** Groups to present to the class, with an opportunity for the class to ask questions at the end (teacher-led) |

**Article 3: Living in Peril**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions  Gathering information  Develop  Considering evidence, information and ideas  Thinking about cause and effect and making inferences.  Reflect  Evaluate own learning and thinking  **Communications**  Written  Presenting ideas and information  Writing accurately | **Geography**  Skills  Gather information  Consider evidence  Develop ideas to find answers and own draw conclusions  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues locally and nationally  **Geography vocabulary:**  Agriculture, industry, construction, mining, natural resources, tourism, leisure, endangered, ecosystems | **Aim:** To bring together the information and concepts from this issue of Geography in the News in order to design a sustainable man-made environment (city or school building)  **Resources:**:   * The articles ‘Danger – Limestone!’, ‘Danger – Volcano!’ and ‘Living in Peril’ * GIS such as Google Earth   **Activity: Write a newspaper article about one of the hazardous locations mentioned in this term’s issue: Living in Peril in the News.**  Take a ‘virtual fieldtrip’ to one of the locations in the articles.   * Find out about the area, including the industries and activities there (agriculture, mining, tourism etc)   Write a short newspaper article about the area and the hazards associated with it. You might:   * Choose a particular event (eruption, sinkhole, landslide etc) * Look more generally at the way the environment is shaped by the limestone landscape or volcanoes * Focus on the way the people there are affected by changes   **AfL:** Articles to be handed in to teacher for marking  **Reflection:**  After receiving teacher’s feedback, consider one thing that you could have added to the article to improve it. |