

Unit 16 What's in the news?

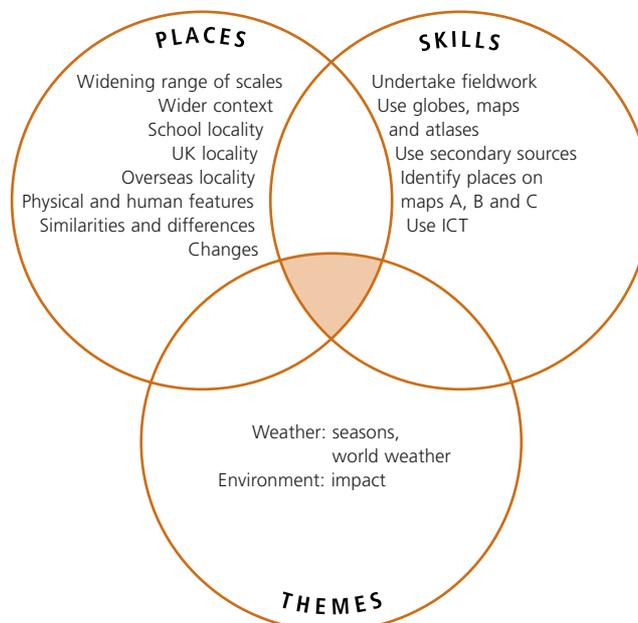
ABOUT THE UNIT

This is a 'continuous' unit, designed to be developed at various points through the key stage. It shows how news items at a widening range of scales can be used to develop geographical skills and ideas.

The unit can be used flexibly when relevant news events occur. The teaching ideas could be selected and used outside designated geography curriculum time, *eg during assembly, a short activity at the beginning or end of the day, or within a context for literacy and mathematics work.* Alternatively the ideas could be integrated within other geography units where appropriate, *eg weather reports could be linked to work on weather and distant localities, see Unit 7.*

The first three sections are designed to be used in years 3–4, and the others in years 5–6.

The unit offers links to literacy, mathematics, speaking and listening and IT.



Other aspects of skills, places and themes may be covered depending on the content of the news item.

VOCABULARY

In this unit, children are likely to use:

- news, current affairs, issues, weather, weather symbols, climate, country, continent, land use, environmental quality, community, physical features, human features, traffic, journeys, distance, direction, grid references, Ordnance Survey maps and symbols

They may also use:

- words associated with the news item

RESOURCES

- newspapers
- access to the internet
- local street plans
- UK and world maps
- Ordnance Survey maps
- word processing, desktop publishing or other software appropriate for presentation
- a camera
- quote cards
- radio recordings of news and traffic news
- television recordings of weather forecasts and news bulletins

PRIOR LEARNING

It is helpful if the children have:

- developed geographical skills, including the interpretation of secondary sources
- investigated places, as in Units 1, 6, 10, for example

EXPECTATIONS

at the end of this unit

most children will:

recognise selected physical and human processes and appreciate how these can change the character of places and environments studied;
 identify and explain different views held by people about an environmental change;
 recognise and describe how people can improve or damage the environment in particular cases;
 use a range of skills and sources to undertake independent or teacher-planned investigations;
 identify the points of reference specified on maps A, B and C in the national curriculum

some children will not have made so much progress and will:

respond to questions about 'why things are like that';
 begin to recognise that other people may have different views towards environmental change;
 identify how people affect the environment;
 use a range of skills and simple sources to undertake investigations planned by the teacher

some children will have progressed further and will also:

collect, synthesise and use information from a wide range of secondary sources to inform their enquiries;
 develop a suitable investigation for another place in the news;
 compare reports of the same event in different media

FUTURE LEARNING

Children may develop further their geographical skills, in particular the use of secondary sources, and continue to study current affairs in geography during key stage 3 and beyond.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What is in the local or national newspapers today? Where is the place? What is happening there?			
<ul style="list-style-type: none"> to investigate places to use secondary sources to use and interpret maps and plans 	<ul style="list-style-type: none"> Bring local or national news items from newspapers or the internet (photographs in particular) to the attention of the whole class by displaying them on a 'class newsboard' and ask the children to do the same. Use images to develop an interactive display where children identify the location of a story on a local street plan or UK map. Ask the children to match headlines to stories or create headlines and perhaps write a possible news report. If an item relates to a local issue, children could be asked to complete reports on what they think about the issue. 	<ul style="list-style-type: none"> match headlines to stories or write a news report based on the interpretation of secondary sources and their own geographical ideas 	<p>Literacy: children can practise their non-fiction writing through this unit and consider different styles and forms of written text.</p>
What is happening in our local area?			
<ul style="list-style-type: none"> to develop awareness of recent or proposed changes in a locality to use ICT to present information 	<ul style="list-style-type: none"> Ask the children to write a news report about a local issue, <i>eg a new housing estate, closing down of a corner shop</i>. Ask them to publish it using word-processing or desktop publishing software. The children could also create posters about the issue to display around the school, to which other children can respond. 	<ul style="list-style-type: none"> produce a news report that demonstrates their developing awareness of changes in their locality 	<p>Literacy: this activity can link to an investigation of how newspapers present issues, <i>eg the use of headlines to influence a reader, different 'voices' in a text</i>.</p> <p>IT: using wordprocessing and desktop publishing software to present information (Unit 4A).</p>
What will the weather be like today or tomorrow? How does weather vary around the world?			
<ul style="list-style-type: none"> to investigate places to use secondary sources to develop an awareness of weather conditions around the world 	<ul style="list-style-type: none"> Use regional, national or international television weather forecasts to develop the children's understanding of where they are on the weather map. Develop the children's understanding of weather symbols and variations in weather across different countries and continents. Ask the children to produce and present their own weather forecasts. 	<ul style="list-style-type: none"> recognise weather symbols and patterns present weather forecasts for different places around the world 	
What is in the local, national or international news today? Where are these places? What is happening there? Why?			
<ul style="list-style-type: none"> to investigate places to use secondary sources to use and interpret maps and plans 	<ul style="list-style-type: none"> Bring local, national or international news items from newspapers or the internet to the attention of the whole class by displaying them on a 'class newsboard' and ask the children to do the same. Ask the children to identify the location of the story on a local street plan or UK or world map. Use images of geographical events, <i>eg flooding</i>, as a stimulus for report writing. Ask the children to write a news report about what happened before and after the event, in terms of geographical processes and the impact of the event on human lives. 	<ul style="list-style-type: none"> show a developing understanding of geographical processes relating to news items by writing a news report based on interpretation of secondary sources and their own geographical ideas 	<p>Literacy: there are opportunities to highlight how information is selected and printed in different texts, <i>eg newspapers, encyclopedia</i>.</p>
What is happening in our local area?			
<ul style="list-style-type: none"> about recent or proposed changes in a locality to use fieldwork skills how people affect the environment to use ICT to present information 	<ul style="list-style-type: none"> Use a local issue, <i>eg the building of a new bypass</i>, and collect information through fieldwork, <i>eg photographs, land use in the immediate area, environmental quality</i>. Use quote cards that outline the views of different interested parties (both for and against) as a stimulus for the children to write reports on the issue. Use word processing, desktop publishing or other appropriate software to present it. As a class, debate the issue. 	<ul style="list-style-type: none"> show how different people in the community may respond to a change by producing a news bulletin 	<p>To answer the enquiry question, focus activities on specific questions, <i>eg What is it like here? How will this change? How will other people in the community respond?</i></p> <p>IT: using wordprocessing or desktop publishing software to present information (Unit 4A).</p>
What is in the televised news today? What is happening and why? How does weather vary around the world? Why?			
<ul style="list-style-type: none"> to investigate places to use secondary sources about weather conditions around the world 	<ul style="list-style-type: none"> Use children's television news programmes and other selected mainstream news bulletins as a stimulus for geographical enquiry. For example a river in flood could be used to develop ideas about geographical processes and how physical and human features interact. Use weather forecasts to develop ideas about weather patterns and climate. (This activity could also involve weather reporting in newspapers.) 	<ul style="list-style-type: none"> use television to support their enquiries show a developing awareness and understanding of world weather and climate and the difference between them 	

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

What is in the radio traffic news today?

- to investigate places
- to use secondary sources
- to use and interpret maps and plans
- about wider geographical contexts

- Use daily traffic news on the **radio** as a stimulus for problem solving about journeys. Ask the children to use Ordnance Survey maps to plan alternative routes to 'work' or school when normal routes are not usable. For each route, ask the children to note grid references and distance and to use Ordnance Survey symbols to identify what they might see on each journey.

- identify and record details of alternative routes in the local area

To answer the enquiry question, focus activities on specific questions, eg *How will this affect journeys to work or school? What alternative routes could be used?*

Mathematics: this work may provide links to work on co-ordinates and understanding and using measures.

What is happening in our local area? How and why is the place changing? How will people in the community respond?

- about recent or proposed changes in localities

- Discuss with the children a local issue that they have heard about on the **radio**.
- Divide the children into small groups and ask each group to develop a radio news report about a local issue considering different arguments by interviewing each other in different roles.

- understand that different people in the community may respond in different ways to a particular issue

Speaking and listening: the issue may be explored through role-play.

SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.