**Geography in the News Edition 13**

**The Euro, Welsh Rural issues and Welsh Enterprise Zones 2011**

**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. This edition contains a main theme and linked articles related to important current news events. Each of these can form the focus for lesson activities. In addition on this edition, a global current events screen gives some national and international news that can be used as stimuli for lesson starters. The ‘Brainbox’ links may form interesting wider geography discussion points, for instance, as end-of-lesson activities.**

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

**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.**
* **‘Analysing and evaluating ideas and evidence’ – ‘assessing bias and reliability of geographical evidence’**

**Main Theme activity 1 - The Euro and the Euro-zone crisis**

Possible National Curriculum links are:-

KS2 ( to be complete by the KS2 author)

Skills

Range

KS 3

**Range -**

* people as consumers: the impacts on

and changes in economic activity – the rich and poor world: economic

development in different locations/countries

**Skills**

* communicating - develop opinions and understand that

people have different values, attitudes

and points of view on geographical issues

Explain how and why places and

change and identify trends and

future implications, *e.g. economic growth and decline ,*

**ask and answer the questions**

* how and why is this place/environment/

feature connected to and interdependent with other places

**Main article :**

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| --- | --- | --- |
| **Aims:**  **The resource provides a November 2011 summary for the issue of the 2011 economic crisis in the Euro countries .** | | |
| **Objectives:**  **There are 4 sections in the resource :-**  **1/ an introduction - history and current distribution of the Euro currency**  **2/ the advantages and disadvantages of the common currency**  **3/ The 2011 crisis -simplified summary of the issues**  **4/ An outline of the future options**  **This is a fast changing combination of events and the resources may well require some updating, particularly in the political responses around Europe, when used in the classroom.** | | |
| **Activity type:**  **The resource uses maps and interactive presentations interactive presentation, to explain the geographical distribution of the Euro, its perceived advantages and disadvantages, Why there are problems with some Euro countries and what might be the options for managing the issues.** | **Suggested time:**  **The time needed to use this resource will vary in relation to the levels of pupil response generated. A half-hour hour lesson may be used when the teacher wishes to use the opportunities for developing structured dialogue on how circumstances have changed and could change further in the future.** |  |
| **Lesson introduction:**  **The approach to the activity is very much to reinforce the approach that learners need to be aware of serious, life changing international issues, however complex their form and consequences. A ‘How much do you know already? Approach would be ideal as there is likely to be a full range of levels of knowledge evident in most classrooms . Following this, the presentations form a logical sequence and allow for appropriate questioning and discussion.** | | |
| **Further activity opportunities**  **The rationale of countries , like the UK, that have stayed out of the Euro can be considered.**  **This stance does not remove the risks created by the currency crisis but discussion on whether it would be better to support the effort to stabilise the Euro-zone by being inside it or outside it could be considered by a focused class.**  **The fast changing situation could be monitored on a news board - kept up-to-date in the classroom. This could be physical or electronic, depending on facilities available.** | | |

**linked article 2 : Living in Rural Wales - a ‘P M I’ analysis**

**Possible National Curriculum links are:-**

**KS2 ( to be complete by the KS2 author)**

**Skills**

**Range**

**N. C. Range -**

**the town and country: the variations and changes in quality of life in rural and/or**

**urban environments people as consumers: the impacts on and changes in economic activity**

**N. C. Skills-**

**explain the spatial patterns of features, places and environments at different scales and how they are interconnected**

**explain how and why places and environments change and identify trends and future implications,**

|  |  |  |
| --- | --- | --- |
| **Aims: To provide an up-to-date summary of rural issues in Wales and to show that a range of strategies to support rural communities exist.** | | |
| **Objectives: The focus of this resource is to state what is being done to improve the economic and social wellbeing of rural Welsh communities.** | | |
|  | | |
| **This resource analyses the perceived and actual advantages and disadvantages of living in rural Wales. It shows that for many, the positive aspects of the ‘rural idyll’ are swamped by issues of deprivation.**  **Learners have the opportunity to consider their own and other peoples perceptions of living in Welsh rural areas and a basic question set for a simple questionnaire is provided.**  **Finally, The The Rural Development Plan (RDP) for Wales 2007-2013’ is introduced to show how some of the issues are being addressed. A a small selection of the many projects that have been undertaken using this source of funding are summarised and located.** | **Suggested time: 30 minutes to 1 hour plus an opportunity to develop the study into a questionnaire research, data analysis and report that would require multiple lessons and out of class work.** |  |
| Lesson summary - screen 1 provides an introduction page to the topic and encourages learners to ask questions that will provide evidence of peoples’ perceptions of the attractiveness of rural life. A full questionnaire could be developed from this introduction, for whole class participation and data sharing and analysis.  Screen 2 is in the form of a presentation of the perceived advantages and disadvantages of living in rural Wales and shows that negative issues seem to outweigh positive ones. Screens 3 and 4 introduce the summarise the The European Commission's Rural Development Committee plan - ‘The Rural Development Plan (RDP) for Wales 2007-2013’  A annotated interactive map provides a limited summary of a few of the many projects that have been registered for funding under this scheme. | | |
| **Activity opportunities**  In addition to the above mentioned questionnaire, The Web address of the complete register of schemes under the Development Plan is proved to copy/paste and visit. Some of the projects are better documented that others and there are a range of completion dates implying closure of some projects and ‘in progress’ status of others. However teachers might find that the schools local region is a good starting point for extending the exemplification and analysis of rural development strategies presently active in Wales. | | |

**Activity** Big business in Wales - What is happening to improve the Welsh economy ?

Possible National Curriculum links are:-

KS2 ( to be complete by the KS2 author)

Skills

Range

KS3

Range -

the rich and poor world: economic

development in different

locations/countries

Skills-

Explain the causes and effects of human processes and how the processes

interrelate, *e.g. causes and consequences of ‘regional development policies’*

**3.** Explain how and why places and

environments change and identify trends and

future implications, *e.g. consequences of ‘economic and political links’*

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| --- | --- | --- |
| Aim:  To develop learners’ awareness of current economic conditions in their home region. | | |
| Objectives:  The focus of this resource is to identify that Wales is also a peripheral country like those mentioned as at risk in the ‘Euro-zone’ study (resource 1). Wales requires an industrial re-development policy to stimulate resilience against the negative impacts of the current economic crisis and to encourage growth. | | |
|  | | |
| **Activity type:**  **Information presentation and quiz** | **Suggested time:**  **from 15 minutes to 1 hours depending on level of detail and consequent discussion** |  |
| **Lesson introduction:**  This activity follows on from the information presented in articles 1 and 2  Screen 1 contextualises Wales’s marginal location in relation to the core of the EU  Screen 2 provides a useful quiz to get learners thinking about the key locational factors that encourage industrial development.  Screen 3 is a presentation of the recent confirmation of support for of 5 themed Welsh enterprise zones.  Screen 4 gives a summary description of the Northern Gateway project is on Deeside in N E Wales. | | |
| Activity opportunity :  Classes may be able to use the information on screen3 to cross reference locational advantages and possible issues outlined in the introduction screens, to produce a list of advantages and issues for the Deeside northern gateway project. | | |