**Geography in the News Edition 7**

**Physical Geography and tourism and a Middle East update**

**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 article plus an article on an important current news event. Each of these can form the focus for lesson activities . In addition on this edition, a global current events screen gives some international news on the main theme can be used for lesson starter stimulus. the ‘Brainbox’ links may form entertaining 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**

Skills

‘Describe and explain physical and human features, *e.g. the features of a river,*

*characteristics of economic activity.*

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

Range

Study the physical world: the processes and landforms of coasts or river.

**Main article :**

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| **Aims:** To study the characteristics and processes that form some iconic Welsh landforms and to consider the significance of Welsh physical geography as tourist attractions. | | |
| **Objectives:** The activity is intended to provide a image presentation with questions to guide a whole-class activity. | | |
| **Activity type:**  Invitations to pupils to respond to image and text stimuli. | **Suggested time:**  The time needed to use this resource will vary in relation to the levels of pupil response generated. A full 1 hour lesson may be used when the teacher wishes to use the opportunities for developing structured dialogue on each of the sub-questions , or a brief 10 minute review of the images might suffice when the resource is used as a filler activity. |  |
| **Lesson introduction:**  The approach to the activity can either be through tourism or landform studies but it is designed specifically to raise the profile of physical geography as a positive and relevant focus for study. Screen1 outlines this approach. | | |
| * **Further activity opportunities 1:**   The same approach can be adopted to local and learner provided pictures. A suggestion could be a class to supply a holiday landscape picture for class display. Teachers may need to select those of particular value. Annotation and explanation skills could then be applied to these new and personally relevant image**s.**   * **Further activity opportunities 2:**   The tourism approach could be developed parallel to the above, by instructing learners to produce an visitor information pamphlet for any of the provided images that could include the physical geography background to the location as well as suggested ways to enjoy it. | | |

**linked article 2 : *Fighting for Tourism in Wales***

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| **Aims:** Welsh Tourism week took place in March 2011 and this activity provides and information pack that encourages learners to recognise the significance of the tourism and to inform them of efforts being made to support and enhance the industry for Wales. | | |
| **Objectives:** To raise levels of geographical knowledge of an economic activity very relevant to Wales and learners own home locations and experience. | | |
| **Skills:**  **Evaluate and make reasoned decisions on important geographical issues.** | | |
|  | **Suggested time: 30 minutes** |  |
| **Lesson summary – The first part provides a**n information page to form a summary of the health of tourism in Wales. It forms an introduction to a tourism quiz in the second part and then on in the third part a presentation of current efforts to raise the profile of Wales as a venue for tourists from the USA. The fourth part provides activity opportunities to apply tourism development to learners local area or experience. | | |
| **Activity opportunities are embedded throughout the resource.** | | |

**Activity 3 Political change in the South and east Mediterranean**

**Skills Explain how and why places change and identify trends and**

**future implications.**

**Range Tomorrow’s citizens: the responsibilities of being a global citizen**

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| **Aim:**  **to provide opportunities summarise events on the margins of KS3 curriculum but of very high profile in the news and of great significance globally.** | | |
| **Objectives:**  This is a really important but highly complex topic so summary information about an important issue.  After an initial introduction screen, an interactive map that will allow both contributory and current summary information about the history and current politics and the 7 Arabic countries plus Israel with a Mediterranean coastline .  Information was compiled the end of march 2011 and due to the fast -changing nature of events, would form a starting point for learners researching for updates. | | |
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| **Activity type:**  **Information presentation** | **Suggested time:**  **from 15 minutes to 3 hours** |  |
| **Lesson introduction:**  This activity could begin with a class recognition of the need to keep informed about current issues , including political events and conflict in other parts of the world. Part 1 supports this introduction.  Part 2 provides a simple support activity for why all citizens in Europe and the UK need to be aware of, and have opinions about conflicts and political change in the Middle East.  Part 3 provides an interactive map with summaries of the political past and present of countries with a Mediterranean coast in North Africa and the Middle East.  The situation in most of these nations is complex and teachers should expect most classes to demand clarification of some terms and also an update of the current situation. The resource thus forms a ‘springboard’ for wider class discussion on facts and issues. | | |
| **Activity opportunity 1:**  The resource could be used a starting point for a range of enquiry activities to find out more about the featured countries or to extend the summaries to Gulf and Indian Ocean States experiencing similar unrest.  **Activity opportunity 2:**  Part 2 could be both elaborated and extended to consider moral and economic issues of the relationships between the UK and the featured countries.  **Activity opportunity 3:**  A news watch - similar to a ‘weather watch’ activity could be set up where learners are able to report and display events that have taken place between lessons. A news display in the classroom could extend access to this information to other classes / year groups. | | |