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Key Stage 3 Geography pupils, and prepare
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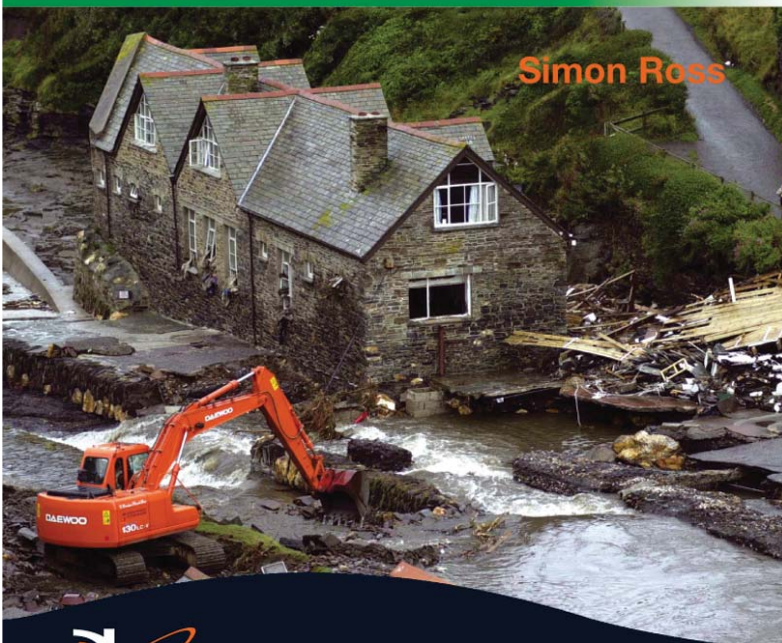
Exploring Geography in a Changing World

Challenging content for real-life geography

Exploring Geography in a
Changing World

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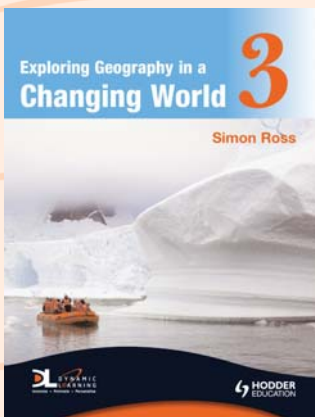
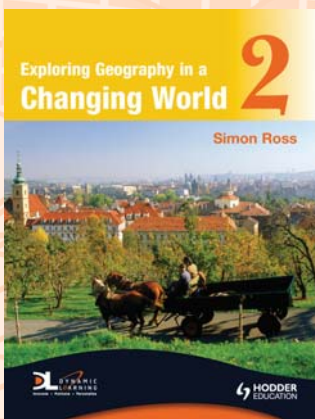
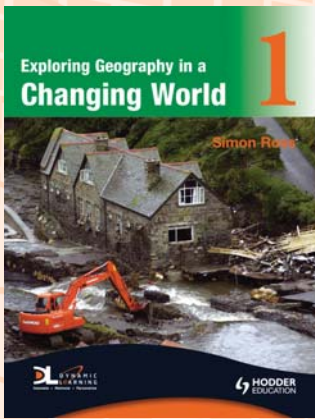
Simon Ross



Author:
Simon Ross

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LEARNING
Innovate • Motivate • Personalise

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Are you worried that your brightest pupils are getting bored in Geography lessons? Have they lost their interest in and sense of wonder about places and people? Does your current Key Stage 3 course have any relevance to the modern world?

Reinvigorate their – and your – passion for Geography with **Exploring Geography in a Changing World**. A brand-new series for the new Programme of Study, it is designed to motivate and stimulate pupils with challenging content, fascinating practical activities and an emphasis on ‘thinking skills’.

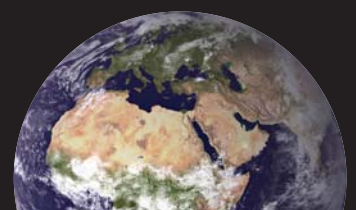
Hodder Education

| **at Key Stage 3**

engaging teachers • personalising learning



Hodder Education provides innovative resources to support teachers through the new Programmes of Study. Our resources put the aims of the revised curriculum at their core, making them equally appropriate for teachers who wish to follow our clear and considered routes through the new curriculum, and those who want a more flexible approach. At the heart of our offer is a commitment to personalisation of content and learning through brand-new electronic resources built in our Dynamic Learning environment. Find out more at www.dynamic-learning.co.uk



Why choose **Exploring Geography in a Changing World**?

It can help you to **encourage more pupils to progress to GCSE** because it emphasises the relevance of Geography in the modern world and provides a solid foundation of knowledge and skills, so pupils are motivated to continue.

If you're concerned that the case studies in your current Key Stage 3 course have grown old and tired, then **Exploring Geography in a Changing World** will **breathe new life into your lessons**. Issue-based case studies and opportunities for fieldwork are combined with decision-making tasks that are related to real-world situations, so pupils can see the importance of Geography for themselves.

Dynamic Learning technology will **enrich your lessons with interactive digital activities**, develop pupils' ICT skills and help to personalise their learning, ensuring you get excellent value for money from these electronic resources.

It **covers the key content and skills of the revised National Curriculum** because it follows the structure at the core of the new Geography Programme of Study (developing from the local to the national and global scales).

Author Simon Ross is a practising Head of Geography and a winner of a Geographical Association award, so you can **be confident that the material is reliable, appropriate and authoritative**.

Finally, it is **affordable and offers value for money** because the course only contains vital components, rather than lots of extraneous components that fail to add value.

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D Issue: How should Stonehenge be managed sustainably?

Stonehenge is one of several World Heritage Sites in the UK (see Figure 19). World Heritage Sites are internationally-important, cultural or natural sites that are protected to ensure that they remain intact for future generations. Look at Figure 19. Notice that these sites include ancient castles, historic buildings and natural landscapes.

Stonehenge is one of the most famous prehistoric sites in the UK. Its familiar stone circle (see Figure 20) dates back to 3100BC. Nobody knows for certain why it was built. Some people think it was an important religious meeting place, others believe it was connected to astronomy and the science of the stars.

Today, Stonehenge is a popular tourist attraction, with over 800,000 people visiting it each year. For some people Stonehenge is a spiritual site as well as one of immense historical importance, for example, many people gather at Stonehenge for the Summer Solstice.



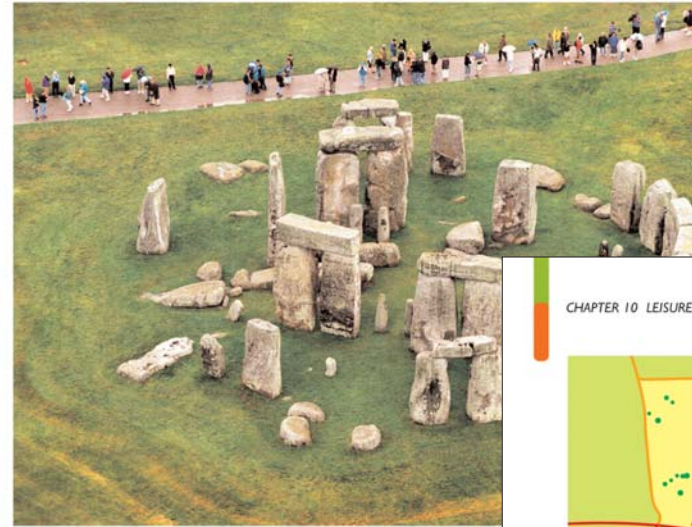
▲ Figure 19 World UK heritage sites

With so many people wishing to visit Stonehenge, there are a number of management issues.

- There is too much visitor pressure on the area immediately adjacent to the stone circle.
- There are not enough car parking spaces or public facilities, such as toilets and food outlets. Water supply is a real issue.
- The area is heavily congested with people and cars, causing local pollution.
- The many smaller archaeological sites in the area are not very accessible and are often overlooked by visitors.
- Some of the land is ploughed by farmers, which may cause damage.

In the light of these issues, a management plan has been drawn up to ensure a sustainable future for the site. The main features of the plan include:

- The world heritage site (Figure 21 on page 136) will become a core area, with controlled access to the main stone circle and the smaller archaeological sites.
- The site will be used for permanent paths only, with no ploughing allowed.
- A new visitor centre will be built outside the core area. It will have a large car park, facilities for refreshments and toilets. It will be an interpretation centre to help visitors understand more about the site.
- Footpaths and drop-off points will be used to give people access to the core area. There will be facilities for visitors with disabilities.
- There will be numerous information points to help people interpret the site.
- The main A303 road may be re-routed through a tunnel beneath the site.



▲ Figure 20 Stonehenge stone circle



▲ Figure 21 Location of Stonehenge

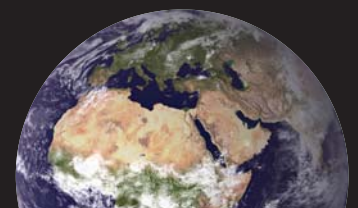
At the end of each chapter, the Issue contextualises what pupils have covered in the rest of the chapter into a real world situation, as they consider a geographical issue

Maps of the UK are revisited to enable pupils to become familiar with the major landmarks and locations. Chapter 2 is specifically devoted to map skills, but opportunities to work with, examine and draw maps are developed throughout the book

The issues in Book 1 are all UK-based, while Book 2 and Book 3 cover European and Global issues respectively – reflecting the structure of the new Programme of Study

Activities

- 16 Work in pairs. One of the site bases could look like the plan goes ahead on a large base map. On tracing paper, then draw on:
- a) re-route the road involving a tunnel
 - b) the location of the new visitor centre. Think carefully about how to have plenty of parking and good road access (Google or similar).



RECREATION
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Challenging activities combine map skills with geographical decision-making, to really stretch your brightest pupils

Each chapter opens with an attention-grabbing visual to get pupils interested in the topic they are about to study

Each chapter begins with an outline of what pupils will be covering in that chapter to focus learning

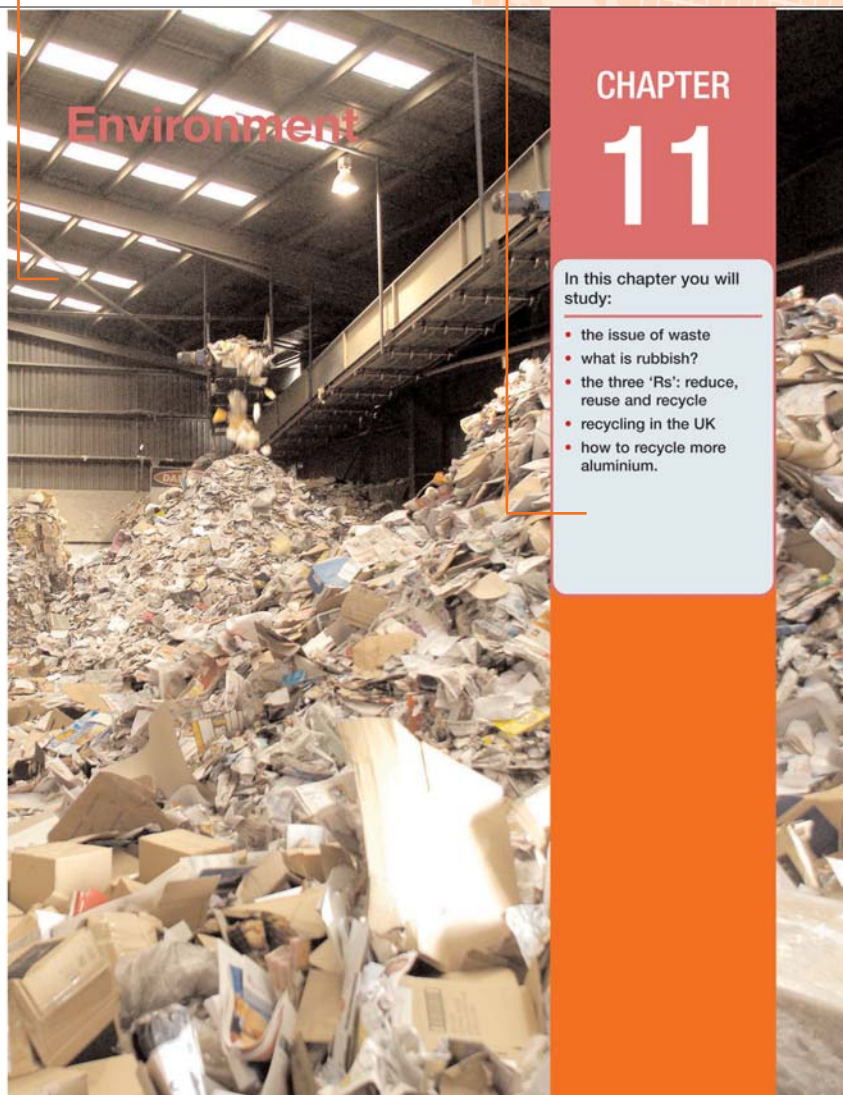
AND RECREATION



Location of Stonehenge

for small groups. Draw a new map based on Figure 21, to show what it will be like in the future if the management plan is followed. To do this you will need to use a map of Figure 21 (or a sheet of paper to act as an overlay). Discuss and draw the following features:
a) the main roads – possibly a tunnel
b) the location of the new visitor centre – think carefully about its location (it will need to be on a site of land available and good quality); make use of internet maps (e.g. Google Maps or Multimap) to help with your decision

- c) **a bus route** – from the visitor centre to the main archaeological sites; to provide access for the elderly, the young and those with physical disabilities (you may wish to create a ring route)
 - d) **the footpaths** – to give access to the main sites
 - e) **the seats and information boards** – choose their location carefully.
- Your completed map can then be presented to the rest of the class for discussion.



CHAPTER 11

In this chapter you will study:

- the issue of waste
- what is rubbish?
- the three 'Rs': reduce, reuse and recycle
- recycling in the UK
- how to recycle more aluminium.

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A What a waste

Look at the photograph in Figure 1. It shows a pile of rubbish that has been dumped in the countryside. How many different items of rubbish can you see? The dumping of waste is called **fly tipping**. Apart from being illegal, fly tipping is extremely harmful to the environment. Toxic chemicals or broken glass bottles may harm animals and birds. The soil and underground water sources may become polluted. Dumps like these are also very unattractive and spoil the countryside.

Did you know that each week an average family gets through 4 glass bottles or jars, 13 cans, 3 plastic bottles and 5 kilograms of paper. This

means that in England and Wales, 8000 tonnes of rubbish are thrown away every day of the year, which is the same weight as 1600 African elephants!

Did you know that 8 to 9 million disposable nappies are thrown away each year in the UK, and that each one takes 500 years to decompose if buried in the ground?

There is increasing concern about the amount of waste that we produce and about how to best dispose of it. In this chapter, we shall explore some of the issues involved with sustainable waste management.



▲ Figure 1 Fly tipping

Activities

- 1 Study the photograph in Figure 1.
 - a) Make a list of the different types of rubbish that have been dumped on the ground.
 - b) Can you spot any hazards to wildlife?



ICT ACTIVITY

Imagine that you have been asked to write a front-page article for a local newspaper about the problem of fly tipping. Conduct an internet search to find a photograph of fly tipping. Think of a good title and write a few sentences to describe the harm that fly tipping may cause to the environment.

● *ICT Activities are used throughout to encourage pupils to carry out their own research on the web. Some tasks are open-ended, others point them to specific websites*

LOCAL FIELD

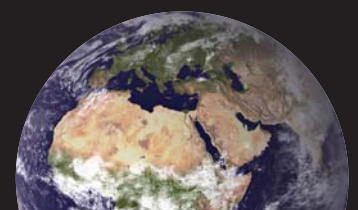
Find out about the problem of litter in your school grounds.

For this activity you will need a plan of your school with a grid superimposed over it. The size of each square will depend upon your school but somewhere between 2 to 5 square metres should work. Work in pairs (you will probably be allocated a part of the school).

- Visit the grid squares and record how much litter you find. Use the key in Figure 2 (or make up your own key) and write the appropriate number in each grid square on a copy of the school plan. (An alternative is to record the litter that *can be seen* from each grid square or sample point. This would give you a measure of *visual pollution*. You could use the same categories suggested in Figure 2.)
- Take digital photographs of the worst areas of littering, which can then be labelled.
- Record the position of any litter bins.
- On a blank version of the school plan, use the colours suggested in the key to colour the grid squares according to the number recorded in the field.
- Write a few sentences describing the distribution of litter in your school grounds. Try to suggest reasons for its distribution. Suggest some action that could be taken by your school to reduce the problem.

▲ Fig 2

● *Detailed instructions are given to enable pupils to carry out their own fieldwork and become geographers themselves*



WORK

grounds, grid here in pairs).

Reference number	Description	Colour
0	no litter	leave blank (white)
1	Minor litter problem: one or two small pieces of litter (e.g. sweet wrappers)	yellow
2	Moderate litter problem: three to ten pieces of litter (possibly including drinks cans or cartons, waste paper, card)	red
3	Major litter problem: more than ten pieces of litter (possibly including lots of sweet wrappers, drinks cans, waste paper, card, plastic bags)	green

Figure 2 Litter categories

Local Fieldwork is a feature visited throughout the series, to enable pupils to put into practice what they are learning on the pages

Screen from Year 7 Dynamic Learning Network Edition CD-ROM

The screenshot shows a software window titled 'Exploring Geography in a Changing World'. The main content area displays a lesson page for 'CHAPTER 11 ENVIRONMENT' with the sub-heading 'A What a waste'. It includes a photograph of a large pile of rubbish (fly tipping), text explaining the environmental impact, and an 'ICT ACTIVITY' section. On the right side, there is a 'Resources Menu' with sections for 'Resources from the pages' (listing 'What a waste', 'Figure 1: Fly tipping', 'Activities: page 138', 'ICT Activity: Fly tipping', 'Local Fieldwork: Litter in the school grounds', 'Figure 3: Litter categories'), 'Useful web links' (listing 'School litter survey website'), and 'Worksheets' (listing 'Worksheet 45: Biodegradable sorting activity'). The interface also features a 'Contents' button at the bottom left and navigation arrows at the bottom right.

Launch digital resources straight from the Pupil's Book pages or the Resources menu using Dynamic Learning technology



Unforgettable lessons at the click of a mouse!

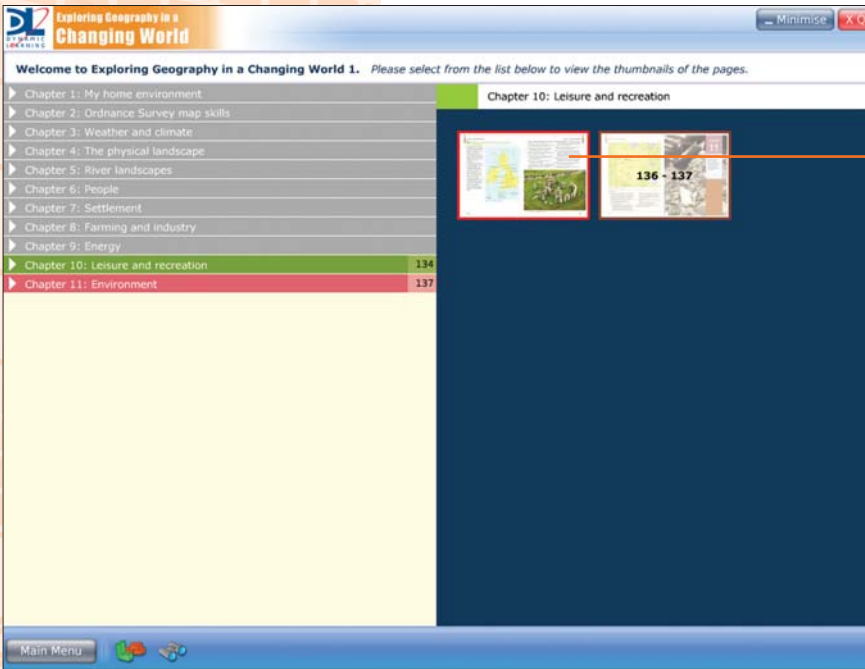
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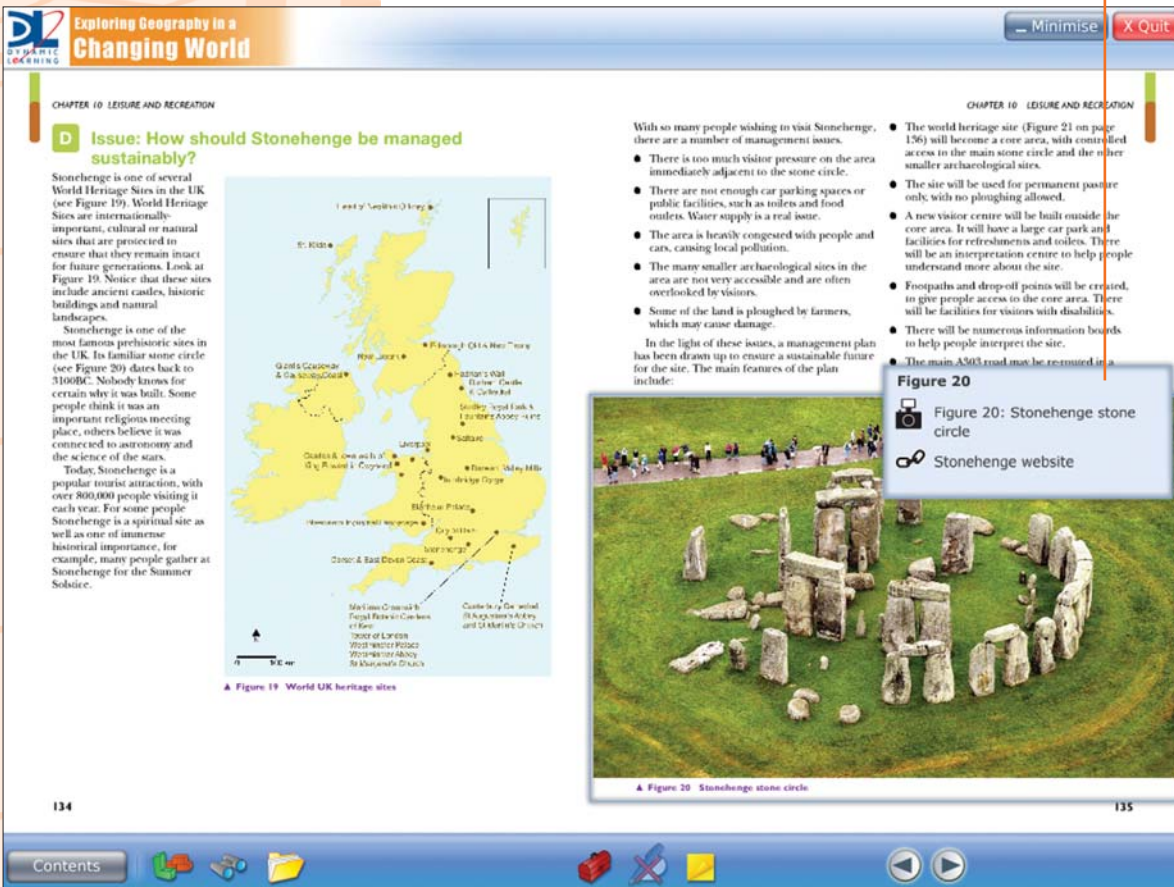
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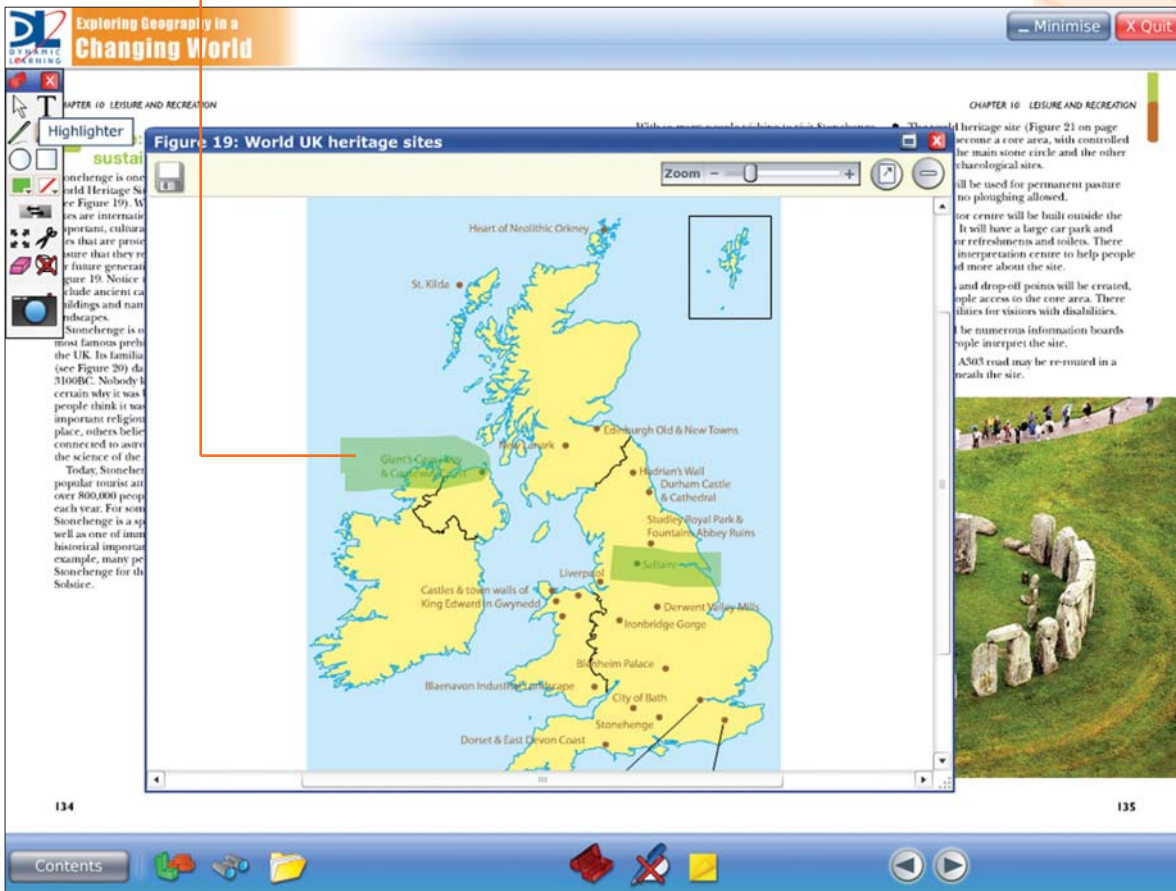


All spreads from the Pupil's Book are available to select in Dynamic Learning

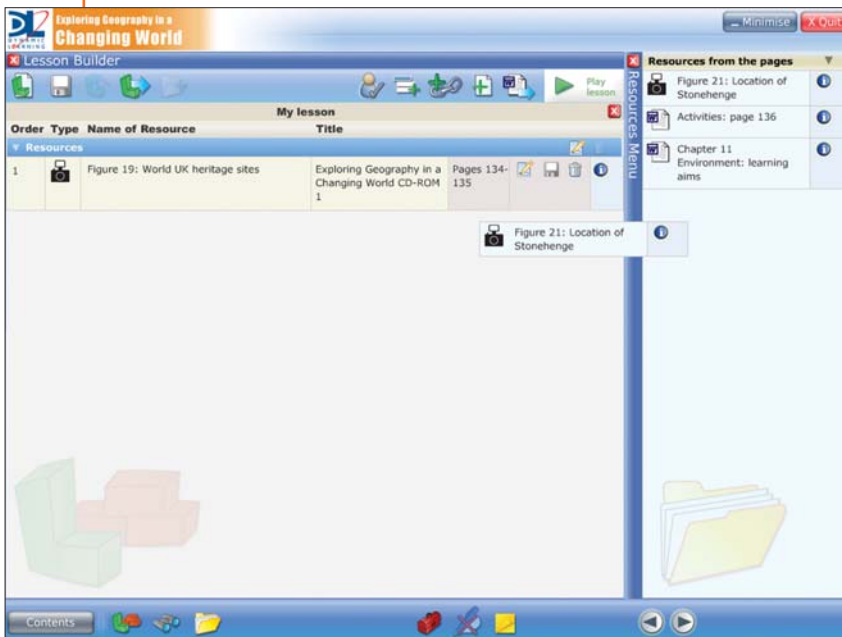
Hover over an element on the spread to see associated resources



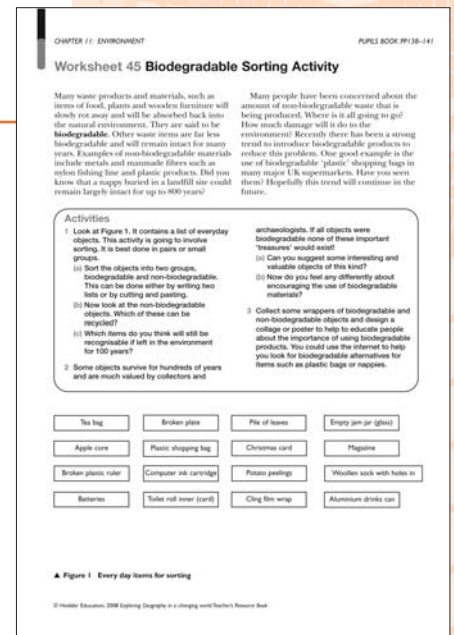
Enlarge artwork and photos, and make your own annotations using the handy Toolbox



Personalise lessons by rearranging the pre-loaded resources and importing your own, using Lesson Builder



Worksheets (available from both the Dynamic Learning Network Edition CD-ROM and the Teacher's Resource Book) support the Pupil's Book and can also be used as standalone activities



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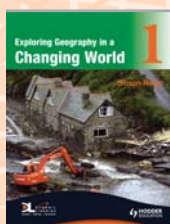
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How does the course work?

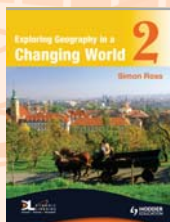
For each Year at Key Stage 3, **Exploring Geography in a Changing World** comprises a:

- Pupil's Book
- Dynamic Learning Network Edition CD-ROM
- Teacher's Resource Book

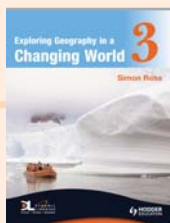
A progressive place-specific structure across the three Pupil's Books (UK/Europe/Global) helps to establish a learning framework for the entire course. Key geographical themes, such as the Physical Environment, People, Settlement, Economic Activities and Quality of Life, are revisited throughout the series.



The **Year 7 Pupil's Book** explores a range of place-based content from the UK including the Boscastle flood, quarrying in the Peak District and the development of the 2012 Olympics site in London.



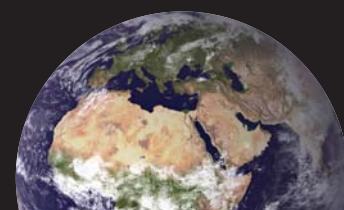
The **Year 8 Pupil's Book** focuses on the geography of Europe and includes investigations into future sources of energy in Europe, and the threat of the eruption of Mount Vesuvius.



The **Year 9 Pupil's Book** features global issues such as population distribution, the contrast between rich and poor societies, and environmental concerns.

The **Dynamic Learning Network Edition CD-ROMs** support the Pupil's Books with GIS web-based activities, unique video clips, animations and quizzes, useful web links and teacher guidance (including worksheets and advice).

Printed **Teacher's Resource Books** for each year are also available providing comprehensive coverage of the Pupil's Books, additional material to stretch pupils, and a CD-ROM of worksheets.



Remember, **Exploring Geography in a Changing World:**

- Stretches your pupils and provides a solid foundation of knowledge and skills for progression to GCSE because the content is challenging and emphasises 'thinking skills'
- Gives you the confidence that you are covering the key content and skills of the revised National Curriculum because it follows the structure at the core of the new Geography Programme of Study
- Freshens up the subject with issue-based case studies, opportunities for fieldwork and decision-making tasks that are related to real-world situations
- Enriches lessons with interactive activities, develops ICT skills, and helps to personalise learning for pupils because it includes Dynamic Learning technology
- Offers reliable, appropriate and contemporary material because it is written by an award-winning author and practising Head of Geography

Simon Ross, author of **Exploring Geography in a Changing World:**

“Now, more than ever, geography is a key subject to understanding our world and our place within it. I wanted to write a series that takes geography and pupils seriously. A series that uses real places, people and issues to enthuse pupils, and that stretches them to become skilled geographers. Geography is about today and tomorrow and I hope that **Exploring Geography in a Changing World** will bring a renewed enthusiasm to pupils' understanding of the world around them.”



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