

WOOD GREEN ACADEMY
GEOGRAPHY DEPARTMENT KS3: Year 8

UNIT TITLE: Human Geography

CURRICULUM OBJECTIVE: Explaining complex human geographical interactions and changes.

UNIT ASSESSMENT: One marked Mid – Term Unit assessment and end of unit assessment

Lesson	Learning Objectives	Lesson Content	Resources	Prior Learning and Cross Curricular learning	Notes
<p style="text-align: center;">1. Where does the world population live?</p>	<p>To be able to describe and explain global population density. To compare the factors which affect population density.</p>	<p>Admin: Recap expectations and geography rules. Complete exercise books. Course Outline to be stuck on inside front cover. Learning objectives sheet to be stuck in on first page. Thinking Starter: Describe the global population density shown on the map. Where it is sparsely or densely populated? <i>Population density is the number of people living per km squared.</i> Challenge: Can you think of any reasons for this pattern? Main 1: Teacher exposition and discussion. Students card sort locations and descriptions. Main 2: The students complete the A3 Sheet using the cards they have sorted into the correct locations. Main 3: Students describe one area from the list they have got on their A3 Plenary: Students spot the mistakes on the pairings on the Plenary slide.</p>	<ul style="list-style-type: none"> • Global Population Distribution PP • Global Human Objectives • Population Jumble Recording Sheet • World Population Density WS 	<p>Prior Learning Population density terminology. Density-measurement, densely, sparsely.</p> <p>World continents</p> <p>Cross Curricular Maths-measuring density people per km²</p>	
<p>2. What is development?</p>	<p>To be able to define and explain different measures of development. To be able to compare and evaluate the usefulness of development indicators</p>	<p>Thinking Starter: Countries can be described as being <i>developed</i> or <i>developing</i> – what does this means? What would these countries be like? Challenge: How could we measure development? Main 1: Teacher exposition and note making. Main 2: Students match up the indicators with the definitions below. CHALLENGE: Are the indicators measuring economic or social development? Main 3: Teacher leads a discussion on the development indicators. Students then Use the data table to map patterns of development around the world. Each map shows a</p>	<ul style="list-style-type: none"> • Development indicators PP • Development indicators WS • Development Top Trumps • Global development data • Map 1 • Map 2 • SEN Development indicators 	<p>Prior Learning What is economic? What is Social? World continents and regions</p> <p>Cross Curricular Maths-understanding GNP data per capita, %,</p>	<p>Teachers notes developme indicators North South divide</p>

		<p>different development indicator – <i>GNP per capita, Population increase and primary jobs</i>. Use the key on each map to colour code regions into developed or developing.</p> <p>Plenary: Which is the best indicator to measure development?</p>			
How do countries develop?	<p>To be able to describe and explain how countries develop over time. To apply understanding of Rostow’s model of growth.</p>	<p>Thinking Starter: Think about how you have developed and draw a quick timeline of 5 significant moments or stages in your life so far of how you have grown and improved. Challenge: What do you think these milestones would be for countries?</p> <p>Starter: Discussion on whether the images show a developed or developing Country? Main 1: Teacher explains Rostow’s development theory. Students for each of the following slides, choose 3 words or a picture to describe each stage. Main 2: Students watch the Rostow video clip. s Main 3: Students sort out jobs into development stages. Main 3: Students sequence development stages cards. Plenary: sStudents study the Plenary image and discuss why might Rostow’s model not work for everyone?</p>	<ul style="list-style-type: none"> • Development Theories PP • Living graph Base • Rostow descriptions WS • Rostow Living Graph Statements WS • Rostow Model 	<p>Prior Learning How to read line graphs Economic geography Employment sectors Primary, secondary, tertiary, Quaternary, Agriculture, industrial revolution</p> <p>Cross Curricular History-medieval societies, industrial revolution Maths line graphs.</p>	Rostow's Model
How developed is Kenya?	<p>To be able to use development indicators to describe and evaluate the development of a country.</p>	<p>Thinking Starter: What do you know about Kenya? Where is it found? Complete a bubble map in your books of any knowledge you may already have. Starter: How could I work out the distance Nairobi to Mount Kenya? <i>What geographical tool is shown on the map to help you?</i> Main 1: Students complete a description of the location of Kenya. Main 2: Teacher exposition. Students watch a video of Kenya.</p>	<ul style="list-style-type: none"> • Developing Country PP • Kenya Location PP WS • Kenya Report WS 	<p>Prior Learning Location of Africa Development indicators Measuring scale on maps</p> <p>Cross Curricular Maths-%, numbers. English-writing reports/letters</p>	

		<p>Main 3: Students use cards to complete a table showing the development of Kenya as opposed to other countries using development indicators.</p> <p>Plenary: Quality of work assessment</p>			
5. Developed country	To be able to use development indicators to describe and evaluate the development of a country.	<p>Thinking Starter: What do you know about Japan? Use the photos to complete a bubble map in your books of any knowledge you may already have.</p> <p>Starter: Complete the mindmap showing what Japan is like as a country.</p> <p>Main 1: Teacher exposition. Students then In pairs or small groups, read the cards and put them into a Diamond 9 formation from the most to the least important for Japan’s standard of living.</p> <p>Main 2: Teacher explains the next task - Pick one of the indicators and use graph paper to display this information as a graph.</p> <p>You will need to decide on the most appropriate. Challenge: Answer the following questions in your books in full sentences.</p> <p>Main 3: Students compare countries’ levels of development by constructing a scatter graph.</p> <p>Plenary: Which indicator do you rate as the most important? Why?</p>	<ul style="list-style-type: none"> • Developed Country PP • Japan Task WS 	<p>Prior Learning</p> <p>Location of Asia Development indicators How to construct simple bar graphs. How to construct scatter graphs</p> <p>Cross Curricular Maths-bar graphs, scatter graphs</p>	
6. What is AID	To be able to describe and explain the different types of aid. To understand the advantages and disadvantages of giving aid.	<p>Thinking Starter: Read the definition of Aid. What sort of help could be given? In what form? Have a think and ready to share your ideas.</p> <p>MAIN 1: Teacher exposition of Aid as students make selected notes.</p> <p>Main 2: Long term / short term Aid activity.</p> <p>Main 3: Class discussion on whether we should/not give Aid.</p> <p>Main 4: Students design their Aid board game e.g. snakes and ladders.</p> <p>Plenary: Play the game and record key moments – where you land and explain the pros/cons of these locations.</p>	<ul style="list-style-type: none"> • Aid PP • Development snakes and ladders • Types of Aid WS 	<p>Prior Learning Snakes and ladders game rules. Role of charities, Development indicators</p> <p>Cross Curricular Maths-use of dice Art-designing game boards.</p>	Teachers notes

7. Flexible	Flexible				
Trade	<p>To be able to describe and explain world trade.</p> <p>To be able to assess how world trade is unfair and who it benefits.</p>	<p>Thinking Starter: What could this map be showing? Why are some lines bigger than others?</p> <p>Starter: This is a <u>proportional flow line map</u>. What could this map be showing? Why are some lines bigger than others?</p> <p>Challenge: Are there any disadvantages of this presentational method?</p> <p>Main 1: Teacher exposition of global trade. The teacher introduces the Fadoul mystery. Students work out the mystery using information given them.</p> <p>Main 2: Students complete a newspaper article/a storyboard/wanted poster on the causes of death of Fadoul.</p> <p>Plenary: Students play the Only Connect game.</p>	<ul style="list-style-type: none"> • Trade Mystery PP • Background sheet • Fadoul Mystery 	<p>Prior Learning</p> <p>World map location of major continents and countries.</p> <p>Importance and use of OIL</p> <p>Cross Curricular</p> <p>Maths –flow lines</p> <p>English-newspaper report</p> <p>ICT-news webpage report</p>	Teachers notes
9. What is Fairtrade	<p>To develop an understanding of Fair trade.</p> <p>To evaluate whether Fair Trade is beneficial for farmers.</p>	<p>Starter: How can this chocolate bar help send Grace to school?</p> <p>Main 1: Teacher exposition of the location of Ghana and general farmers’ standard of life in regards to cocoa production.</p> <p>Main 2: Students work in groups to complete the task on how much their character should get from a £1 chocolate bar. Feedback and debate.</p> <p>Main 3: Students work through questions using the thinking hat concept and make notes.</p> <p>Plenary: Class discuss on how a chocolate bar can get Grace to school.</p>	<ul style="list-style-type: none"> • Fairtrade Stories WS • Fairtrade PP • Fairtrade Thinking Hats • Green Thinking Hat WS • Red Thinking Hat WS • Yellow Thinking Hat WS • White Thinking Hat WS • Blue Thinking Hat WS • Black Thinking Hat WS • 5Ws Plenary 	<p>Prior Learning</p> <p>Africa location and development status,</p> <p>Life of African farmers,</p> <p>What is involved in production of a chocolate bar?</p> <p>Cross Curricular</p> <p>Maths-%, money pence in a pound.</p>	
Spaceship earth	<p>To be able to identify and explain the problems which</p>	<p>Thinking Starter: Draw the outline of a person in your books and think about everything that you need to survive. Write it inside the outline.</p>	<ul style="list-style-type: none"> • Spaceship Lesson PP • Spaceship Earth Story • Spaceship Earth Storyboard 	<p>Prior learning</p> <p>World population number, growth, causes and effects</p>	

	inequality can cause.	<p>Challenge: Imagine those things times by 7 billion! How might what each person needs change depending on where they live?</p> <p>Starter: What is this cartoon showing? Class discussion.</p> <p>Main 1: Complete causes and effects of population growth.</p> <p>Main 2: Teacher reads the Spaceship story and students listen with their eyes shut so they can visualise the story as well. Class discussion.</p> <p>Main 3: Students think about how resources were being used on the Spaceship. Using the following pictures 'describe' what is shown and 'explain' how it will be affected by population increase. Add these ideas to your Multi-Flow Map as the EFFECTS.</p> <p>Main 4: Using what we've talked about.. Complete the storyboard for the Spaceship Earth.</p> <p>Plenary: Students share solutions to the key problem.</p>		Cross Curricular Art English Storyboard of Spaceship earth life	
Sustainable development goals	To know what the Sustainable Development Goals are and to understand why they are important.	<p>Thinking Starter: What are the biggest problems faced by people around the world today?</p> <p>Starter: There are 6 photos around the room, representing some of these problems.</p> <p>Main 1: Teachers goes through slides leading into discussions as to how we can help solve the problems cited in the starter activity. Students watch the Why Stop Halfway and Introducing Global goals video clips.</p> <p>Main 2: Students in groups work out the answers to the questions they have been given.</p> <p>Main 3: They need to agree to the answers as a group. Feedback leading into discussions.</p> <p>Plenary: In your books finish this sentence.... 'The Global Goals are important because...'</p>	<ul style="list-style-type: none"> • Sustainable Development PP • Theme Photos PP • WS SDG's Card Sort Individual PP • SDG's Factsheet • No Point Going Halfway • The World's Largest Lesson • WS Group Questions 	Prior Learning Development indicators What is the United Nations? What does sustainable development mean? Cross Curricular	Opportunity to hold a debate style lesson or complete a piece of extended writing
Flexible					
What is Urbanisation?	To understand what Urbanisation means To understand and describe	<p>Thinking Starter: Using the image, what is the meaning of urbanisation?</p> <p>Starter Challenge: How much of the world population lives in urban areas?</p>	<ul style="list-style-type: none"> • What is urbanisation PP • Describing Urbanisation WS • Urbanisation Data WS • Card Sort Push and Pull 	Prior Learning Difference between Urban/rural. How to draw and read line graphs	

	<p>urbanisation trends</p> <p>To explain causes of urbanisation</p>	<p>Main 1: Teacher leads the graph drawing activity. Students then complete questions.</p> <p>Main 2: Students describe what their graph is showing. How is the urbanisation trend of developed countries different to developing and emerging countries? Why might this be?</p> <p>Main 3: Teacher leads Push and Push factor activity. Students categorise terms into push/pull factors.</p> <p>Plenary: On a mini-whiteboard make a list of as many push factors as you can in 30 seconds</p> <p>Now make a list of as many pull factors as you can in 30 seconds</p>		<p>World continents</p> <p>Developed and developing regions and terminology.</p> <p>Push and pull factors.</p> <p>Migration</p> <p>Cross Curricular</p> <p>Maths-line graphs</p>	
<p>4. Rural – urban migration</p>	<p>To understand push and pull factors and be able to give examples</p> <p>To explain why people move to urban areas</p>	<p>Starter: What country are we talking about today? Make a list or a mind-map of everything you know about this country.</p> <p>Main 1: Teacher exposition of the location of Argentina. Student use the slide to describe the location of Argentina. Students sort cards work out why Jose moved from Patagonia to Buenos Aires.</p> <p>Main 2: Complete the write for Jose’s rural to urban migration.</p> <p>Plenary: Create a 2 sentence story that links the following three words. There is a human geography keyword, a person, and a country name.</p> <p>Try to can bring in more keywords if you can</p>	<ul style="list-style-type: none"> • Urbanisation Mystery PP • Mystery Title Resource • Statements WS • Urbanisation Mystery Statements • Urbanisation Mystery Cards 	<p>Prior learning</p> <p>Knowledge of South America</p> <p>What is urbanisation?</p> <p>Push pull factors, migration</p> <p>Cross Curricular</p> <p>English-mystery writing.</p>	
<p>15. Megacities</p>	<p>To be able to explain what a megacity is.</p> <p>To be able to describe the distribution of megacities and use appropriate</p>	<p>Thinking Starter: How big is MEGA? What is the definition of a megacity?</p> <p>Challenge: Can you think of any examples of megacities?</p> <p>Starter: Where are the World’s megacities?</p> <p>Main 1: Teacher exposition of megacities including a video clip. Using an atlas, students plot the 10 largest megacities in</p>	<ul style="list-style-type: none"> • Megacities PP • Megacity Map WS • Megacity Mao • Twig – Manila • World Lat- Long Grid 	<p>Prior Learning</p> <p>Location of world cities, knowing names of world cities.</p> <p>Latitude and Longitude</p>	

	<p>presentation techniques.</p>	<p>2015 onto your map. This will give you its latitude and longitude co-ordinates which you can add to your table</p> <p>Main 2: Students plot coordinates of megacities from the atlas. Self - assessment feedback.</p> <p>Main 3: How could you describe the distribution of the world's megacities? Write a sentence in your books. HINT: You need to use continents, countries or levels of development in your answer!</p> <p>Plenary: Class discussion What would life in a megacity be like?</p>		<p>Cross Curricular Maths-coordinates</p>	
<p>6. Megacities LIC and HIC.</p>	<p>To be able to describe the quality of life in two contrasting megacities.</p> <p>To work together in a group to collaborate and find information.</p>	<p>Thinking Starter: Dingbats! Which two megacities are we going to look at today?</p> <p>Starter: Students play the Spot the mistakes! Feedback.</p> <p>Main 1: Teacher sets the groups up and gives the instructions for the QOTD game.</p> <p>Main 2: Groups compete sensibly.</p> <p>Main 3: Teacher gives out the student sheets and discusses key questions with the class as a follow up on the answers given.</p> <p>Plenary: Imagine you are visiting either Tokyo or Cairo. Write a postcard home to describe what the city is like.</p> <p>Do you think it would be a nice place to live? What are the challenges and opportunities there?</p>	<ul style="list-style-type: none"> • Megacity QOTD PP • Megacity QOTD Info Sheets • Megacity QOTD Questions • Megacities OLD • Megacities QOTD Answers • Megacity QOTD Group WS • Megacity QOTD Individual 	<p>Prior learning Mega cities-what are they?</p> <p>Highly industrialised and Low Industrialised countries</p> <p>Cross Curricular English-writing a postcard</p>	
<p>7. Megacity Comparison</p>	<p>To be able to describe the quality of life in two contrasting megacities.</p> <p>To use evidence to be able to justify and explain an opinion.</p>	<p>Thinking Starter: Match the development indicators to one of the countries whose megacities we looked at last lesson – Tokyo in Japan or Cairo in Egypt!</p> <p>Starter: What do you think is meant by quality of life? Feedback.</p> <p>Main 1: Teacher exposition using slides.</p> <p>Main 2: In pairs, each pick either Tokyo or Cairo and write a list of factors which may negatively or positively affect the quality of life onto the planning sheet. Swap work and check which city has got more positives/negatives. Are the factors social, economic, political or environmental?</p> <p>Main 3: Use the essay structure on the board or the structure strip provided to answer the question, "Using the evidence you have just collected in your pairs and the extent-</p>	<ul style="list-style-type: none"> • Megacity Comparison PP • QoL Comparison Scaffold WS • To what extent WS 	<p>Prior Learning Development indicators</p> <p>Location of Tokyo/Cairo (Japan/Asia, Egypt/Africa)</p> <p>Quality of Life Meaning of Social, economic, environmental, Positive negative</p>	

		<p>o-metre, decide how much you agree with the statement, Tokyo has a better quality of life than Cairo.” To what extent do you agree with this statement?</p> <p>Plenary: Go back to the postcard you wrote from last lesson.</p> <p>In purple pen <u>underline</u> anything you wrote that links to quality of life in the city. Can you add any reference to quality of life to your postcard?</p>		<p>Cross Curricular English-Essay structure</p>	
<p>18. Landuses in cities</p>	<p>To be able to identify, describe and explain the pattern of land use in urban areas.</p>	<p>Thinking Starter: What land uses can you identify from the map? What might this area be like?</p> <p>Starter: Reading photos - Decide which of the following photographs each of these statements (provided) would most likely be describing.</p> <p>Main 1: Teacher exposition of the Burgess Concentric Urban Theory / Model. Students From memory and your understanding so far, complete the labels of the Land Use model onto your worksheet.</p> <p>Main 2: Students complete urban zones notes. Students watch a video clip on urban environments.</p> <p>Main 3: Teacher explains the Hoyte Urban Model. The students complete a double – Bubble map to compare and contrast them.</p> <p>Plenary: The Urban Zonovator will pick a photo of an urban zone at random – use your mini-whiteboards to show me which land use zone you think it represents!</p>	<ul style="list-style-type: none"> • Land Use in cities PP • Land Use Model Blank WS • Reading Photographs • Twig – Urban Land Use Models • Urban Zonavator PP 	<p>Prior Learning What is Urban What is rural</p> <p>Cross Curricular</p>	
<p>Formal and informal nomies</p>	<p>To understand the differences between formal and informal jobs To appreciate how quality of life is affected by the type of employment</p>	<p>Thinking Starter: What do you think is happening in the clip? (Tip- it’s only 22 seconds long so watch carefully)</p> <p>CHALLENGE: What are the similarities and differences between the workers in these photos?</p> <p>Starter: What are the similarities and differences between the jobs in these photos?</p> <p>Main 1: ss Cut out the statements and try and decide which statements could be linked to any of the 4 photos.</p> <p>What statements do you have left that can’t be linked to any of the photos?</p>	<ul style="list-style-type: none"> • Urban Economies PP • Formal Informal Jobs WS • Formal Informal people doc 	<p>Prior Learning Employment sectors- Primary, secondary, Tertiary, Quaternary</p>	<p>.)</p>

		<p>Main 2: Teacher explains formal/informal jobs. Students then In pairs/small groups you have been given a role card. Use this information to construct a one minute speech explaining your job and your daily routine.</p> <p>Plenary: Go back to your bubble map at start of the lesson.</p> <p>Use two colours to highlight your jobs. One colour for formal jobs and one for informal jobs. Try and add two more formal and informal jobs to your map and colour code these.</p>		Cross Curricular English-speech writing	
20. Shanty towns	<p>To analyse a photograph in order to ask questions and enquire about different places. To understand the challenges and opportunities of living in a shanty town such as Rocinha.</p>	<p>Thinking Starter: Study the images on the slide and decide why all of these items can be true in Shanty Towns such as Rocinha in Rio de Janeiro, Brazil. Starter: Where in the world is Rocinha? Main 1: Teacher exposition on Rocinha and discussion. Main 2: Students work on constructing a shanty house. Main 3: Teacher goes through the slides and students keep improving on their shanty house. Plenary: Write on a post it one piece of advice would you give to someone moving to a squatter settlement?</p>	<ul style="list-style-type: none"> • Shanty Towns PP • Shanty Towns Questioning WS • Thumbs • Twig – Brazil Life in a Favela Twig 	<p>Prior Learning Where is South America, Where is Brazil</p> <p>Cross Curricular</p>	
Shanty towns development	<p>To be able to make decisions and judgements as a group. To understand the players and some of the challenges involved in improving shanty towns.</p>	<p>Thinking Starter: Recap! From the photograph what challenges can you think of that people living in Shanty Towns face? Starter: Last lesson we saw that there were some challenges to living in Shanty Towns. But whose responsibility is it to fix them? Main 1: Teacher exposition on improving shanty towns. Students have been tasked with improving the shanty town of Ariba. First they need to understand the challenges its population face before you can decide how to help. Students use the points worksheet to select for ideas. Main 2: Evaluate the success of your improvements. Plenary: Only Connect activity.</p>	<ul style="list-style-type: none"> • Shanty Town Improvement PP • Improving Ariba WS • Ariba Group Planning WS 	<p>Prior Learning What is a slum/ shanty town/house, Quality of life</p> <p>Cross Curricular</p> <p>English-Evaluative writing</p>	

<p>22. Sustainable cities</p>	<p>To understand what Sustainable Development is. To recognise sustainable development in world cities To select and justify the best methods of sustainable development</p>	<p>Thinking Starter: Unscramble the words to write in your book the definition of Sustainability. Think back to the Sustainable Development Goals Sustainability is.....</p> <p>Starter: Teacher exposition on sustainable cities. Main 1: Write a geographical description for the location of Singapore. Take into consideration continent, lines of latitude, surrounding countries, and surrounding seas. Main 2: Write a letter to the mayor of London advising him on what to do to make London more sustainable. Plenary: Make a list of all the things in this photo that show sustainable development.</p> <p>Try and find ways this could be sustainable that we did not discuss in lesson.</p>	<ul style="list-style-type: none"> • How do we make a Sustainable City PP • GenderEqualityF.pdf • CityinaGardenF.docx • StrategyRecordSheets.docx • Underground DevelopmentF.docx • Urban DevelopmentF.docx • Waste ManagementF.docx 	<p>Prior Learning What does sustainable mean? Location of Asia Cross Curricular English-writing letters</p>	
<p>23. Revision and review</p>	<p>To be able to revise work covered in this unit</p>	<p>Students use their notes to develop revision resources of their choice</p>	<p>A3 Sheets A4 Sheets</p>		
<p>24. Assessment</p>	<p>To be able to complete the assessment to the best of their ability</p>	<p>Students complete the assessment</p>	<ul style="list-style-type: none"> • Assessment paper 		