**Living in Peril 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 in a glossary on in the interactive resources. Website links are included at key points in the resources to facilitate further research on selected topics.

**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.

**Suggested Learning Activities**

|  |  |
| --- | --- |
| **Aims:** To understand the reasons why people live in hazardous environments | |
| **Objectives:** The resources and suggested activities are designed to give students the opportunity to explore two potentially hazardous environments, limestone landscapes and volcanoes, that have featured in recent news reports. They are encouraged to research the environments themselves, and to consider the reasons why people and communities choose to live in peril | |
| **Resources required:**   * **Online resource** * **Access to G.I.S. such as Google Earth/Maps with street view.** | |
| **Resource** | **Suggested time:** |
| **Danger – Limestone!**  The entry activity is used *before* pupils read the resource. Students write words or phrases on sticky notes to show their current knowledge of limestone and limestone landscapes. the notes can be referred back to throughout the lesson.  After reading the article students work in pairs to research a particular feature of limestone landscapes, preparing a 2 page report with one or two photos and at least one original diagram or illustration. | These activities are designed to take a one hour lesson and possibly a follow up homework to complete the exercise. Alternatively this could be finished in class in a later lesson |
| **Danger – Volcano!**  Working in small groups, students should prepare a short Powerpoint presentation about a recent volcanic eruption (20th-21st Century). They should include information about when and where it occurred, what type of volcano it was and what the effects were.  They should pay attention to the effects on local communities. | This activity is designed to take a one hour to prepare the presentations (which can be finished as homework). A further session may be required to enable the groups to present their findings to the class and teacher. |
| **Living in Peril**  Pupils use a GIS to visit one of the locations mentioned in any of the three articles in this issue. They should find out about the area around it, including the industries and activities in the local area (agriculture, mining, tourism, leisure etc) and prepare a short newspaper article about the area.  They could write about a particular event like an eruption, landslide or a collapsed cave, or about more general changes to the environment (e.g. erosion and environmental damage) and the communities living there. | This activity is designed to take a one hour lesson or to be used as homework. |
| **Notes:** | |