

Lesson 1: What have the Games got to do with me?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Space - <i>location of places</i></p> <p>Scale - <i>Appreciating different scales – personal</i></p>	<p><i>location of places and environments</i></p> <p><i>variety of scales</i></p> <p><i>study different parts of the world in their wider settings and contexts</i></p>	<p>Why did London win the bid to host the Olympics in 2012?</p> <p>How much sport do we do and where do we do it?</p> <p>Will young people benefit from the Games as the vision suggests?</p> <p>The role of young people, from around the world being inspired by sport in securing the London bid for the 2012 games.</p>	<p>STARTER:</p> <p>How sporty is our class? Students interview each other to gauge how sporty the class is. Mark on a map of the local area where students do sport</p> <p>MAIN ACTIVITY:</p> <p>Watch the bid film which shows the potential influence of the Olympics on different children around the world. Student organise statements on cards about the importance of the games for youth in UK. .</p> <p>PLENARY:</p> <p>Is the Olympics value for money? Pupils look at the costs of past Olympics</p>	<p>Downloads:</p> <p>A questionnaire of sport</p> <p>Diamond 9 exercise</p> <p>Links:</p> <p>Inspiration - London's bid for 2012 Olympics film</p>
Key processes	Curriculum opportunities	Students think about the spaces they do physical activity.		Assessment opportunities
<p>Geographical enquiry - Ask geographical questions, thinking critically, constructively and creatively. Collect and record information</p> <p><i>Evaluate the quality of information by asking questions about its source, how it has been presented.</i></p> <p>Graphicacy and visual literacy <i>Use maps at a range of scales</i></p>	<p><i>Personal experiences of geography: This involves using pupils' practical and life experiences to extend and deepen their awareness and understanding of a range of geographical ideas</i></p>			<p>Report: How will the Olympics effect young people in Britain today?</p>
				Notes

Web links:

Sort film - how children become part of the Olympic dream - <http://www.webcast.ukcouncil.net/hosted/london2012/>
(choose inspiration opening)

Lesson 2: Imagining change – will the local environment be better?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>the physical and human characteristics of real places. Geographical imaginations.</i></p> <p>Space – <i>knowing where places are located and implications for people</i></p> <p>Scale - <i>local</i></p> <p>Human processes - <i>sequences of events and activities in the human world leads to change in places and imagining alternative futures for places and for the people who live and work in them.</i></p>	<p><i>variety of scales - local; the location of places; key aspects of the UK, including its changing human geography, current issues and its place in the world today;</i></p> <p><i>human geography, built and managed environments and human processes;</i></p> <p><i>interactions between people and their environments</i></p>	<p>How will the environment change?</p> <p>Will the changes bring improvements to quality of the environment and quality of life of local residents?</p> <p>The Olympic Park will transform the area from a poor quality environment into a high quality urban park.</p> <p>Regeneration aims to transform the social, economic and environmental fortunes of an area. In reality the measure of success is mixed and often have unintended consequences.</p>	<p>STARTER:</p> <p>Skills activity identifying places on a map. After consulting the interactive map students label the image of the Olympic site to show changes to land use e.g. industrial to New stadium. .</p> <p>MAIN ACTIVITIES:</p> <p>After looking at the artists impressions of the Olympic Park, write a short radio commentary to describe the scene as the Olympic torch reaches the stadium. Pupils have a range of photos and images and they can decide where they are reporting from e.g. in the park, in the stadium. How will the area be transformed?</p> <p>Role play and planning meeting for the local community. Decision making- would you have given the Olympics your approval as a local councillor?</p> <p>PLENARY:</p> <p>Explain one project you would like to put in place as well as the Olympic park to improve quality of life for local residents.</p>	<p>Interactive: map of Olympic park area</p> <p>Downloads: Newham fact sheet; role play cards</p> <p>Images: Images of the park now and during Olympics;</p> <p>Links: video clips to show progress</p> <p>Newham info</p>
				Assessment opportunities
Key processes	Curriculum opportunities	<p>Census data is a useful resource for studying an area.</p> <p>Communities are involved to varying degrees in planning decisions at various scales.</p>		<p>Oral assessment - understanding or groups opinions and planning issues. Written assessment – explanation of how quality of life could be improved for residents. Could be a more extended decision making task</p>
<p>Geographical enquiry - <i>solve problems and make decisions to develop analytical skills and creative thinking</i></p> <p>Geographical communication - <i>a communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</i></p>	<p><i>Using varied resources, including maps, visual media</i></p> <p><i>construct maps and plans at a variety of scales, using graphical techniques to present evidence</i></p>			Notes

Web links: Link to video showing progress towards completion of the Olympic site - <http://www.webcast.ukcouncil.net/hosted/london2012/> For more information about Newham try this website - <http://www.go-london.gov.uk/boroughinfo/borough.aspx?bid=25>

Lesson 3: Sustainability and the south east – will the Games be green?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Environmental interaction and sustainable Development - <i>Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.</i></p> <p><i>Exploring sustainable development and its impact on environmental interaction and climate change.</i></p> <p>Scale - regional</p>	<p><i>a variety of scales, from personal, local, regional, national, international and continental, to global</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p>	<p>How sustainable can the Olympics be?</p> <p>Big events such as the Olympics are planned in order to be sustainable in terms of their environmental impact on the in terms of delivering a long lasting benefit at a variety of scales.</p>	<p>STARTER:</p> <p>Tony Blair quote 'How can you make a sustainable games' Drag and drop</p> <p>MAIN ACTIVITY:</p> <p>Using ideas from the above activities and the fact sheet pupils write a list of 10 rules or laws the IOC should put in place before awarding a city the Olympics. More able student should justify the rules.</p> <p>PLENARY: Is the Olympic site future proof?</p> <p>Discuss the idea of 'white elephants' and how they might be avoided</p>	<p>Interactive:</p> <p>sustainable games</p> <p>Downloads:</p> <p>How green can a Games be?</p> <p>links: One planet Olympics</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry - ask geographical questions, thinking critically, constructively and creatively</p>	<p><i>Geography explore real and relevant contemporary contexts</i></p> <p><i>investigate important issues of relevance to the UK and globally using a range of skills</i></p>			<p>List of IOC laws demonstrating understanding of environmental issues in planning an event like the Olympics and a developing a large site</p>
				Notes

Web links: One planet Olympics - <http://www.london2012.com/documents/bid-publications/towardsaoneplanetolympics.pdf>

Lesson 4: Nationwide - will the games benefit the whole nation?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Scale - develop an understanding of how these scales are interconnected.</p> <p>Human processes - Understand how sequences of events and activities in the human world leads to change in places</p> <p>Space - Understand the interactions between places and the networks created by flows of information, people and goods</p> <p>Interdependence - Explore the social, economic, environmental and political connections between places. Understand the significance of interdependence in change at all scales.</p>	<p>a variety of scales - national</p> <p>a range of investigations, focusing on places, themes or issues</p>	<p>Is Olympics a National Event?</p> <p>How will people from outside the capital travel to the Olympics?</p> <p>How will the rest of Britain benefit?</p> <p>Events such as the Olympics are can be used to generate economic benefits at a larger scale than the local or regional through infrastructure improvements and inward investment</p>	<p>STARTER: Olympic sites outside the capital. Click on map to find out sports or events country wide.</p> <p>MAIN ACTIVITY: Pupils calculate how long it will to take to travel from different areas of the country. Pupils use an atlas or route finder websites to calculate distances.</p> <p>Card sorting activity organise into factors they think will bring in more money to least important.</p> <p>Write a list of ways the London Olympics will cause a positive multiplier effect. Write a report for the London Development Authority outlining the economic benefits of hosting the 2012 Olympics</p> <p>PLENARY: What do the pupils think the minister responsible should do to ensure the benefits from the Olympics reach the peripheral regions of the UK?</p>	<p>Interactive: Sporting spaces and places</p> <p>Downloads: How will people travel to the Olympics from outside the capital? Spread it about sheet Will Britain benefit cards</p> <p>Links: Javelin trains National rail</p>
				Assessment opportunities
				Report for the London Development Authority outlining the economic benefits of hosting the 2012 Olympics
				Notes
Key processes	Curriculum opportunities			
<p>Geographical enquiry - ask geographical questions, thinking critically, constructively and creatively</p> <p>Geographical communication communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p>investigate important issues of relevance to the UK and globally using a range of skills</p>			

Lesson 5: Brand London - selling a sustainable World City?

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Interdependence - <i>Explore the social, economic, environmental and political connections between places. Understand the significance of interdependence in change at all scales.</i></p> <p>Human processes - <i>Understand how sequences of events and activities in the human world leads to change in places</i></p> <p>Space - <i>Understand the interactions between places and the networks created by flows of information, people and goods.</i></p>	<p><i>wider setting on the global scale and how UK's changing geography is linked to other places at different scales</i></p> <p><i>interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p> <p><i>Human geography - This should include themes such as urban change and sustainable development.</i></p>	<p>Why brand London 2012?</p> <p>Why is London attractive to multinational companies?</p> <p>Can London be a sustainable World City?</p> <p>Location factors for businesses</p> <p>Government intervention in economic development</p> <p>Sustainable development of World Cities</p>	<p>STARTER:</p> <p>Match the mascot</p> <p>MAIN ACTIVITIES:</p> <p>News flash- 'Leading multinationals to locate in London'! Students use the information to write their own newsflash explaining why London is an important place for companies to invest.</p> <p>Design an advert- based around the branding of the Olympics pupils design either a double page newspaper advert to be placed in the New York times or record a video clip for CNN to attract more companies to move to the UK.</p> <p>How big is big enough for World City? What problems could further growth of London cause? Pupils categorise their ideas as transport, environmental, social. This builds on previous ideas of how Green the Games might be</p> <p>PLENARY: design a your own logo for the Games</p>	<p>Downloads:</p> <p>Multinationals locate in London - complete the sentence</p> <p>Advert brief</p> <p>How big is big enough grid</p> <p>Links:</p> <p>See below</p>
				Assessment opportunities
				Article or advert demonstrating understanding of a range of factors which influence the location of Industry or flow of investment and the role the Olympics may play in that.
Key processes	Curriculum opportunities			Notes
<p>Geographical enquiry - <i>find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space</i></p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p><i>investigate important issues of relevance to the UK and globally using a range of skills</i></p>			

Web links:

Beijing Olympic mascots - <http://en.beijing2008.com/37/03/column211990337.shtml>

London 2012

Images of Olympic mascots from last 7 Olympics - <http://www.mapsofworld.com/olympic-trivia/olympic-mascot.html>

Previous mascots - http://www.vancouver2010.com/en/OrganizingCommittee/MediaCentre/FeatureStories/2006/09/28/40764_0609280916-954

London eye - <http://www.infolondon.co.uk/attractions.php>

Big Ben - http://www.londonarchitecture.co.uk/Building/277/Big_Ben.php

Gherkin = <http://www.patientsorganizations.org/showarticle.pl?id=396> (bottom of page)

Canary Wharf - <http://www.blwtl.uwo.ca/Public/FeaturedBuildingProjects.aspx>

Olympic stadium - <http://www.london.gov.uk/mayor/olympics/slideshow/slideshow03.jsp>

Olympic park - www.newham.com/2012Games/AboutThe2012Games/TheOlympicPark/Milestones.htm

Olympic brand and logo - <http://www.london2012.com/joinin/create/>