

What's happening in the news this week?



Majority World/Shutterstock

Let's have a look at this week's poster!

21st - 27th September 2026



**Do wild animals
have as much right to
the land as we do?**

Let's look at this week's story

Nepal has announced that its wild tiger population has more than tripled, rising from 121 tigers in 2010, to 429 today. Officials say the turnaround is the result of years of protected wildlife corridors and local communities working hand-in-hand with conservationists to protect the big cats. With tiger numbers now increasing, more encounters between tigers and nearby villages are leaving experts asking how people and wildlife can safely share the same land going forward.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).



How does it make me feel?



sad

despondent
disconsolate
dismal
doleful
downhearted
forlorn
gloomy
melancholic
miserable
woeful
wretched

angry

aggrieved
annoyed
discontented
disgruntled
distressed
exasperated
frustrated
indignant
offended
outraged
resentful
vexed

happy

beaming
buoyant
cheery
contented
delighted
enraptured
gleeful
glowing
joyful

confused

addled
baffled
bemused
bewildered
disorientated
indistinct
muddled
mystified
perplexed
puzzled

excited

animated
elevated
enlivened
enthusiastic
exhilarated
exuberant
thrilled

worried

agitated
anxious
apprehensive
concerned
disquieted
distraught
distressed
disturbed
fretful
perturbed
troubled
uneasy

overwhelmed

engulfed
inundated
overburdened
overloaded
saturated
submerged
swamped

afraid

alarmed
apprehensive
daunted
fearful
frantic
horrified
petrified
terrified

guilty

ashamed
compunctious
contrite
culpable
penitent
responsible
rueful

jealous

bitter
covetous
desirous
envious
envying
resentful
wary

thankful

appreciative
grateful
gratified
indebted
obliged
relieved

shocked

astonished
astounded
disconcerted
distressed
dumbfounded
horrified
staggered
startled
stunned
surprised

disgusted

affronted
appalled
horrified
repelled
repulsed
revolted
sickened

inspired

activated
encouraged
exhilarated
galvanised
influenced
motivated

embarrassed

ashamed
awkward
chagrined
demeaned
discomposd
humiliated
self-conscious
uncomfortable
uneasy
unsettled

interested

absorbed
captivated
curious
engaged
enthralled
fascinated
gripped
intrigued
riveted

This week's story looks at events related to ...





Read the information below all about the change in the number of tigers in Nepal. Share your thoughts on what has been achieved.

How are people and tigers sharing the land in Nepal?

Nepal has achieved an amazing conservation success. The country's estimated wild tiger population has grown from **121 tigers in 2010 to 429 in 2026**. This increase is the result of many years of work by local communities, the Nepalese government and conservation organisations. Together, they have helped protect tigers and the habitats they need to survive.

New challenges

More wild tigers is positive for conservation, but it can cause problems too.

Tigers sometimes live close to people's homes and farms. As the number of tigers grows, people may see them more often.

Tigers may attack farm animals, and people can feel scared.

To protect tigers in the future, local people must also be kept safe.



Image: A watchtower for spotting tigers.
Source: Abhaya Raj Joshi

Finding ways to live together

Strong pens protect goats and other farm animals.

Alerts warn people when a tiger is nearby.



Families can receive support if they lose an animal.

Watchtowers act as tiger lookout bases.

Safety advice teaches people what to do near tigers and how to reduce risks.

Visitors create jobs and support tourism by coming to see the wildlife.





Look at the resource below, which explores what tigers need from their habitat.

What is a habitat?

A habitat is the place where an animal lives and finds what it needs to survive.

Food

Tigers hunt animals such as deer and wild boar.

Connected habitat

Joined-up areas help tigers move to find food and other tigers.

Water

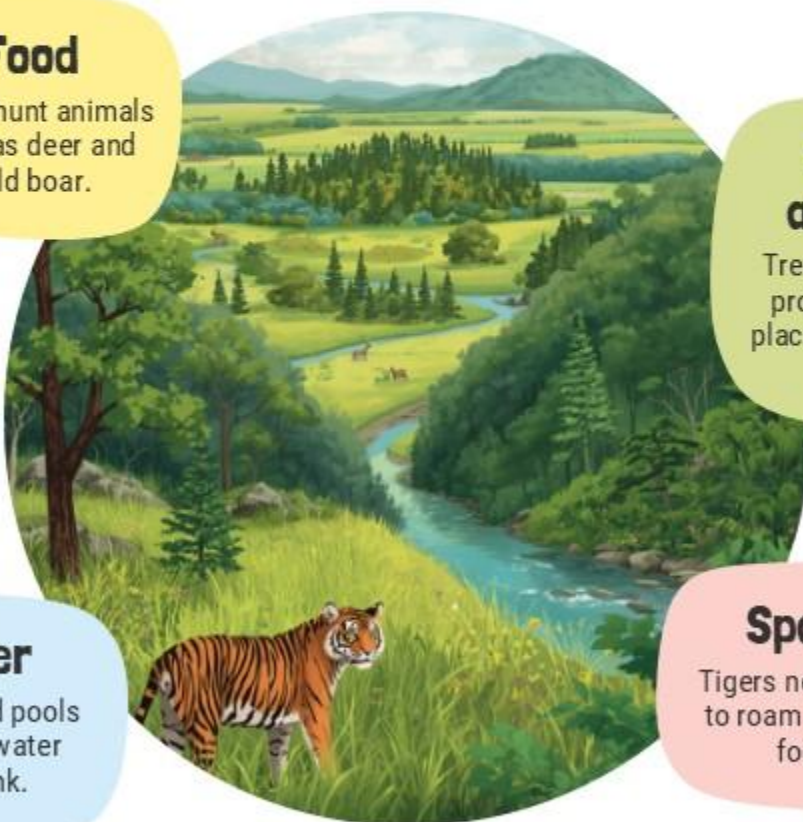
Rivers and pools provide water to drink.

Shelter and cover

Trees and tall grass provide shade and places to rest or hide.

Space

Tigers need room to roam and find food.



Look at the animals below.

Where might each animal find food, water, shelter, space?

What sort of habitat would suit them?



Do all habitats suit all animals? Explain your answer.



Look at the resource below, which shares some examples of how land may be changed, and what impact this can have.

People change land to meet different needs. One change can have several consequences, which may be positive, negative or unintended. Look at the examples below.

Clearing wild land to create farmland



Why might people do this?

To grow more food and earn money.

What changes?

Trees and other plants are removed, and wild areas are replaced with fields.

How might animals be affected?

Animals may lose places to find food, hide or rest. Some may move closer to farms and homes.

Building a road through a forest



Why might people do this?

To make journeys quicker and easier.

What changes?

One large habitat is split into smaller areas.

How might animals be affected?

The road may be dangerous to cross. Noise and traffic could also make it harder for animals to move around and find food.

Creating a wildlife corridor



Why might people do this?

To help animals travel between separate habitats.

What changes?

Areas of land are protected and joined together.

How might animals be affected?

Animals can move more safely to find food, space and other animals.

Some effects are planned. Others happen even though nobody meant them to. Can you find examples of both?



**Do wild animals
have as much right to
the land as we do?**

Reflection



Through listening, understanding and working together,
we can help people and wildlife share the same home safely.

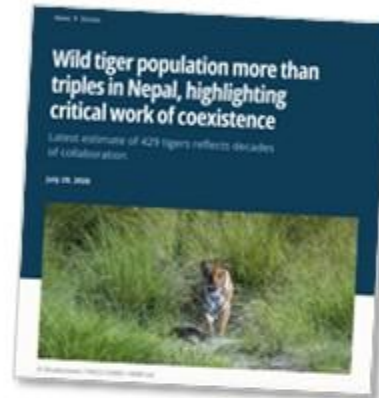


Media Literacy

I can connect ideas from different pieces of information.



Explanation: Let's think about how different pieces of information can link together to help us understand a topic more clearly and see the bigger picture.



Analyse



Evaluate



Research



Act

Questions to Discuss

- Why is it useful to put different ideas together?
- How can one idea help us understand another?
- What can we learn when we look at lots of different ideas?
- Why can looking at different ideas give us a better understanding?

Activity

Read these key ideas from the news story:

1. The number of wild tigers in Nepal has increased.
2. People and tigers are sharing more of the same land.
3. Local communities are finding ways to live alongside tigers.

Think about: What story do these three ideas tell us when we connect them? Why do you think the author included these ideas?

Complete the sentence: *When we connect these ideas, we can see that...*

British Values



I Really Do Matter!



Individual
Liberty



Rule of Law



Democracy



Mutual Respect
and Tolerance

Which British value do you think this week's story highlights?



It highlights
Rule of Law because
protected areas help
keep people and
wildlife safe, and
allow them to share
the land.

**Mutual Respect and
Tolerance** is shown
by respecting the
needs of both
people and wildlife.



Do you agree with either person, or think something different?

Protected Characteristics



Which protected characteristic do you think this week's story highlights?



This story links to **religion or belief** because many people believe we should care for the natural world and respect all living things.

Share your thoughts. Do you agree?



Sex



Who People Love



Age



Disability



Being Yourself



Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or Belief



UN Rights of the Child



All children have the right to an education that helps them to live peacefully and protect the natural environment.



Useful Vocabulary



Conservation

Protecting and caring for wildlife and the natural world.

Nepal has achieved an amazing **conservation** success.

Encounter

An unexpected meeting with someone or something.

With tiger numbers now increasing, more **encounters** between tigers and nearby villages are leaving experts asking how people and wildlife can safely share the same land going forward.

Population

The number of people or type of animal living in an area.

The country's estimated wild tiger **population** has grown from 121 tigers in 2010 to 429 in 2026.

Triple

To become three times as many or as much.

Nepal has announced that its wild tiger population has more than **tripled**.

Turnaround

A big change from a difficult situation to a better one.

Officials say the **turnaround** is the result of years of protected wildlife corridors and local communities working hand-in-hand with conservationists to protect the big cats.

Wildlife corridor

An area of natural land that joins habitats and helps wild animals travel between them.

Officials say the turnaround is the result of years of protected **wildlife corridors** and local communities working hand-in-hand with conservationists to protect the big cats.

Can you use them in a conversation this week?

Picture News



Do wild animals have as much right to the land as we do?

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- Look at the poster. It shows a Bengal tiger in Nepal. Share any prior knowledge you have about tigers and where in the world they can be found.
- Read the information found on the **Assembly Resource** all about the change in the number of tigers in Nepal. Share your thoughts on what has been achieved.
- Thinking about some of the ideas to help people live alongside tigers (e.g., wildlife alerts, strong fences, safety advice and watchtowers) talk about how each idea can help. Can you come up with any others?
- Talk about how it might feel living so close to animals such as tigers. Whose needs do you feel should come first – the people living there or the tigers? Do you believe they are of equal importance?
- What is the wildlife like where you live? Is it protected in any way? In your view, should it be?
- Watch this week's useful video, which shows tigers living together in the wild. What does the video teach us about how tigers use and share their habitat?

Reflection

Through listening, understanding and working together, we can help people and wildlife share the same home safely.

Picture News



KS1 focus

What do animals need from the places where they live?



- Think of a wild animal you know. Where does it live? What is their home like? What does the animal find there that helps it survive?
- The place where an animal lives and finds what it needs to survive is called its habitat. What different types of habitat can you think of?
- Look at **Resource 1**, which explores what tigers need from their habitats. What can you see in the tiger's habitat? How might each part help the tiger?
- Do any parts of the habitat provide more than one thing? For example, how might trees or tall grass help in different ways?
- Imagine the water disappeared, there were fewer animals to hunt, or the grass and trees were removed. How would the tiger be affected?
- Look at the other animals on the resource. What do they need to survive? What sort of habitat would suit each animal? Do they need the same things as a tiger? Do they find them in the same ways?
- Is a habitat that is suitable for one animal always suitable for another? Why?
- Can different animals share the same habitat? Might they use different parts of it or need some of the same things? Explain further.
- What habitats can be found near your home or school? Which animals use them, and what do these places provide?
- What could people do to help local habitats continue providing what animals need?

Reflection

Animals need food, water, shelter and space to live. Different animals need different habitats to help them survive and grow.

Picture News



KS2 focus

How can people's choices affect wild animals and their habitats?



- Read this week's question. What kind of choices do you think this might include?
- Look at **Resource 2**, which shares some examples of how land may be changed, and what impact this can have. What are people hoping to achieve through each choice? Why might these things be important to them?
- Follow what happens after each choice. How is the land changed in each example?
- How could each change affect animals' ability to find food, shelter, space or other animals?
- Which choice is designed to help wildlife? Which may cause difficulties for wildlife? Could any choice do both?
- Sometimes something happens that was not planned. This is called an unintended consequence. Can you identify any unintended consequences on **Resource 2**?
- Do you think simply telling people not to build roads or create farmland would be fair or realistic? What else could be done?
- Choose one of the examples. How might the plan be changed so it still helps people but causes less harm to wildlife?
- Can you think of a choice made near where you live that has helped or harmed wildlife?

Reflection

People's choices can harm or protect habitats. Thinking carefully helps us make decisions that support both people and wild animals.

Picture News



KS2 follow-up ideas

Option 1

Where do you stand?

Create a line across the classroom with a 'Helps Wildlife' sign at one end, and a 'Harms Wildlife' sign at the other. Listen as each choice is read aloud, then stand along the line where you think it belongs. You can stand anywhere along the line, including in the middle.

Choices could include:

- Plant native trees.
- Clear woodland to build homes.
- Build a road through a forest.
- Create a wildlife bridge over a road.
- Join habitats with a wildlife corridor.
- Allow more tourists to visit a wildlife area.
- Put fences around farms.
- Leave areas of grass uncut.
- Feed wild animals.

Explain why you chose your position. Listen to other viewpoints and move if someone changes your thinking. Remember, some choices may help wildlife in one way but cause problems in another.

Option 2

The council needs your help!

A new road, housing development or footpath has been proposed for your local area. Choose one plan and decide whether you think it should go ahead. Write a short recommendation explaining your decision, how local wildlife might be affected and what could be changed to protect animals and their habitats. Can you find a way to meet the needs of both people and wildlife?

Picture News



KS1 follow-up ideas

Option 1

Create the perfect habitat.

Choose a wild animal and draw a habitat where it could live. Include everything it needs to survive, such as food, water, shelter or cover and plenty of space. Label each feature and explain how it helps your animal.

Challenge: Be imaginative and bring your habitat to life using construction bricks, natural materials, craft supplies or modelling clay. Show your finished habitat to someone else. Can you explain how each feature helps the animal survive?

Option 2

Become a habitat detective!

Explore the school grounds or study a photograph of an outdoor area. Choose a wild animal that might live or visit there. Look for evidence that the habitat provides food, water, shelter and space. What does it already provide? Suggest one change that could make the habitat even better for your chosen animal.

Picture News



This week's useful websites

This week's news story

www.worldwildlife.org/news/stories/wild-tiger-population-growth-highlights-the-critical-work-of-coexistence-in-nepal/

This week's useful video

<http://www.youtube.com/watch?v=TQFXaoT8QWo>

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

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TAKEHOME

21st - 27th
September



Do wild animals have as much right to the land as we do?

In the news this week

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Things to talk about at home ...

- > Do you think it's fair that wild animals need the same land that people want to use? Why?
- > If you lived near a forest with tigers, would you feel excited, nervous, or both? What would help you feel safe?
- > Is there an animal, plant, or wild space near where you live that you believe deserves more protection? What would or could you do to help it?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



Shell-ebrate the Turtles

Thousands of baby sea turtles have been released into the ocean, after people in Mexico helped protect their nests. Between 3,200 and 3,500 baby turtles were released from a beach in Veracruz, Mexico. Female sea turtles lay their eggs in nests dug into sand along beaches. Some people had been getting too close to nesting turtles and their eggs, putting them at risk. Volunteers patrolled the beach and moved nests away from places where they were in danger, if needed. The work was carried out by Tortugas Fundación Yepéz A.C., a group that has been protecting sea turtles for 59 years! When the turtles were released, they made their way



Pictured: Volunteers prepare to release baby sea turtles into the sea. **Source:** @fundacionyepéz on Instagram.

across the sand towards the waters of the Gulf of Mexico. The tiny turtles wiggled their flippers and raced towards the water. The group hopes its work will help protect sea turtles for many more years. **Would you like to watch baby turtles being released into the sea? Why?**

Africa Is Bigger Than It Seems!

The world map we often see could be changing! The United Nations (UN) has voted in support of a new map that shows the sizes of the continents more accurately. The map many people use



Pictured: These maps show the difference between the Mercator map and the Equal Earth map of Africa. **Source:** BBC News.

today is called the Mercator map. It was created hundreds of years ago to help people travel around the world. However, it makes some places look much bigger or smaller than they really are. On this map, Africa looks a similar size to Greenland. In fact, Africa is much larger – it is about 14 times bigger! A new map called the Equal Earth map shows the continents in a way that gives a better idea of their true sizes. The African Union, which includes 54 African countries, has chosen to use this map. The UN vote was supported by 164 nations.

Did you know people who draw maps are called cartographers?

What keeps us going when things get tough?



When things get tough, we should try harder and make it look easy.

Opeyemi

Let us know what you think about this week's news



picture-news.co.uk/discuss



help@picture-news.co.uk



[/picturenewsprimary/](https://www.instagram.com/picturenewsprimary/)

Building with Hot Lava

Could lava from volcanic eruptions one day be used to build cities? Well, two architects in Iceland believe it could be possible, using robots to collect and shape the molten rock! There have been nine volcanic eruptions near Grindavik (a coastal town) since December 2023. The eruptions have forced people living there to leave their homes several times. Architect Arnhildur Palmadottir and her son, Arnar Skarpheoinsson, came up with the idea in 2018. They wondered whether the huge amounts of lava produced by volcanic eruptions could be used instead of some traditional building materials. Their idea is based on basalt, the type of rock that makes up much of the lava in Iceland. They believe it could be turned into strong and long-lasting building materials. This could reduce the need for materials such as concrete and steel, which can have a large impact on the environment.



Pictured: A volcano erupting with hot lava.
Source: Canva.

However, people would not be able to work directly with the lava because it is extremely hot. Instead, the architects imagine robots travelling across lava fields, collecting the molten rock and turning it into structures. Other technology, including 3D printers and cooling chambers, could also be used to shape and mould the lava. The architects do not expect their idea to become a reality until around 2150. They imagine that future cities could be built using material from volcanic eruptions, changing the way people think about construction and the land around them. ***If you could invent a new way to build cities, what would you create? Why?***

Fast Fashion Fees

The government in France has introduced a new tax on ultra-fast fashion. The new legislation introduces additional fees that need to be paid on garments that don't meet certain environmental standards. The fees came into effect on 1st September, and officials are hoping that this will dampen the demand for the cheap, rapidly designed and produced clothing. Scientists report that ultra-fast fashion is harmful due to its very quick production cycles, which lead to increased waste and environmental pollution. 'The harmful effects of ultra-fast fashion on our environment and our economy are well known and documented,' said Mathieu Lefèvre, the



Pictured: A person with shopping bags.
Source: Canva.

French minister for ecological transition. Under the new rules, ultra-fast fashion will be determined by two things: the volume of clothing placed on the market and the cost of repairing garments relative to their purchase price. The amount to be paid per item will be worked out on a set scale according to how each product scores against both criteria.

Do you think the fees are a good way to help reduce waste? What impact do you think they will have?

What keeps us going when things get tough?



- Believe in ourselves.
- Never give up!
- Never stop.

Woodley Primary School

