



Picture News

What's going on this week?

Egyptian authorities have recently completed a 22-mile (36km) wall around the tourist resort of Sharm El-Sheikh. Anyone entering the city by road will now have to pass through one of four gates equipped with cameras and scanners. The government believe it will help protect tourism at the Red Sea resort, which has faced many challenges over the past 10 years, meaning fewer holiday-makers have been visiting the resort.

Main question:

Do walls divide us or protect us?

Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that a wall has been built in the country of Egypt around an area that's popular with tourists. Why do we think they might have done that?
- Read through the information about the resort of Sharm El-Sheikh and the new wall found on the assembly resource. Talk about what we think about the new wall, do we think it was a good idea? Think about who will benefit from the wall and if there will be any negative consequences to it.
- Think about where else we see walls. E.g. around school, in gardens or fields. Talk about some of the reasons that we have these walls. Who do they affect? Do they affect people in positive or negative ways?
- Are there any famous walls in history we can think of? Do we know why they are so well known or what they are famous for? Have we ever visited any famous walls?
- Watch this week's useful video about why Hadrian's Wall was built. What were the challenges that the Roman's faced when building the wall. What do you think the main purpose of the wall was? Do you think the aim was achieved?

Reflection

Walls can both protect us and separate us. It is important for us to consider the purpose of walls that are built and how they may affect those either side of it.



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KS1 Focus

Question:

Why do we have walls?

Listen, think, share

- What is a wall? Can you list all of the places you have come across walls e.g. garden walls, fields, walls at school?
- Look at resource 1, which shares some examples of walls we might find. For each one, think about why the wall is there.
- Focus on the walls built around the field and at the zoo. Explain that they can keep the animals they surround in. They also might keep the people out! Which other walls are used to either keep people in or out?
- Look at the picture of Hadrian's Wall. Explain that the Romans started to build this wall almost 2000 years ago. It is 73 miles (117.5km) long! It was built to mark the boundary of the Roman Empire and to keep the people of the north out. Can you think of any other walls that might mark a boundary to show it belongs to somebody? Think about gardens and your school.
- Discuss what walls are made from e.g. brick, concrete, stone, glass, timber. Do you think the reason a wall is needed affects the material chosen to build it? If people need to see through the wall, which material is most suitable?
- How do you think it might feel to be on the inside of a wall? Would you feel protected and safe or trapped? Does it depend on what is on the inside of the wall and who is with you?

Reflection

There are many different types of wall. Often walls keep something in or out. Walls might make us feel safe and protected or trapped and separated!



Picture News

KS2 Focus

Question:

How important are tourists in Sharm El-Sheikh?

Listen, think, share

- Write the word 'tourist'. What is a tourist? Explain that a tourist is a person who is travelling or visiting a place for pleasure.
- Some places rely on tourists visiting. Look at resource 2, which explores the benefits of tourism for some places. Can you think of any other benefits?
- Sharm El-Sheikh has been a popular tourist destination. Its beautiful beaches, ancient monuments, deserts and diving sites are some of the reasons people visit. There are many places to stay and many bars and restaurants to dine in.
- Discuss how less tourists visiting Sharm El-Sheikh may impact the area e.g. less people paying to go diving, hotels, resorts and restaurants being empty.
- Do you think there are any negative impacts tourism can have on an area? E.g. some jobs are only seasonal, it can cause the prices in local shops to increase, damage can be caused to the local areas such as erosion or litter, overcrowding.
- Have you ever been a tourist? Where did you visit and why? Have you ever seen a tourist visiting your home area? Why do you think they visited? Can you think of any popular tourist destinations near you?

Reflection

Tourism is an industry where people travel for pleasure. Some places, like Sharm El-Sheikh, rely on tourism to provide jobs and improve the wealth of an area.



KS2 Follow-up Ideas

Option 1: Sharm El-Sheik is a popular holiday destination. If possible, look at some holiday brochures. We can usually find some online.

- Can you find details about the location, weather, hotels, activities and price?
- Are there any pictures with captions?
- What headings or sub-headings are used?
- Can you find any persuasive language?

Create your own brochure to advertise your favourite holiday destination. If you don't have one, you can make it up!

Option 2: Think about the walls in your home. They are positioned to separate out your home into different rooms. The distance all the way around the edge of one of your rooms is called the perimeter.

- What would be a good unit of measurement to use to record the perimeter of one of your rooms?
- Can you measure the perimeter of one of your rooms? If you don't have a tape measure or a metre ruler, could you use a non-standard unit of measurement such as your own feet?

The following rooms are all rectangular shapes. What is the perimeter of each room?

- 5m x 7m
- 9.5m x 6m
- 4.5m x 3.5m

Challenge – Do you know what area is? Can you work out the area of a room in your home?



KS1 Follow-up Ideas

Option 1: Look at this week's poster. Ask the following and make a record of the responses:

- What can you see?
- What do you like?
- What don't you like?

Look at the responses.

- Can we add an adjective (describing word) to any of these? E.g. dusty tracks, spikey trees.

Make a collection of vocabulary and record on sections of paper or post it notes and use them to create a word wall! Use the word wall to write a sentence describing the poster.

Option 2: Explain that sometimes people use walls for their artwork. We call this a mural.

- Have you seen a mural before? Where? What was it?

Explain some schools have murals on their walls or they can be found on the walls in people's homes. If possible, use the internet to look at some examples of murals.

- Which do you like and why?
- Which do you not like and why?

Imagine you have been asked to design a mural for a wall at school.

- Which wall would you put your mural on?
- What would you have on it?
- What colours would you use?

Draw a picture of your mural and explain to somebody what it shows.



This Week's Useful Websites

[This week's news story](#)

<http://bit.ly/3tE8ZtM>

This Week's Useful Videos

[Why Hadrian's Wall was built](#)

www.youtube.com/watch?v=pmmfS4Z4Jig

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Benefit – an advantage or profit gained from something.

Consequences – the consequences of something are the results or effects of it.

Equipped – supplied with the necessary items for a particular purpose.

Protect – to preserve and keep safe.

Resort – a place many people visit for holidays or recreation.

Tourism – an industry where people travel for pleasure.