**Retailing and C.B.D. 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 – Issues in the C.B.D.**

| **Key Skills Objectives** | **Subject Objectives and Skills** | **Activities and Resources** |
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| **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**  Oracy  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 locally and nationally    **Geography vocabulary:**  Central Business District (C.B.D.), ‘out of town’, flagship, footfall, domino effect, clone towns, sphere of influence, threshold population, hamlet, conurbation, low orders goods/services, high order goods/services, economies of scale | **Aim:** to gather data about the C.B.D. of different sized settlements in the surrounding area   1. Investigate C.B.D.s and retailing within both the contexts of virtual fieldwork through G.I.S. *e.g.* Google streetview 2. Tally and graph data   **Resources:**   * This activity should be undertaken as a class starter ***prior*** to reading the articles * G.I.S. *e.g.* Google Maps Streetview   **Activity - Undertake a virtual fieldtrip using a G.I.S.**   * To understand the process of a quantitative survey. * Collect data in the form of a tally chart and present data as a bar chart either hand drawn or computer generated.   **Set success criteria** for drawing up data: Encourage children to set themselves targets for the way they present their data.   * Interrogate the data to see if there are any trends, e.g. are there more tall buildings in larger settlements? Is the range of goods and services available related to the size of the local population?   **AfL:** As children work, they check their work to improve or modify it, with peer support.  **Reflect**:   * Explain in your own words what the data you collected shows. * If you could improve one thing about your data presentation, what would it be?   **AfL:** Children can use traffic light system to evaluate their own achievements. |

**Article 2 – The changing face of retailing**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions.  Gather information  Determine some success criteria.  Develop  Forming opinions and making decisions.  Follow the planned process/method,  Reflect  Review outcomes and success criteria.  Evaluate own learning and thinking.  **Communications**  Oracy  Presenting information and ideas.  Wider Communication Skills  Communicating information  **Working with others**  Listening to others ideas  Contributing to discussions | **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 locally and nationally  **Vocabulary:**  Local governments, retailing, creditors, administrators, comparative shopping, accessible, market, congestion, ‘High Street’ | **Aim:** To continue the ‘virtual fieldtrip’ started in Activity 1 and identify ways in which the High Street is changing.  **Resources:** The on-line articles:   * Article 1 ‘Issues in the C.B.D.’ * Article 2 ‘The changing face of retailing.’   **Activity - Continue a virtual fieldtrip using a G.I.S.** (This activity may take one or more lessons to complete)   * To understand the process of a qualititative survey. * Working in small groups (2/3) use the G.I.S. to visit the local town or city High Street via streetview * Note which shops have closed and which have stayed open. * In the small group, choose one shop in particular and discuss the reasons *why* it has closed or stayed open, *e.g.* are there other retailers selling the goods cheaper? Have shoppers gone somewhere else to buy those goods? * Prepare a short (1-2 minute) presentation about the chosen retailer.   **Reflect at the end of the session:**   * Deliver presentations to class * Give one thing you would do to improve your presentation next time.   **AfL:** Peer review - Children can give positive comments on each others’ work after each presentation. |

**Article 3 – Wales’ C.B.D.s – Decision making time**

| 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  Organising ideas and information  Writing accurately | **Geography**  Skills  Identify natural features e.g. weather  Develop ideas to find answers and 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:**  Pedestrianisation, | **Aim:** To bring together the information and concepts that have been assimilated in order to come up with ideas of how the local C.B.D. could be improved.  **Resources:** The on-line articles:   * Article 1 ‘Issues in the C.B.D.’ * Article 2 ‘The changing face of retailing.’ * Article 3 ‘Wales’ C.B.D.s - Decision making time’   **Activity: Write a report** Working in small groups, bring together the information and ideas from the previous two activities to prepare a poster suggesting ways to improve the local high street.   * Think about which shops have closed and which have stayed open. Consider the reasons why this has happened. * Looking at the ideas in Article 3, think about whether any of those could improve the local C.B.D. *e.g.* pedestrianisation, undercover shopping etc. * Include printed images, drawings, graphs and/or tables of data   **Reflect at the end of the session:**   * Proofread written work to check spelling, grammar and clarity of meaning   **AfL:**  Self-assessment – use traffic lights to assess own work  Peer review - Children can give positive comments on each other’s work. |