**Transport and Communications 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: Changing Order of Economic Power**

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| **Aims:** to highlight current changes in levels of development of countries around the world. The resource defines and gives case studies of MEDC’s; LEDC’s, NIC’s, RIC’s, FCC’s and LLEDC’s as well as giving a brief introduction to concepts such as capitalism and communism. | |
| **Objectives:** The activity is intended to give an up to date case studies of different countries at different stages of development. As well as ICT there is a focus on numeracy and communication with pupils communicating information through graphical techniques. These can be either hand drawn or it would make sense to use a spread sheet. These should be used in conjunction with the linked articles to conduct either an individual or group investigation. | |
| **Resources required:**   * **Online resource** * **Access to spread sheet software such as Excel** * **CIA world factbook online resource** | |
| **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 ‘what is development or what are different levels of development?’ Pupils should then be allowed to explore the resource before using the information in the country profiles to create graphs which can be used later in investigations into development and changing employment. | **Suggested time:**  This activity is designed to take a one hour lesson and possibly a follow up homework to produce a range of graphs. This of course could be done in class. |
| **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. | |
| * **Further activity opportunities 1:**   Students could follow up with further research using the source of the data above – The CIA world fact book. A simple search will bring up this resource. Students could then independently select a larger range of indicators to represent graphically   * **Further activity opportunities 2:**   Pupils could use this further research and the resource to build up country profiles. These could use DTP software and take a written form or could use presentation software and pupils could then give oral presentations on different countries at different stages of development. | |
| **Notes:** | |

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

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| **Aims:** pupils should learn that are different types of jobs and that these types of jobs change over time. | |
| **Objectives:** The activity is intended to introduce the concepts of employment sectors – Primary, Secondary and Tertiary. They should learn that over time the types of jobs that people do changes and this is tied to the concept of industrial development. They should learn that different jobs are often tied together in job chains. They should also gather primary dat into the different numbers of jobs in each sector in their class. These can then be compared with secondary data from the rest of the linked resources. | |
| **Resources required:**   * **Online resource** * **Access to spread sheet software such as Excel** | |
| **Activity type:**  An initial class discussion should focus on the pictures a starter and defining the three different employment sectors. Pupils could be asked to define terms giving examples and maybe construct several job chains. Either individually or as a group they should carry out the ‘class census’ to find out the employment structures represented by their own class. Sensitivity needs to be used here and pupils should be encouraged to give the last job/usual job held and not unemployed as a response. | **Suggested time:**  This activity will probably require one one hour lesson but a follow up homework could also be set perhaps trying to create the longest job chain a pupil can devise. |
| **Lesson introduction:**  An initial class discussion should focus on the historical pictures in the resource. The farming picture is from Ynys - y - Bwl and the chain works is the Brown Lennox works both near Pontypridd. The Albion Colliery is now the site of Pontypridd High school.  Pupils should try to explain the three employment types and try to devise different job chains  They should then carry out a survey into the sectors for their own class. They should use this information to construct a pie chart. | |
| * **Further activity opportunities 1:**   Pupils should compare their pie charts to compare with the graphs they have drawn for the first article on different countries. They could use this to draw conclusions on the level of development of their community.   * **Further activity opportunities 2:**   This entire exercise could be tied in with students asking geographical questions on this and actually then carrying out a full enquiry process thus allowing more formal assessment of this often difficult to achieve strand. This is the focus of the third linked article. | |
| **Notes:** | |

**Linked article 2: Investigating the Impacts of Economic Change**

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| **Aims:** pupils should learn that employment is changing and that they will need new skills in the future. | |
| **Objectives:** The activity is intended to deepen understanding of the previous two linked articles and then to apply this knowledge into a new setting. The resource starts at looking at recent examples of future jobs but in the manufacturing sector. They should then apply this within the context of a geographical enquiry. | |
| **Resources required:**   * **Online resource** * **The linked task sheet/level descriptors for the geographical enquiry/skills strands.** * **CIA world factbook online resource** | |
| **Activity type:**  An initial class discussion should focus on revising some of the key terms used in the linked articles. The example of the new turbine tower jobs should be linked to other local jobs news from the area either good or bad. This should set the context for the importance in the real world of this investigation. Pupils should then attempt the quiz before the teacher brings the whole class back together with the linked task sheet. | **Suggested time:**  This activity will probably require an initial one hour lesson but the consequent investigation will probably take one – two weeks depending on the number of lessons per week. |
| **Lesson introduction:**  An initial class discussion should focus on revising some of the key terms used in the linked articles. The example of the new turbine tower jobs should be linked to other local jobs news from the area either good or bad. This should set the context for the importance in the real world of this investigation.  Pupils should then attempt the quiz before the teacher brings the whole class back together with the linked task sheet. A discussion of the enquiry process needs to take p[lace and students should be encouraged to plan their enquiry. They should use the graphs from the previous linked articles to help them to set and then answer the questions that they devise. | |
| * **Further activity opportunities 1:**   Pupils should use a variety of data indicators from the CIA world fact book to set further questions for enquiry.   * **Further activity opportunities 2:**   Pupils should be encouraged to research recent job losses and recent jobs created to see if the can identify future jobs and possible obsolete jobs which in the future may cease to exist in the UK and Wales in particular. | |
| **Notes:** | |