**Wales Coastline in the news**

Lesson plans/Teachers’ Notes Key stage 3

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 by rollover annotation. 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.

**Main Theme**

The principle National Curriculum links are:-

Range

* ‘Living in Wales: their local area\* and an investigation of at least one aspect of the geography of the whole of Wales’,
* ‘Describe the causes and consequences of how places and environments change, *e.g. by season; from past to present; the need for sustainability’*

Skills

* *‘explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe’*
* ‘explain how and why places and environments change and identify trends and future implications, *e.g. population increase,* *climate change, globalisation.’*
* **‘carry out:**
  + at least one group investigation and one independent investigation into a geographical question or issue
  + investigations into ‘geography in the news’, topical events and issues in the locality and the wider world’.
* **‘ask and answer the question -** what are the geographical issues for people living in this location? How and why do people’s views on issues differ and what do I think?’

The activities will offer learners opportunities to:

* Use ICT to be informed of current and relevant geographical relevant information and events.
* Develop both knowledge and informed opinions on a range of issues and suggested solutions to current geographical problems.
* Develop investigating skills related to current issues.
* Work independently and cooperatively.

**Main article: Wales Coastline in the News**

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| **Aims:** to introduce the coastal environment of wales and highlight the opening of the Wales Coast Path. | |
| **Objectives:** The activity is intended to give pupils the opportunity to investigate a section of coastline using OS maps thus developing both a greater understanding of places and processes as well as the use of OS map skills. | |
| **Resources required:**   * **Online resource** * **Access to a printer** | |
| **Activity type:**  Initially the resource can be displayed for a whole class discussion. Then using the resource pupils should engage in a group discussion on ‘what is the Wales Coast Path and why might it be important for Wales. The class should think about the way the coastline has been broken up into large sections in the resource and why the sections have such different characteristics. The teacher should either direct the pupils towards a particular map which can be printed out in advance or more able classes can be encouraged to explore the maps to select an interesting section for themselves. | **Suggested time:**  This activity is designed to take a one hour lesson and possibly a follow up homework to complete the map exercise. This of course could be done in class. |
| **Lesson introduction:**  After the initial discussion as outlined above the students should read the resource. It is essential that the class follow this with a discussion of the different zones and why they have been chosen. Direct students to look at the linked articles and complete the quiz to help deepen understanding before they attempt the map exercise. Though largely standalone the resource should be part of a unit of coastal study and the students should have a basic understanding of processes and landforms in advance. | |
| * **Further activity opportunities 1:**   The resource gives an excellent opportunity to develop OS mapping skills and students should be encouraged to examine at least one further map. It would be even better for them to select a range of maps showing different physical environments and different human use patterns. Maybe contrast the well-developed North Wales coastline with the more remote West Wales coastline or contrast the rocky sections dominated by erosion with flatter low level estuarine environments.   * **Further activity opportunities 2:**   There is an opportunity to examine the concepts of European Development funding and its implications for Wales. The map is useful as a stimulus to make students in either the red or blue areas of Wales discuss why they are in a convergence zone or not. | |
| **Notes:** | |

**Linked article 1:** What Makes the Welsh Coastline So Special?

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| **Aims:** pupils should learn that different factors that influence the processes and landforms found around the coastline of Wales. | |
| **Objectives:** The activity is intended to make students think about the concept of energy within coastal environments. This then leads on to a discussion on the importance of Geology and how the two can influence each other. This allows for a growing understanding of the variety of different coastal environments in Wales. | |
| **Resources required:**   * **Online resource** * **Access to desktop publishing such as MS Word** * **Access to the internet in terms of the ability to research different landforms.** | |
| **Activity type:**  An initial class discussion should focus on the pictures and what they are showing us about coastal environments in Wales. Special attention should be drawn to the cliffs and the process of erosion needs to be discussed. In the sheltered environments a discussion of deposition needs to take place. | **Suggested time:**  This activity will probably require one one hour lesson but a follow up homework could also be set to develop the written activity of explaining the formation of two contrasting landforms. |
| **Lesson introduction:**  An initial class discussion should focus on the photographs and key processes of erosion and deposition. A map of Wales in relation to the rest of the Atlantic could be sued to discuss the concept of fetch and shelter. The concept of shelter can then be used to introduce the concept of the importance of Geology in creating the coastal outline.  After reading the articles and completing the quiz they should identify landforms that they are going to explain – the most straightforward are those of headland s such as caves, arches and stacks which can be contrasted to bays and beaches.  Maybe the more able could be encouraged to look at cliff shape/profiles or even estuarine environments and mudflats. | |
| * **Further activity opportunities 1:**   Pupils could link the landform activity to the map activity and attempt to explain all of the landforms along a section of the Wales Coast Path.   * **Further activity opportunities 2:**   Students could be encouraged to research the best surf beaches in Wales and see if there is any relation to either Geology or Fetch – they should find that the best surf venues have the longest fetch. | |
| **Notes:** | |

**Linked article 2: Threats To the Coastline of Wales.**

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| **Aims:** pupils should learn about some of the major threats to the coastline of Wales. | |
| **Objectives:** The activity is intended to deepen understanding of the potential impacts of our coastline from the growing energy sector in Wales. It will investigate the development of oil and gas extraction off the North Wales Coast and contrast this with this month’s granting of planning permission for drilling off Newport in the South. Attention is drawn to the Sea Empress disaster before looking at the growing importance of the energy sector around Milford Haven. The importance of environmental safeguarding is highlighted with MHPA being in the news for achieving the prestigious ecoport award. The threats from climate change arte discussed against the backdrop from renewable development and attention is drawn to the opening this month of the new gas fired power station and how this will actually reduce climate change through being more efficient and allowing greater use of renewable energy sources. | |
| **Resources required:**   * **Online resource** * **DTP software for drawing and completing tables** | |
| **Activity type:**  An initial class discussion should focus on the perceived threats by environmental groups in South Wales. This should then lead to the benefits of oil and gas to north Wales and the UK as a whole. Students should look at past disasters before thinking about how lessons have been learned in Wales and Milford Haven | **Suggested time:**  This activity will probably require a one hour lesson. |
| **Lesson introduction:**  An initial class discussion should focus on the resource with constant reference to the concepts of risk and reward which underpins the planning process. The resource should be examined especially the ideas of oil spills and explosions.  Pupils should be encourage to think about the threats from climate change to the coastline but then the threats from the development of renewable energy sources in the coastline.  Ultimately students should be in the position of planners facing difficult decisions between jobs and providing our energy requirements and impacts on our environments. | |
| * **Further activity opportunities 1:**   Investigation of a coastal disaster such as the Sea Empress or Deepwater Horizon. Research could result in a DTP newspaper report or a presentation using presentation applications.   * **Further activity opportunities 2:**   Answering the question – Why does building a new state of the art Gas Fired Power Station increase the amount of electricity we can generate from renewables such as wind? | |
| **Notes:** | |