

## *Persistent poverty in Britain*

### **Teachers' notes**

#### **Lesson2: What are the solutions to persistent poverty in Britain?**

Lesson 2 is designed to provide an overview into the solutions available to tackle persistent poverty in Britain.

#### **Starter**

The starter is designed to improved students ability to descibe patterns provided through stimulus materials at the same time highlighting the significance of place in UK poverty.

Equally this could then be linked to a map of global poverty – looking at the Human Development Index (HDI) or the Physical Quality of Life Index (PQLI) and asking the question if Britain has such a high index, why is there still persistent poverty.

#### **Main activity**

The activity is designed to work either in a lesson or could be used in a computer room (with further research being undertaken by the students).

The activity could be undertaken as a group or individually.

The aim is to promote students thinking further about the solutions availble which should enable students to comment on the options available, rather than simply regurgitating case studies.

The review of this activity is important as it will enable students to make the link between the two lessons and should provide a structure for the practice examination question in the plenary.

#### **Plenary**

The examination question used in the plenary has been invented for this lesson. However, you could substitute the question with one from the exam specification for your exam board. The peer assessment and creation of the mark scheme is designed to encourage students to understand how to achive top level answers.