

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Geography Scheme of Learning Year 9 – Term 2/Unit 2 Africa

### Intent – Rationale

Studying Africa is important in our globalised world where the movement of people has led to UK classrooms becoming ethnically and culturally diverse. Our intent in this unit is for students to better understand their connections with Africa. We consider how the mining of cobalt for mobile phone production links us to the Democratic Republic of the Congo and how uneven development can lead to migration to Europe. Focussing on the Horn of Africa we consider both environmental and human challenges the continent faces.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>• <b>Google Earth – locating and exploring places (Y7)</b></li> </ul>	<ul style="list-style-type: none"> <li>• GCSE Nigeria – Case study of a newly emerging economy that has experienced rapid economic growth leading to significant social, environmental and cultural changes</li> <li>• GCSE consequences of uneven development – migration</li> <li>•</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<p><b>History – legacy of colonialism</b></p>	<ul style="list-style-type: none"> <li>• SP2 – enjoyment and fascination about Africa</li> <li>• M1 – recognise difference between right and wrong (piracy issue/exploitation in DRC)</li> <li>• C2 – cultural awareness – link to migration</li> <li>• BV4 – mutual respect and BV5 tolerance of others – migration issue</li> <li>• GB4 – communication – role play discussion of stakeholders in Tenerife – lesson 4</li> <li>• CB4 – IT skills (Google maps) – lesson 8</li> <li>•</li> </ul>
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"> <li>• Out of Africa – Karen Blixen</li> <li>• Americanah – Chimamanda Ngozi Adiche</li> </ul> <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><i>Trekking in the Congo Rainforest</i>-916</p>	<ul style="list-style-type: none"> <li>• Lesson 5 – reading bar chart data for comparison of migrant numbers</li> <li>• Lesson 6 Calculating and comparing population densities in the Horn of Africa countries</li> <li>• Lesson 9 – drawing a time line</li> </ul>

## Geography Scheme of Learning Year 9 – Term 2 Africa

### Intent – Concepts

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

#### Know

Cobalt is a mineral used in mobile phone production

Cobalt is mined in the Democratic Republic of the Congo

Migration from Africa involves push and pull factors to and from a range of locations

The challenges/risks faced by migrants leaving Africa

The Horn of Africa comprises four countries – Somalia, Eritrea, Djibouti and Ethiopia

Physical features and environments in the Horn of Africa

The challenges faced living in the Danakli Depression, the hottest place on earth

Where and why piracy takes place along the African coastline

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## Apply

Knowledge of mining in the Democratic Republic of the Congo to understand the social and economic impacts  
 Knowledge of migration from Africa to empathise with migrants and be aware of the challenging conditions they face

## Extend

To evaluate solutions to the issue of mining cobalt in the Democratic Republic of the Congo  
 To offer solutions to the challenges faced in managing migration to Europe and to recognise viewpoints of stakeholders  
 To evaluate solutions to the issues of piracy off the Somalia coastline

What subject specific language will be used and developed in this topic?	
<p>Conflict minerals, exploitation, refugee, migrant, push/pull factor, xenophobia, landlocked, economic exclusion zone, hijack, ransom, mineral, nomad, conflict, plateau, civil war, terrorism,</p>	<p>Assessment will take 3 main forms:</p> <ul style="list-style-type: none"> <li>• In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc.</li> <li>• For homework - 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. Prevention or cure? In your opinion what is the most effective strategy for reducing piracy in the Gulf of Aden?</li> <li>• Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests</li> </ul> <p>Key word meaning and spelling tests are included as part of the focus on building a knowledge bank of geographical vocabulary.</p>

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1) Exploitation in the Democratic Republic of the Congo 1	To be able to understand how mobile phones link us to Africa	To empathise with cobalt miners in the DRC and explain the social, economic and environmental impacts of cobalt mining.	Powerpoint 1/2. Consider powerpoint statements to make the link between people in the UK and miners in the DRC Clips: <a href="https://www.youtube.com/watch?v=JcJ8me22NVs">https://www.youtube.com/watch?v=JcJ8me22NVs</a> <a href="https://www.youtube.com/watch?v=T__azqvPKI">https://www.youtube.com/watch?v=T__azqvPKI</a> <a href="https://www.youtube.com/watch?v=gKogKRRh15w">https://www.youtube.com/watch?v=gKogKRRh15w</a> Homework: What is your mobile phone made of?
2)Exploitation in the Democratic Republic of the Congo 2	To evaluate solutions to the issue of cobalt mining in the DRC	To independently research the issue of cobalt mining in the DRC and produce a report	Powerpoint 1/2 Table to complete with solutions to cobalt mining. Students write a report on cobalt mining in the DRC
3) Who was the man who fell to earth?	To describe how and why a 'man fell to earth.'	To interpret statements from 'mystery cards' to explain in detail why the 'man fell to earth' with reference to push and pull factors	Powerpoint – Man who fell to earth Mystery cards <a href="https://www.bbc.co.uk/news/magazine-25576086">https://www.bbc.co.uk/news/magazine-25576086</a> <a href="https://www.theguardian.com/uk/2013/apr/25/man-street-stowaway-fell-plane">https://www.theguardian.com/uk/2013/apr/25/man-street-stowaway-fell-plane</a>

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			<p><a href="https://www.theguardian.com/world/2015/jun/19/stowaway-death-jose-matada-british-airways-heathrow">https://www.theguardian.com/world/2015/jun/19/stowaway-death-jose-matada-british-airways-heathrow</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/news/magazine-25576086">https://www.bbc.co.uk/news/magazine-25576086</a></li> <li>• <a href="https://www.bbc.co.uk/sounds/play/p01nrhl8">https://www.bbc.co.uk/sounds/play/p01nrhl8</a></li> </ul> <p>Labelling and annotation of map showing source and destination of migrant</p>
4) Migration to Tenerife	To be able to explain the reasons for migrants arriving in Tenerife from Africa	To articulate the views of: <ol style="list-style-type: none"> <li>1. One of the migrants on the boat</li> <li>2. A first-time holiday maker on the beach, who was shocked by what was happening</li> <li>3. A resident of Tenerife, now very familiar with the sight of migrant boats.</li> <li>4. Investigative journalist – examining the issue and relaying this situation back to the world</li> </ol>	Powerpoint Migration to Tenerife. Red Cross article Role play discussion of issues
5) Migration to Europe from North Africa	To describe the push and pull factors affecting the decision to migrate to Europe from North Africa	To interpret data on a bar chart and assess solutions to the issue of migration from North Africa	Powerpoint – Migration from Africa Geog.3 4 <sup>th</sup> edition. Pages 80-81 Q1-4  Video clip questions

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			<ul style="list-style-type: none"> <li>• Why do migrants make this dangerous journey?</li> <li>• Where do migrants travel from?</li> <li>• What problems/challenges do migrants face on their journey?</li> </ul> <p><a href="http://www.bbc.co.uk/newsround/33833558">http://www.bbc.co.uk/newsround/33833558</a>  <a href="https://www.bbc.co.uk/news/resources/idt-sh/migrants_in_the_mediterranean">https://www.bbc.co.uk/news/resources/idt-sh/migrants_in_the_mediterranean</a>            Flow line map data sheet</p>
6) Introduction to the Horn of Africa	To be able to locate countries within the Horn of Africa and compare populations of these countries with the UK	To calculate and compare the population densities of the four countries in the Horn of Africa	Powerpoint Horn of Africa 1 Geog. 1 4 <sup>th</sup> Edition. Pages 118-119. Questions 2,3,4,5
7) Horn of Africa 2	To develop knowledge about the physical geography of the Horn of Africa using Google Maps. Include: <ul style="list-style-type: none"> <li>• Lake Tana</li> <li>• Danakil Depression</li> <li>• Dallol Volcano</li> <li>• Erta Ale</li> </ul>	To independently research places within the Horn of Africa located using Google maps and produce a promotional tourism poster outlining the attractions for visitors	Geog. 1 4 <sup>th</sup> Edition. Pages 120-121 Answer questions 1 – 8 Produce a persuasive poster advertising tourism in Ethiopia to visitors. Choose at least two one of the areas above that you would most like to visit. Research your areas online and using the textbook page 120. <a href="https://www.youtube.com/watch?v=UoKc35AQ5pl">https://www.youtube.com/watch?v=UoKc35AQ5pl</a> = Dallol Volcano <a href="https://www.dailymotion.com/video/x5af4kg">https://www.dailymotion.com/video/x5af4kg</a> = ERTA ALE

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<p>8) Horn of Africa 3: Danakli Depression</p>	<p>To describe the challenges of living and working in the Danakli Depression.</p> <ul style="list-style-type: none"> <li>• How you can get there</li> <li>• Challenges faced by people and animals</li> <li>• What do people do there?</li> <li>• Physical features of this hostile region</li> </ul>	<p>To compare the lives of a nomad and a salt miner in the Horn of Africa</p>	<p>Powerpoint Horn of Africa 2 Video question sheet Answer video questions from 'The Hottest place on Earth.'</p> <p>Geog. 1 4<sup>th</sup> edition. Pages 126-129. Use ideas from the textbooks to produce spider diagrams comparing lives of a salt miner and a nomad</p>
<p>9) Causes of piracy in Somalia</p>	<p>To know what piracy is and where it takes place</p>	<p>To be able to explain who the stakeholders are in the piracy issue and how pirates make money</p>	<p>Powerpoint 9-11 Piracy Homework: BBC Bitesize questions about piracy on the seas</p>
<p>10) Impact of piracy in Somalia</p>	<p>To be able to explain the causes of piracy in the Gulf of Aden using the example of Captain Phillips (2009)</p>	<p>To assess the social, economic and environmental effects of piracy and how it can affect us in the UK</p>	<p>Powerpoint 9-11 Piracy <a href="https://www.youtube.com/watch?v=YNCaGpPgEU">https://www.youtube.com/watch?v=YNCaGpPgEU</a> <a href="https://www.youtube.com/watch?v=RiAPU3pZID0">https://www.youtube.com/watch?v=RiAPU3pZID0</a> <a href="https://www.youtube.com/watch?v=dZh0B8AYxac&amp;safe=active">https://www.youtube.com/watch?v=dZh0B8AYxac&amp;safe=active</a> – 'how pirates make money' and question sheet</p> <p>Draw a timeline to show incidents of piracy off the Horn of Africa (Geog. 1 4<sup>th</sup> edition pages 130-131)</p>

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<p>11)) Solutions to the issue of piracy</p>	<p>To understand how piracy affects us and what can be done to prevent it</p>	<p>To recognise that piracy is an organised and complicated business.</p>	<p>Powerpoint 9-11 Piracy            Simon Reeves documentary – Somalia section  <a href="http://www.bbc.co.uk/news/av/world-africa-17914920/face-to-face-with-a-somali-pirate">http://www.bbc.co.uk/news/av/world-africa-17914920/face-to-face-with-a-somali-pirate</a>  <a href="http://www.bbc.co.uk/news/av/world-africa-34105277/changing-times-in-somalias-pirate-village">http://www.bbc.co.uk/news/av/world-africa-34105277/changing-times-in-somalias-pirate-village</a>            BBC NEWS ARTICLE – Somalia warns of return to piracy  <b>TASK:</b> Write a brief summary of how piracy is being tackled and what still needs to be done. Add your own ideas. Prevention or cure??</p>
<p>End of unit assessment</p>			<p>Students to produce a newspaper article which discusses the causes and impacts and possible solutions to the issue of piracy in Somalia</p>