

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 9 – Term 1/Unit 1 Africa

Intent – Rationale

Africa is a most geographically diverse continent. Our world contains staggering inequalities and our intent in this unit is to raise awareness of difference and levels of development. Through exploring students' existing imagination and perceptions of Africa, we aim to and build upon them to gain a sense of what it is like to live in Africa in comparison with the UK. We also consider how poor management has led to environmental challenges for coral reefs, wildlife conservation and desertification.

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| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
| <ul style="list-style-type: none"> • Latitude and longitude (Y7) • Google Earth – locating and exploring places (Y7) | <ul style="list-style-type: none"> • GCSE The Development Gap • GCSE Nigeria – Case study of a newly emerging economy that has experienced rapid economic growth leading to significant social, environmental and cultural changes • GCSE consequences of uneven development – migration • GCSE Hot deserts – challenges and opportunities • GCSE Hot deserts – causes of desertification and strategies to reduce desertification |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> • History – the Slave Trade and colonialism | <ul style="list-style-type: none"> • SP2 – fascination and enjoyment in learning about the world • C2 – cultural awareness • CB4 – a) communication – role play discussion • CB4 – i) Encouraging creativity – rhino rap! |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |

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| <ul style="list-style-type: none"> • Out of Africa – Karen Blixen • Americanah – Chimamanda Ngozi Adiche • The Butterfly Lion – Michael Morpurgo <p>FROM THE LIBRARY</p> <p><i>Going Solo</i>; Roald Dahl -Bio</p> <p><i>My Story</i>-Desert Danger-Bio</p> <p><i>Exploration of Africa</i>-916</p> <p><i>Crisis in Central Africa</i>-967</p> <p><i>Africa</i>-916</p> | <p>Lesson 2 – latitude and longitude plotting locations on grids</p> <p>Lesson 3 – ranking, shading and comparing HDI values on choropleth map of Africa</p> <p>Lesson 9 – drawing a line graph to show rhino poaching in South Africa and extrapolation/interpolation skills</p> <p>Lesson 9 – calculating percentage change of rhino poached</p> |
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Geography Scheme of Learning Year 9 – Term 1 Africa

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Our perception of the continent of Africa may differ from the reality

Physical and human features of tourist attractions in Africa

Range of ways of measuring levels of development (development indicators)

Factors that affect levels of development in African countries

Health care challenges facing Uganda

Causes, impacts and strategies to manage desertification

How rhinos are threatened in Africa

Apply

Knowledge of development indicators to compare countries' levels of development

Knowledge of latitude and longitude to locate tourist locations

Discuss historical, economic and geographical reasons why some countries in Africa may struggle to develop

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Apply knowledge of social and economic sustainability to justify which health care scheme is most appropriate for Uganda
 Apply knowledge of human and physical factors to explain why desertification is occurring in the Sahel

Extend

Evaluate development indicators and explain how they are appropriate/useful
 Assess the role of colonialism in affecting the 'Development Gap'
 Evaluate strategies that reduce desertification in the Sahel
 Assess to what extent human factors have a role in coral bleaching
 Evaluate and justify choice of strategy to reduce rhino poaching

| What subject specific language will be used and developed in this topic? | What opportunities are available for assessing the progress of students? |
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| stereotype, colonialism, cash crop, commodities, development gap, life expectancy, GDP per capita, infant mortality rate, literacy rate, Human Development Index, choropleth mapping, conflict, corruption, desertification, over-grazing, deforestation, irrigation, soil degradation, soil erosion, polyps, salinity, zooxanthellae, coral bleaching, poaching, translocation, keratin, interpolate, extrapolate | Assessment will take 3 main forms: <ol style="list-style-type: none"> 1. In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc. 2. For homeworks-tasks that require students to research new knowledge (e.g. a research the issue of conflict minerals/ answer questions using BBC Bitesize) or apply existing knowledge to extended answers. Eg. Explain how desertification can have impacts upon the economy and society of a region you have studied. (6 marks) 3. Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests eg. Explain how desertification can have impacts upon the economy and society of a region you have studied. (6 marks) |

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| | Key word meaning and spelling tests are included as part of the focus on building a knowledge bank of geographical vocabulary. |
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Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| 1) Perceptions of Africa | To question our perceptions of Africa as a continent. | To evaluate our perceptions of Africa and consider to what extent they are representative | Powerpoint 1 African word association task Africa or not images? Video clip showing images of Band Aid 'Feed the World' https://www.youtube.com/watch?v=bjQzJAKxTrE Geog. 1 4 th edition, pages 102-103 questions 7,8, |
| 2) Measuring and mapping development | To understand the ways that levels of development can be measured (GDP per person), adult literacy, % of people with access to safe water, number | To interpret a choropleth map and compare African countries to suggest why they have contrasting levels of development | Powerpoint 2 Geog. 3 4 th Edition questions pages 70-71 |

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| | of doctors, infant mortality rates life expectancy, HDI (Human Development Index) | | Table to complete which compares UK development indicators with countries in Africa Choropleth map description and explanation (ask SL) Possible Homework task: Gapminder sheet – looking at relationship between life expectancy and wealth History of Africa and colonialism – Geog. 1 4 th edition. Page 105. Q 4,5,6,7 |
| 3) Physical characteristics of African tourist attractions | To identify key physical features on a map of Africa | To apply knowledge of latitude and longitude from an atlas to locate countries, cities and attractions in Africa | Powerpoint 3 Geog. 1 4 th edition pages 112-113. Memory game – Q10 |
| 4) The development gap | To list reasons why countries in Africa may be poor (historical, geographical, health and education, conflict and corruption, few exports, lack of industry) | To be able to explain/present ideas about why countries in Africa may struggle to develop | Powerpoint 4 Clip on colonialism and scramble for Africa https://www.youtube.com/watch?time_continue=393&v=LbT44HwzNrI Reasons for the development gap – Geog. 1 4 th edition pages 76-79 Colonialism in Africa. Geog. 1 4 th edition page 105 Either 'Teach me, tell me more task on the Development Gap' or Role Play activity with a BBC Journalist and expert discussing reasons for the development gap. |

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| 5) Sustainable levels of development in Uganda | To understand some of the development challenges facing the country of Uganda | To decide and justify which health programme is the most sustainable for Uganda | Powerpoint 5 Health care issues in Uganda youtu.be/z7LJ5YnTMGw Teach it Geog – Sustainable Development in Uganda and factsheet 34269 |
| 6) Causes and consequences of desertification in Africa | To be able to define and describe desertification | To explain why desertification occurs by referring to both human and physical factors | Powerpoint 6 Geog.3 4 th edition. Pages 34-35. Q1-5 CLIPS www.youtube.com/watch?v=gRJBuM7qjQ0# https://www.youtube.com/watch?v=Neav1i16ml https://www.youtube.com/watch?v=WwhAdu0m61k Worksheet and flow chart to complete. Explain how desertification can have impacts upon the economy and society of a region you have studied. (6 marks) |
| 7) Coral reefs in Kenya | To be able to describe the distribution of coral reefs on a global scale and explain their formation | To be able to assess the threats facing coral reefs | Powerpoint 7 https://www.youtube.com/watch?v=EO_Zc5XH6e0 https://www.youtube.com/watch?v=eNqbSi_6KdA |

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| | | | <p>https://www.youtube.com/watch?v=RDck9SgdEZY - from 34.10</p> <p>Role play discussion – conservationists and government minister in Kenya about the threats facing coral</p> <p>Worksheet – importance of coral reefs</p> |
| 8) Wildlife Crime in Africa – Rhino poaching | To produce a line graph and describe how the number of poached rhino has changed over time in South Africa | To extrapolate and interpolate from the graph the number of rhino poached in South Africa | <p>Powerpoint 8/9– wildlife crime lesson 1</p> <p>Rhino task worksheet</p> <p>Line drawing task and questions</p> |
| 9) White rhino under threat | To be able to explain why the white rhino is under threat in Africa | To be able to propose solutions to the issue of rhino hunting in Africa | <p>Powerpoint 8/9 – Wildlife crime lesson 2</p> <p>Knowledge of rhino challenge grid</p> <p>Poem – status quo of the rhino</p> <p>Homework – in groups write a ‘rhino rap!’</p> <p>Clip – translocation of rhino</p> <p>https://www.youtube.com/watch?v=z dP-m2h53G8</p> |
| 10) Strategies to reduce rhino poaching | To be able to suggest strategies to reduce rhino poaching in Africa | To discuss advantages and disadvantages of strategies to reduce rhino poaching and justify choice of strategy | <p>Powerpoint 10– Wildlife crime 3.</p> <p>Newspaper article and questions ‘Rhino poaching another year, another grim record.’</p> <p>Clips:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=vAqU4y1ZO1U • https://www.worldwildlife.org/stories/wwf-develops-a-new- |

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| | | | <p>technology-to-stop-poachers-in-their-tracks</p> <ul style="list-style-type: none">• http://www.bbc.co.uk/news/science-environment-35769413• (from 1 minute in) <p>Decision-making grid – solving rhino poaching justification</p> |
| End of topic test | | | Data response, multiple choice and short and extended answers |