**London 2012**

**Teachers’ Notes and Lesson Plans for Key Stage 2**

Reasons for population growth/decline over time

Population

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Overview of the Resource

Geography in the news is designed to give teachers a topical and entertaining on-line 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 of work. Each article is supported by a lesson plan. Key words are highlighted within the resources and have been defined by rollover annotation. Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and use 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-focussed curriculum. Where appropriate in the lesson plans, suggestions will be shown where thinking skills, communication, and 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.**

Reasons for population growth/decline over time

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London 2012 – How Can Wales Benefit?

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| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| Thinking SkillsPlan:Ask questions related to context and listen before asking further questions.Develop:Identify and describe similarities anddifferences by making simplecomparisons.Form considered opinions and makeinformed decisions.Reflect:Link outcomes to success criteria.CommunicationsOracy:Communicate clearly and confidently in a way that suits the subject, audienceand purpose, using a range ofvocabulary, including some key wordsrelated to subjects.Reading:Use different reading strategies to locate, select and summarise information, identifying accuratelythe key points.Wider Communications:Represent and respond to information in different forms using pictures, sounds, symbols, diagrams and maps. | GeographySkills* Investigating**:** ask questions about a place or a geographical issue.
* organise and analyse evidence, develop ideas to find answers and draw conclusions
* express their own opinions and be

aware that people have different points of view about places and geographical issues.RangeCarry outinvestigations of ‘geography in thenews’, topical events and issues inthe local area and the wider world. | IntroductionRead the online resource, ‘London 2012 – How Can Wales Benefit?’Success criteria: To identify the impact of the Olympic Games on Wales and to make a balanced judgement about the benefits of the Olympic Games on Wales.Activity1. Read through the on-line article and discuss to ensure full understanding.
2. In groups children can draw tree maps to categorise the benefits of the Olympics for Wales and for England.

 The Olympic Games 2012The benefits for Wales---The benefits for England---How will Llantrisant benefit?How will Newham and Stratford benefit and will places in Wales receive similar benefits?Will there be urban renewal in Wales because of the Olympics?Will Wales receive more funding from the government because of the Games?How will people feel about sport and healthy lifestyles as a result of the Games?1. Children present their maps to the class based on the evidence in the article. By making comparisons, encourage the children to identify which country benefits the most and explain why.
2. Plenary activity: Based on the evidence and their own opinions, can children draw conclusions about the benefits of the Olympics to Wales? To demonstrate this, children could form a line-up. At one side of the room pupils should stand if they think the Olympics are excellent for Wales. At the other side of the room children should stand if they think it is a total disaster. Pupils need to place themselves along a straight line between these two extremes. They will need to go to roughly where they think they should be and then ask and answer questions of each other to position themselves relative to other children with a similar opinion.
3. Review the success criteria: Encourage children to talk to each other to make a balanced judgement about the impact of the Olympic Games on Wales and when the children are asked about their opinions, they could explain their partner’s viewpoint as well as their own.

**Afl**: Throughout the activity, children can work in peer supported groups. sharing and modifying ideas as they work. |

Where do events take place?

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| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| Thinking SkillsPlan:Identify and make links with prior skills and knowledge related to context.Develop:Experiment confidently with own and others’ ideas.Reflect:Link the learning, with support, to other situations.CommunicationsWider Communications:Represent and respond to information in different forms using pictures, sounds, symbols, diagrams and maps. | GeographySkills* Investigating**:** ask questions about a place or a geographical issue.
* use maps, imagery and ICT to find and present locational information.
* identify and describe natural and human features

RangeCarry outinvestigations of ‘geography in thenews’, topical events and issues inthe local area and the wider world. | IntroductionRead the online resource, ‘Where do events take place?’ Understand the concepts of human and physical geography.Success criteria: To identify the different factors which influence the choice of locations for different events.ActivityTo draw up diamond rank maps to show the importance of different factors.1. From the article, identify the factors which make the Millennium Stadium in Cardiff an ideal venue for the Olympic football tournament.

Children could suggest their own ideas and use those in the text and may include ideas such as:The stadium hosts international rugby.It holds monster truck events.The stadium is in the capital city of Wales.There are convenient bus and rail links.The stadium is one of the newest of its kind.There are lots of shops nearby.There are lots of restaurants and hotels nearby.It is easy to get to the stadium by car.Pop and rock bands play at the stadium.The stadium is at a pleasant riverside setting.Most Important FactorLeast Important FactorWorking in groups, children can decide which ideas are the most important and justify their decisions within their groups. Can they identify whether the factors are influenced by human or physical geography?1. Similarly, children can draw up a diamond rank map for the suitability of the mountain biking venue in Wales compared with Essex. Encourage children to set the necessary criteria for a mountain biking event, drawing up their own diamond ranking map with their list of preferred criteria, linking the criteria to physical geography. Then, by examining atlases and Google Earth, children can discuss the fairness of the decision to host the event in Essex!

Further activities: * look at somewhere the children already use in their local area or an activity that interests them. They should use their knowledge of the area to identify the human and physical factors that influence their decisions for its location. By drawing up a diamond rank map they will be able to look at negatives as well as positives.
* Write a letter to the local council explaining the relevance of a location for a certain event.

**Afl**: Throughout the activity, children can work in peer supported groups. sharing and modifying ideas as they work. |

Size of Wales Project

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| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| Thinking SkillsPlan:Ask questions related to context and listen before asking further questions.Develop:Identify links between cause andeffect; give reasons for inferences/predictions.Reflect:Describe what has been learned/foundout.CommunicationsWider Communications:Represent and respond to information in different forms using pictures, sounds, symbols, diagrams and maps. | GeographySkillsDescribe the causes and consequencesof how places and environmentschange.RangeCarry outinvestigations of ‘geography in thenews’, topical events and issues inthe local area and the wider world. | IntroductionRead the online resource, ‘Size of Wales Project’. Success criteria: To understand that Wales is very active in the fight against climate change in Africa. ActivityRead through the article as a class and discuss. In groups, children note down the ways Wales is helping Africa and the effect the help is having in Africa as a result. Draw up a multi-flow map to show what is causing the environment in Africa to change (help from Wales) and what is happening as a result.Multi-flow map to show the effect of Welsh help in AfricaWhat the effects areHow Wales is helpingWales is tackling climate change in Africa!Ideas for how Wales is helping may include:Size of Wales ProjectWales for Africa ProjectThe United Nations has invested $2,000,000 for Wales to spend in AfricaPeople in Wales are volunteering to help in AfricaThe effects may include:An area of rain forest the size of Wales is being maintainedCarbon emissions are reduced by maintaining the rain forestForest cover helps people, wildlife and soilsTrees and forests mean there will be more frequent rainfall1,000,000 trees will be planted in AfricaFarmers have more workThe trees can shade coffee bushesPlenary: Each group can share with the class their ideas about the effects Wales is having in Africa. As children build up the list of positive effects of Wales’ influence in Africa, they can revisit the success criteria to understand the influence a small country like Wales has in such a big continent.Other activities may include:* Draw a poster to encourage volunteers to help in Africa by showing the benefits to the environment and people
* Pupils should be encouraged to identify an area in their school or local environment where more trees can be planted. The woodland trust will supply free tree whips for groups such as schools to plant. Maybe the class can organise a school tree planting event.

**Afl**: Throughout the activity, children can work in peer supported groups. sharing and modifying ideas as they work. |