**Geography in the News Edition 9**

**Population change and migration case studies in 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 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 activities 1 and 2 - Physical landscape and tourism in Wales**

Possible National Curriculum links are:-

KS2

Skills

( to be complete by the KS2 author)

Range

KS 3

Range -

People and the Planet: population patterns, change and movement

Skills

Explain the causes and effects of physical and human processes and how the processes interrelate.

e.g. causes and consequences of, and impacts of migration.

Explain how and why places and environments change and identify trends and

future implications, e.g. population increase

**Main article :**

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| **Aims:** To provide a update for the much used case study of economic migration from Mexico to the USA | | |
| **Objectives:**  Many schools and textbooks have focussed on this case study from LS3 up to A level and it is often used by students in exams.  However the resources and classroom activities are certain to be out of date , and many teachers will find an update informative and a provision of additional activities to contextualise what are now historical teaching materials. | | |
| **Activity type:**  The resource is in the form of and interactive presentation, designed to link existing resources / and or knowledge with current news of the migration case study | **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 can either be through existing knowledge and studies of migration or as an illustration of the changing relationships between countries experiencing different stages and rates of development. | | |
| **Further activity opportunities**  Role-play response to the information, either written or aural, may work well in identifying the changing priorities in the choices of actual and potential migrants. | | |

**linked article 2 :** The geography of the 2011 ‘Horn of Africa’ Famine

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| **Aims:**  The human and environmental disaster taking place in north-east Africa has been an important news item and focus for a major aid appeal all through the summer of 2011.  News and aid agencies provide some geographical facts about locations, causes and consequences of the famine. The resource is designed to provide a geographical context to both the facts about famine in general and also the Horn of Africa famine in particular. | | |
| **Objectives:** To raise levels of geographical knowledge of an important current hazard, migration and humanitarian aid case study. | | |
| **Skills:**  To develop in-depth knowledge on the causes and characteristics on important geographical issues. | | |
|  | **Suggested time: 30 minutes** |  |
| **Lesson summary -** screen 1 provides an introduction page to the topic. screen 2 consists of and Africa quiz designed to focus learners on the region and topic. Screen 3 considers the causes and consequences of famine and can act as a expandable framework for investigation and analysis of famine case studies. Screen 4 is a presentation of some of the key facts specific to the current horn of Africa famine. | | |
| **Activity opportunities**  The resource is a really good introduction to any extended work on the crisis in the Horn of Africa. Use of news footage could follow the resource’s use. Work on appropriate response to humanitarian need, and fund raising initiatives might be stimulated but it. | | |

**Activity 3**  Changes in the UK’s population - A surprising trend!

Range -

People and the planet: population patterns, change and movement

Skills-

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

interrelate, e.g. causes and consequences of and, impacts of migration.

3. Explain how and why places and environments change and identify trends and

future implications, e.g. population increase.

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| **Aim:**  **To show that the UK demographics contains some recent variations from predicted trends and to introduce possible reasons.** | | |
| **Objectives:**  To take Learners beyond the DTM model and to introduce the unique characteristics of the UK’s demographic change | | |
|  | | |
| **Activity type:**  **Information presentation** | **Suggested time:**  **from 15 minutes to 1 hours depending on level of detail and consequent discussion** |  |
| **Lesson introduction:**  This activity could begin with a class recognition of the expected trends in population change and this would lead on to the overall fact that the population of the UK is departing from the generally expected trend.  The information in subsequent screens is in single statement by statement form, each of which can stimulate considerable discussion on the causes and consequences of the statements made. | | |
| **Activity opportunity 1:**  **The activity does not attempt to consider the advantage and problems to the country that each of the trends could have. This aspect would form an interesting debate in the classroom, particularly when learners recognise they are very much part of the trends and will be living with the consequences.** | | |