**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: Communications in Wales**

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| **Aims:** to inform pupils of the importance of transport and communications to the economy and life of Wales. The importance of the harbours and ports of Wales is explored as well as looking at road, rail and air transport. This resource was also developed to help facilitate the use of G.I.S. in schools utilising free software available to all. | |
| **Objectives:** The activity is intended to introduce pupils to the importance of transport in Wales and the way that this underpins all economic activities. It is designed to build on the archived material from edition 1. | |
| **Resources required:**   * **Online resource** * **G.I.S. such as Google earth** | |
| **Activity type:**  Introduction to transport and communications in Wales. The resource can be used as a stimulus to brainstorming the major forms of transport as well as the term communications. | **Suggested time:**  This resource is designed to be used in a one hour lesson with a follow up homework activity where pupils try to access GIS to investigate transport nodes and/or issues in their locality. |
| **Lesson introduction:**  Pupils need to be aware that transport is usually the second biggest cost (after staffing) to most businesses and as such is vitally important to the Welsh economy.  Pupils should look at each of the transportation methods – shipping, air, rail and road. As an island nation they should start to realise how important shipping is to the economy and that the presence of good natural harbours has been an important part of economic development in Wales.  Pupils should then use G.I.S. such as Google earth to identify important transport nodes in their local area and try to identify how these have led to economic growth. | |
| * **Further activity opportunities 1:**   Pupils should use the introduction to Google earth and especially the street view features to explore transport issues in their localities.   * **Further activity opportunities 2:**   Either in a network room or at home pupils could record a virtual fieldtrip or tour using the record tour feature of Google earth. This is good technique to help to develop oracy skills. | |
| **Notes:** | |

**Linked article 1: Is Wales Missing Out On Transport and Communication Networks?**

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| **Aims:** to highlight the issues facing transport in Wales – especially in the light of the current financial pressures on government spending. It is designed to build on the archived material from edition 1. As such it looks in more depth and detail at the current priorities for improving transport in Wales. | |
| **Objectives:** The activity is intended to give an up to date case study of a changing human environment. It will also show how the improved integration of transport networks in Wales is an important priority. It gives the opportunity to build on the use of G.I.S. from the main article but to use this to construct a piece of extended writing and as such to support the literacy agenda. | |
| **Resources required:**   * **Online resource** * **G.I.S.** * **Writing materials/word-processing** | |
| **Activity type:**  Using the resource pupils should engage in a group discussion on ‘what should be our priorities in terms of transport in Wales?’ The transport plan map of Wales would be a good focus for this. The importance of the four main corridors should also be discussed as also could key points such as the lack of a motorway in North Wales despite the A55 being part of the European route 22. | **Suggested time:**  This activity is designed to take a one hour lesson and follow up homework to produce a letter. This of course could be done in class. |
| **Lesson introduction:**  After the initial discussion as outlined above the students should choose a development from the transport plan – ideally from their own near locality (if there are none this could be an important point of discussion and could change the focus of the letter to finding out why not).  They should look at the benefits of the proposal before examining how this could affect both the local people and the environment. | |
| * **Further activity opportunities 1:**   Students could follow up on the Rural Transport brain box in order to consider this issue; this could be of particular benefit to students from urban areas who often do not understand the implications in their own country of the impacts of rural living. It could be used to look at rural areas and using G.I.S. identify secondary schools and try to calculate travel times to school – perhaps examining the question of how would they feel if they had a journey to school of over an hour?   * **Further activity opportunities 2:**   The concept of sustainable travel towns is a new and exciting innovation in Wales. Pupils could use the resource as a starting point before researching the Cardiff example in more detail. They could look at feasibility study in their own location – maybe constructing a cost-benefit table/matrix. | |
| **Notes:** | |

**Linked article 2: The Digital Divide – High Speed Broadband in Wales**

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| **Aims:** pupils should learn that increasingly life and especially the economic life of Wales depends on the transportation of information and that this involves to internet. | |
| **Objectives:** The activity is intended to help provide a current focus on issues of unequal access to broadband or even the internet across Wales. It is designed to highlight the digital divide between the M4 corridor and the rest of Wales and how this is impacting not just individual’s lives but also economic opportunities. It is also designed to highlight W.A.G. attempts to close the digital divide as well as giving further use for G.I.S. | |
| **Resources required:**   * **Online resource** * **Access to the broadband street stats G.I.S.** | |
| **Activity type:**  An initial class discussion should focus on personal access to the internet and also speeds of internet connection. After this pupils should research different access to the internet in locations across Wales before a plenary discussion of how they feel this affects the wider economy of Wales. Their local economy and equally important themselves. | **Suggested time:**  This activity will probably require one one hour lesson but a follow up homework could also be set perhaps graphing the results of their investigation into different broad band speeds across Wales. |
| **Lesson introduction:**  An initial class discussion should focus on personal access to the internet and also speeds of internet connection. An interesting starter would be for the teacher to have used the street stats G.I.S. to be able to compare localities across Wales – perhaps asking pupils how they feel about the inequality.  Pupils should the look for the presence of Hi-tec business in their areas and try to link these to broadband speeds using the street stats G.I.S.  Can they find any relationships between broadband speeds and the types of jobs in different localities? | |
| * **Further activity opportunities 1:**   Pupils could use the different values they discover about broadband speeds to draw graphs to show variations in speeds across Wales.   * **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. | |
| **Notes:** | |