

geog.

newsletter

AUTUMN 2009

Congratulations to Carmela Di Landro of Hounslow School in Southamton who was the winner of last month's caption competition. The prize was a Virgin Experience Day. We hope you have a good time!

OLYMPIC FIELDWORK

John Widdowson and Bob Digby, Oxford GCSE Geography editors and FSC Olympic Fieldwork Tutors, on some great ideas to motivate your pupils...

The London 2012 Olympics present a unique opportunity to investigate geography in action – the transformation of a derelict river valley, urban regeneration on a grand scale, the potential for a sustainable Olympics.

And that's why the Field Studies Council is now offering fieldwork courses in east London. It's different from the usual fieldwork locations. So what exactly is on offer?



Key Stage 3

Three one-day programmes, ideally suited to KS3 students, that can also be adapted for younger or older students.

Was Stratford a good place to choose for the 2012 Olympics? Students start at the top of a high-rise block looking down on the Olympic Park and end up at the Olympic Stadium. They consider whether Stratford really was a good place to choose, using the International Olympic Committee's criteria for hosting the Games. They interview local people to find the level of local support for the Games, visit the local transport hub to map Stratford's connections, and devise their own legacy plan for the Olympic Park.

Which is the best venue for each Olympic sport? Students engage in a real-life decision-making exercise to choose the best venues for a range of Olympic sports. Starting at the Olympic Stadium, they plan a journey on the Docklands Light Railway to visit four other venues – O2 Arena, Greenwich Park, ExCel, and Woolwich Arsenal.

Will the Olympics make the Lower Lea Valley more sustainable? A walk along the Lower Lea Valley. Starting at the world's largest tidal mill, once a model of sustainability, the walk also takes in Three Mills Lock, built to bring boats into the Olympic Park, a visit to a factory relocated from the Park, and the Olympic Stadium itself. Students assess sustainability along the valley and see what difference the Olympics is already making.

GCSE

Courses are now being developed, tailored to the requirements of the controlled assessments for the new GCSE specifications. The focus of these programmes extends from the Olympics to other parts of east London, to include:

- variations in land use and quality of life
- who benefits from regeneration?
- sustainable lifestyles and transport
- access to shopping and other services
- cultural integration and segregation

A Level

Programmes are offered to meet the fieldwork requirements for all the new AS/A2 specifications. The focus of these programmes is on both London 2012 and other parts of east London, including Docklands.

Practicalities

- Getting there is easy – Stratford is now very accessible, and schools from Liverpool and Nottingham have already enjoyed successful day trips.
- A one-day programme typically lasts six hours, from 10.00 a.m. until 4.00 p.m.
- Courses are available for groups of up to 30 students, accompanied by at least one teacher.
- An FSC tutor leads each course.
- Special arrangements can be made for larger groups – an extra tutor can be provided.
- Courses can be tailored for two or more days – overnight accommodation can be arranged.

For more details about the courses, and to book online, visit the FSC web site at www.field-studies-council.org

Hello! Welcome to the autumn term newsletter – I hope you enjoyed the half-term break. I'd like to introduce myself as your new contact for *geog.123*. If you have any questions about any of the *geog.123* range, or suggestions for future editions of the newsletter, feel free to get in touch by emailing hayley.durston@oup.com.

Best wishes
Hayley Durston
The geography team



Contents

London 2012: the new Olympic field centre	1
How <i>geog.123</i> delivers PLTS in your classroom	2
Order your OxBoxes	2
Climate change: countdown to Copenhagen	3
Win a luxury Christmas hamper	4
50% off all <i>geog.123</i> workbooks	4

London 2012 features in *geog.1*, with two video clips on the *geog.1* resources & planning OxBox CD-ROM

How geog.123 delivers PLTS in your classroom

Matching grids now available online

Personal, Learning and Thinking Skills (PLTS) now play a key part in the geography curriculum – and many of you have asked for a checklist of geog.123 activities that support each of the six skills. So for each chapter of geog.123, we have created a grid to show how its activities deliver PLTS in your classroom.

Below is a sample grid for the opening chapter of the geog.1 students' book, *It's geography*.

1 It's geography		PLTS matching grid
<p>Independent enquirers Planning and carrying out research about photos and the countries they relate to: questions 1 – 3 on page 11 of <i>geog.1 students' book</i></p> <p>Researching information by selecting a country from photos, learning more about it, and presenting the results: question 15 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p>Creative thinkers Writing space-mail describing planet Earth to an alien friend: question 5 on page 7 of <i>geog.1 students' book</i></p> <p>Exploring the possibility of life on Earth without certain major species: <i>What if...?</i> on page 9 of <i>geog.1 students' book</i></p>	<p>Reflective learners Reflecting on the facts about Earth and deciding which is best: question 4 on page 7 of <i>geog.1 students' book</i></p> <p>Reviewing the chapter (with potential for feedback): question 3 on page 13 of <i>geog.1 students' book</i></p> <p>Revising the unit and undertaking assessment, with feedback: interactive formative tests on <i>geog.1 assessment file & OxBOS CD-ROM</i></p>
<p>Team workers Discussing photos in groups: questions 4 – 6 on page 13 of <i>geog.1 students' book</i></p> <p>Telling the story of how the Earth has changed over the last 250 million years, undertaken as a group project: question 6 on page 30 of <i>geog.1 teacher's handbook</i></p> <p>Exchanging photos linked to a strand of geography, and sharing and appreciating views about them with another student: question 16 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p>Self managers Telling the story of how the Earth has changed over the last 250 million years, undertaken as a group project with each student being assigned a different period to research: question 6 on page 30 of <i>geog.1 teacher's handbook</i></p> <p>Working towards the goal of creating a story about the dodo, involving time management and finding appropriate maps: question 9 on page 30 of <i>geog.1 teacher's handbook</i></p>	<p>Effective participators Discussing local issues and considering if the local area is being harmed: questions 2 – 4 on page 9 of <i>geog.1 students' book</i></p> <p>Understanding different opinions about the place where they live: questions 5 – 7 on page 11 of <i>geog.1 students' book</i></p>

Grids like the one above, for each of the 26 chapters across geog.123, are now available to download from our website at www.OxfordSecondary.co.uk/geog.123. They can be downloaded and saved into your OxBOS CD-ROM for easy reference.

OxBOS If you haven't got your geog.123 OxBOS CD-ROMs yet, email hayley.durston@oup.com now to order any of the range on **30 days' free approval**.

For a full overview of PLTS, and PLTS in Geography, visit the QCDA website at <http://curriculum.qcda.gov.uk>

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CLIMATE CHANGE... COUNTDOWN TO COPENHAGEN



Right now, geo-engineering ideas are largely untested. They seem weird and wacky. They could be dangerous. But they're fascinating possible solutions to the problem of global warming. And they're bound to get your students thinking. So why not use geo-engineering as background for a lesson on climate change?

Could geo-engineering save us?

Some scientists have said that unless we cut our CO₂ emissions, we will need geo-engineering – otherwise, civilisation as we know it will end within a couple of generations.

What is it?

Geo-engineering is the deliberate manipulation of the Earth's climate to counteract global warming.

How?

Geo-engineering ideas fall into two main approaches:

- 1 Reducing the amount of sunlight that reaches the Earth's surface – through, for example:
 - Stratospheric aerosols – millions of tons of dust would be pumped into the upper atmosphere to reflect light back into space; this would mimic the effect of some volcanic eruptions.
 - Giant mirrors in space – these would reflect the sun's rays, but they would be very expensive and could have unknown and dangerous side-effects on the world's weather.
 - Cloud-whitening – salt water would be sprayed into the air from thousands of ships, and this would create brighter clouds that would reflect more light back into space.
- 2 Speeding up the rate at which CO₂ is removed from the air – through, for example:
 - Artificial 'trees' – these would collect CO₂ through their 'leaves', and some scientists think they could be more effective at this than real trees.
 - Ocean fertilisation – nutrients such as iron would be added to the water to increase the growth of plankton, which absorb CO₂ as they grow and then take it down to the ocean bed when they die.

Copenhagen 2009

- The UN Climate Change Conference takes place in Copenhagen, 7–18 December 2009.
- It is also known as COP15.
- The overall aim of the conference is to establish a global climate agreement for the period from 2012 – when the Kyoto Protocol expires.
- 192 countries, plus various organisations, will take part.

What came before?

- First there was the so-called **Earth Summit** in Rio de Janeiro in 1992.
- The Earth Summit resulted in the United Nations Framework Convention on Climate Change (UNFCCC) – an environmental treaty aimed at stabilising greenhouse gas emissions.
- The UNFCCC 'Conference of Parties' met for the first time in Berlin in 1995 – that was COP1.
- The main update to the treaty came at COP3 in 1997 – the **Kyoto Protocol**.

Find out more

Visit the Cop15 website at <http://en.cop15.dk> for loads of useful climate change links including facts, quizzes and videos.

Ideal for use with geog.2 Student's book chapter 5, Our Warming Planet



Win... a Marks and Spencer Christmas Hamper

Tell us what you think of the geog. newsletter and you could win a Marks and Spencer Christmas Hamper worth £75

We hope you find the stories, competitions and offers featured in the geog. newsletter helpful and informative. And because it's your newsletter, we're always keen to hear your feedback. Here's your chance to let us know what you'd like to see in future editions, and we'll try and include it. Our short survey will only take 10 minutes to complete, so visit www.OxfordSecondary.co.uk/geog.123 to participate and be in with a chance of winning, and for full terms and conditions. The winner will be selected at random. **Closing date: 11th December 2009.**



Special offer! 50% off when you order 30 geog.123 workbooks



Need to top up your geog.123 resources? We'll give you 50% off if you buy 30 workbooks from the geog.123 range before **31st December 2009.**

The geog.123 workbooks:

- Contain extra material to use alongside the students' books
- Can be used for cover lessons, small group work, homework and independent study
- Offer plenty of opportunity for skills practice and revision

To order any of the above workbooks, simply call Customer Services on 01536 741068. Alternatively, email hayley.durston@oup.com, quoting 'K36941', and we'll make sure you get your discount.



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