**Deserts in the news**

**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 form 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 in a glossary or in the interactive resources and articles. Website links are included at key points in the resources to facilitate further research on selected topics.

**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.

**Suggested Learning Activities**

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| **Aims:** To understand issues surrounding the world’s deserts, their physical geography and environment, and the way in which traditional communities have interacted with them in the past and continue to do so today. | |
| **Objectives:** The resources and suggested activities are designed to give students the opportunity to find out about the world’s deserts – hot and cold, continental, coastal and polar. | |
| **Resources required:**   * **Online resources including interactive features in the Issue of Geography in the News** | |
| **Resource** | **Suggested time:** |
| **Deserts: Knowledge Check**  As an entry point to the topic, the students should each attempt to complete the interactive quiz in order to assess their current knowledge of Earth’s desert places and their physical and human geography. | This activity should be completed during class. The students should only repeat the quiz once they have read all the articles and completed all the pupil activities. |
| **Desert Places**  Working in groups of three or four, students should choose one particular desert (or region of a larger desert) and research it. They should gather information about its geography, climate and some brief notes on the communities living there.  The information can be collated into a Powerpoint presentation, document or hand-written notes to be used in the final activity. Pupils should be reminded that there are several types of desert to choose from, not just hot, sub-tropical deserts. | This activity is designed to take one or two lessons and possibly some follow-up homework to complete the research. If necessary teachers can check the work to ensure that enough information has been collected. |
| **Desert Peoples**  Working in the same groups as for article 2’s pupil activity, students should build on their research about a particular desert or region and prepare a written or word processed report about it. Specifically, they should add in details about one of the communities that live in the area.  The reports should include maps, pictures and tables/graph which support the information that they include in the report. Issues to be addressed include:   * **Relevant** details about the desert region (particularly things that affect the human populations) * Information about the lifestyle and culture of the community they have chosen to research * Details of changes to the region and wider world that have has an impact on the people and their way of life * Evidence-based ideas about what the future might hold for those people and the region in which they live | This activity is designed to take at least two one hour lessons and could represent a major topic. Alternatively the reports can be completed as homework. They should be submitted for marking. |
| **Notes:** | |