**Impacts of Tourism on Locations**

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

* ‘people as consumers: the impacts on and changes in economic activity’
* ‘the hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events’
* ‘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: Tourism in Wales**

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| **Aims:** to inform pupils of the importance of tourism to the Welsh (and global) economies. To show that the development of tourism is dependent on a variety of physical and human factors. To demonstrate the tourism has both positive and negative impacts on locations and that these often cause conflicts between different groups of people. | |
| **Objectives:** The activity is intended to introduce pupils to the importance of tourism in Wales as an economic activity in a year when tourism will have a particularly large impact (due to the Ryder Cup). | |
| **Resources required:**   * **Online resource** * **PowerPoint of model pupil work** * **WILF (What I’m Looking For) assessment sheet** | |
| **Activity type:**  Introduction to tourism in Wales and its positive and negative impacts. Follow up research on a range of tourist attractions in Wales and homework to create a visual representation of six tourist attractions in Wales. | **Suggested time:**  This resource is designed to be used in a one hour lesson with a follow up homework activity where pupils try to represent visually the physical and human attractions of six different tourist attractions. This will be extended if the pupils use the Ryder cup case study and complete the tourism assessment activity. |
| **Lesson introduction:**  Pupils need to be aware that close to ten per cent of employment in Wales is tied up with the leisure and tourism industry. They will learn that this is due to a range of physical and human factors and this is a good opportunity to revisit these two key geographical terms.  Each image/ animation can be used on a whiteboard as a stimulus for whole class questioning and discussion on the basis of 1/ Why is tourism important? 2/ What physical features lead to tourism? 3/ What human features lead to tourism? 4/ What are the benefits of tourism for a location? 5/ What problems can tourism cause for a location? 6/ How can this lead to conflict between different groups. | |
| * **Further activity opportunities 1:**   Pupils should use the resource to think of tourist attractions in Wales that they have visited; if they have time in the lesson they could use the internet in class to visit websites to identify the physical and human features that attract tourists to that location.   * **Further activity opportunities 2:**   As a homework activity pupils can divide an A4 sheet into six boxes each box should have a picture drawn to illustrate the main physical or human factors in attracting tourists to a particular location such as Snowdonia, Folly Farm or Cardiff Bay. | |
| **Notes:** | |

**Linked article 1: The Ryder Cup**

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| **Aims:** to enable pupils to learn more about tourism in Wales and the impacts of tourism on the Welsh economy. To deepen understanding of the ways in which tourism causes changes in places some of which are positive and some of which are negative. | |
| **Objectives:** The activity is intended to give an up to date case study which is current to the news of Wales in 2010. It is designed to give pupils a template or model to help them to structure a response for the assessment activity which is designed to address the Understanding places, environments and processes strand within the National Curriculum. | |
| **Resources required:**   * **Online resource** * **PowerPoint presentation** * **WILF (What I’m Looking For) assessment sheet.** | |
| **Activity type:**  Using the resource pupils should engage in a group discussion on ‘what attracts tourists to a location?’ / ‘what impacts does tourism have on a location?’. Pupils then need to select a Welsh tourist attraction with which they are familiar and address the questions on the WILF sheet. | **Suggested time:**  This activity is designed to take a one hour lesson and follow up homework to produce a first draft answer. Pupils then engage in self and peer assessment before being give a week to submit their final assessment. |
| **Lesson introduction:**  Following from the previous lesson the 2010 Ryder Cup should be examined with the questions 1/ What are the physical and human features that will attract tourists? 2/ How will the Ryder Cup benefit the location? 3/ How will the Ryder Cup Benefit all of Wales? 4/ Will there be any negative impacts from the Ryder Cup? 5/ How could the Ryder Cup cause conflict between different groups of people?  The pupils should then employ this template to investigate a tourist attraction in Wales with which they are familiar (ideally they should have visited the location and they should choose a place which has plenty of information available). | |
| * **Further activity opportunities 1:**   Use the WILF sheet for pupils to peer and self assess their work. This should then be used along with the PowerPoint presentation of a Year 7 piece of work on this activity to model how pupils can target higher levels and improve their own work.   * **Further activity opportunities 2:**   Pupils should redraft and improve their work; if class time permits then ideally then this can be done under controlled conditions thus helping to prepare them for the future requirements at KS4. Alternatively this can be set as an extended homework activity. | |
| **Notes:** | |

**Standalone article: Earthquakes in 2010**

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| **Aims:** pupils should learn that 2010 has been a year of major tectonic activity. They should learn how tectonic activity such as earthquakes and volcanoes are mostly related to tectonic plate margins. They should learn however that the impacts of tectonic hazards are sometimes controlled as much by human geography as well as the physical causes. | |
| **Objectives:** The activity is intended to help provide a current focus as pupils study plate tectonic. It is designed to help provide an assessment opportunity to address ‘the hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events’. It is also designed to try and emphasise the theme for this issue which is the interrelationships between physical and human features. | |
| **Resources required:**   * **Online resource** * **Print of WILF guidance** | |
| **Activity type:**  An initial class discussion discussing prior learning of the causes and effects of earthquakes and volcanoes. Pupils then need to discuss the concept of the idea that the potential danger of an earthquake is as much about where it happens as it is about its magnitude. | **Suggested time:**  This activity will probably require two one hour lessons and also homework time. |
| **Lesson introduction:**  The resource headline should provide a starting point for pupils to discuss the number and scale of tectonic impacts so far in 2010. Initially the discussion should look at the concept of magnitude. Pupils should consider the different magnitude scales between the Haiti and Chile earthquakes. The ‘did you know?’ box should be discussed here. This should then extend into a discussion of the human features such as the poverty leading to less lifesafe buildings in Haiti and the proximity of the epicentre to an area of very high population density. | |
| * **Further activity opportunities 1:**   The resource asks pupils to ‘Research a tectonic event from 2010.’  ‘Produce a news report on what happened and why it happened; try to include details of both the **physical** geographical reasons and **human** reasons for the disaster.’   * **Further activity opportunities 2:**   This activity can be used to assess the ‘Understanding places, *e*nvironments and processes’ strand of the National Curriculum at the ‘hazardous world: global distribution, causes, and impacts of extreme tectonic and other hazardous events’ range. Pupils should be give copies of The Tectonics Assessment ‘WILF’ assessment sheet. | |
| **Notes:** | |

**Tourism Controlled Assessment**

WILF

**Carry out an investigation into the impacts of tourism on a place in Wales.**

1. Choose a tourist attraction in Wales.
2. Describe and explain the physical and human features that attract tourists to your chosen location.
3. What benefits do tourists bring to your chosen location?
4. What problems do tourists bring to your chosen location?
5. How can tourism cause conflict between different groups in your chosen location?

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| **Level** | **Understanding places, *e*nvironments and processes** | **What you need to do** |
| **3** | Recognise simple comparisons and offer some reasons for the natural and human features of different localities. | You will briefly describe some of the ways that human and physical features combine to attract tourists. |
| **4** | *Begin to explain the natural and human features of different localities and how and why places are different. Identify straightforward causes and consequences of change.* | You will begin to explain why the physical and human features of your location attract tourists. You will start to show how tourism causes changes in your location. |
| **5** | *Describe and offer explanations for the characteristic natural and human features of different localities. Identify reasons for the differences between places.* | You will explain why the physical and human features of your location attract tourists. You will show how tourism causes positive changes in your location. |
| **6** | *Explain physical and human features and some processes. Compare and contrast places, explain how places change, and begin to recognise trends.* | You will explain why the physical and human features of your location attract tourists. You will show how tourism causes positive and negative changes in your location. |
| **7** | *Explain a range of physical and human features and processes, and describe the interactions within and between the processes. Explain how places change, identify trends.* | You will explain in detail why the physical and human features of your location attract tourists. You will show how tourism causes positive and negative changes in your location and how this leads to conflict between different groups of people. |

WILF

**Tectonics Controlled Assessment**

**Write a newspaper report into a recent tectonic event.**

1. Choose a tectonic event such as the Haiti earthquake or the Iceland volcano.
2. Describe and explain the physical factors that caused the tectonic event.
3. Describe and explain the human factors that contributed to the impacts of the tectonic event.
4. Describe and explain changes to your location caused by the tectonic event.

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| **Level** | **Understanding places, *e*nvironments and processes** | **What you need to do** |
| **3** | Recognise simple comparisons and offer some reasons for the natural and human features of different localities. | You will briefly describe some of the physical causes of the event. |
| **4** | *Begin to explain the natural and human features of different localities and how and why places are different. Identify straightforward causes and consequences of change.* | You will begin to explain the physical causes of your event and briefly describe ways in which human factors contributed to the severity. You will describe some impacts (changes) to the location. |
| **5** | *Describe and offer explanations for the characteristic natural and human features of different localities. Identify reasons for the differences between places.* | You will explain how the physical and human factors combined to causes the event. You will begin to explain the impacts on your location. |
| **6** | *Explain physical and human features and some processes. Compare and contrast places, explain how places change, and begin to recognise trends.* | You will explain how the combination of physical and human factors caused the severity of the event. You will use this information to explain the severity of the impacts. |
| **7** | *Explain a range of physical and human features and processes, and describe the interactions within and between the processes. Explain how places change, identify trends.* | You will explain in detail how the combination of physical and human causes caused the severity of the event. You will use this information to explain the severity of the impacts in detail. |