**Demographics in Wales**

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: Demographics of Wales**

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| **Aims:** to highlight current changes in population and key principles of Demography. There is a clear focus on natural change but despite the recent increase in The overall population of Wales to just above 3 million the dominant process is migration. There is still a very clear pattern of overall rural depopulation and increases in the urban population. This is setting very real issues for the current and future Welsh governments. This concept underpins all three articles. |
| **Objectives:** The activity is intended to give students the experience of carrying out a decision making exercise. This form of assessment is common to many GCSE and A level specifications including those of the WJEC. It is essential that at Key Stage 3 students build up experience of decision making exercises. Through carrying out the decision making exercise students will learn about natural increase, population density, under & over population and migration. They will have to up to date information which they can process to reach clear decisions and demonstrate knowledge. |
| **Resources required:*** **Online resource**
* **Access to spread sheet software such as excel.**
* **Access to presentation software such as PowerPoint.**
* **WJEC atlas or online atlas.**
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| **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 ‘so what would you do?’ Pupils should then be allowed to explore the resource before using the information to generate graphs that show the patterns and issues. They should be encouraged to use the other articles in this edition to reinforce their knowledge of demographic factors and issues in rural and urban Wales. | **Suggested time:** This activity is designed to take an initial one hour lesson and possibly up to another 2 lessons preparing their presentations and scripts. |
| **Lesson introduction:** After the initial discussion as outlined above the students should read the resource and case studies. They should then be encouraged to identify suitable types of graphs to represent the data in the resource. They should ideally do this using spread sheet software but there is no reason why graphs cannot be hand drawn. These can then be used as evidence for their decision making |
| * **Further activity opportunities 1:**

Students could follow up with further research using the statswales link to look at other related issues in Wales.* **Further activity opportunities 2:**

Pupils could use the linked articles to look in detail at the issues surrounding rural/urban migration in Wales |
| **Notes:** This resource and the linked articles has also been created to give an off the shelf resource for a WJEC spec A DME. Key stage 3 pupils could carry this DME out in Year 9 and then use it as a jump off point during Year 10 when studying population for their controlled assessment. |

**Linked article 1: Changing Employment in Wales**

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| **Aims:** pupils should learn the concepts surrounding Natural increase, Population Density & Migration. They should be able to demonstrate their understanding through mastery of the interactive quiz element. |
| **Objectives:** The activity is intended to introduce the key concepts of population (if they need to learn about the Demographic Transition Model then they should be directed to visit the previous article at <http://www.ngfl-cymru.org.uk/geographyinthenews/Contents/?itemID=38&keyStage=3> ). By the end of the lesson they should understand these key concepts and how they relate to wales. They should be able to demonstrate their understanding through mastery of the interactive quiz element. |
| **Resources required:*** **Online resource**
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| **Activity type:** An initial class discussion should focus on the key terms and a useful Q & A session could be used as a starter based on the highlighted terms on the first screen. Pupils should be encouraged to explore the resource and the links to the previous related issues. They should then be encouraged to undertake the quiz but not proceed until they get them all correct. At this point they should be ready to explore the concept of the decision making exercise of the main article. | **Suggested time:** This activity will probably require a part of a one hour lesson and could form an extended starter for the longer piece of work which forms the core of the main article in this issue. |
| **Lesson introduction:** An initial class discussion should focus on the key terms highlighted. A Q & A session based on these key terms can be carried out before students read the rest of the resource and follow the links to previous issues. It is important that they do not progress to the decision making exercise until they have learned all of the terms in the quiz and then emphasise the importance of using these terms within the decision making context. |
| * **Further activity opportunities 1:**

This resource is designed to give the underpinning knowledge required to undertake the decision making exercise in the main article. It can of course be used for a shorter session as a standalone activity or homework.* **Further activity opportunities 2:**

This resource can be tied into a lesson into the Demographic Transition Model. In this case it should be linked to the previous issue to be found in the archive at: <http://www.ngfl-cymru.org.uk/geographyinthenews/Contents/?itemID=38&keyStage=3>  |
| **Notes:**  |

**Linked article 2: Urbanisation and Counterurbanisation in Wales**

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| **Aims:** pupils should learn that there are two dominant migration flows in Wales. Many urban dwellers are seeking to migrate to rural areas upon retirement and this is creating pressure in the rural areas which are pushing younger rural inhabitants towards the urban regions. This creating many issues for Welsh decision makers |
| **Objectives:** The activity is intended provide clear understanding of the potential push and pull factors of people considering migration between urban and rural locations in Wales. Pupils should learn key concepts relating to quality of life such as deprivation. They should also come to realise that factors operating in a location are not always uniform and that people at different stages of their lives will experience different factors in the same locations. |
| **Resources required:*** **Online resource**
* **WJEC atlas or online atlas**
* **Potentially mind mapping software.**
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| **Activity type:** An initial class discussion should focus on revising the key terms used in the resource. They key resources of the map, graph and photographs can be used to initiate a class discussion/Q & A session. It is important that pupils think about the factors from both perspectives. Pupils should then be encouraged to empathise with both groups of people before attempting the activities to look at push and pull factors. | **Suggested time:** This activity will probably require an initial one hour lesson with the possibility that it will be finished off as a homework. This lesson can fit within the sequence of lessons necessary for the decision making exercise of the main article. |
| **Lesson introduction:** An initial class discussion should focus on revising the key terms used in the resource. They key resources of the map, graph and photographs can be used to initiate a class discussion/Q & A session. It is important that pupils think about the factors from both perspectives. Pupils should then move forward empathising and working on their push and pull factors for both groups. These could be fed back to the whole group. |
| * **Further activity opportunities 1:**

There is a clear link here to the population pyramids of the main resource and the decision making process overall.* **Further activity opportunities 2:**

There is also the opportunity of revising or deepening understanding by following the links to previous issues within the resource. |
| **Notes:**  |