

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 9 – Term 1/Unit 1 Africa – opportunities and challenges

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 and desertification.

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
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	<p><u>SMSC</u></p> <p><u>Spiritual development 2</u> – enjoyment and fascination in learning about themselves, others, and those around them</p> <p><u>Cultural development 2</u> – an understanding and appreciation of the range of different cultures within school and further afield as an essential element of preparation for life in modern Britain</p> <p><u>Careers:</u></p> <p>Gatsby Benchmark GB4 a) communication – role play discussion and CB4 – i) Encouraging creativity – rhino rap!</p>

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What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<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>

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?
<p style="text-align: center;"><u>Know</u></p> <p>Our perception of the continent of Africa may differ from the reality</p> <p>Physical and human features of tourist attractions in Africa</p> <p>Range of ways of measuring levels of development (development indicators)</p> <p>Factors that affect levels of development in African countries</p> <p>Health care challenges facing Uganda</p> <p>Causes, impacts and strategies to manage desertification</p> <p>How rhinos are threatened in Africa</p> <p style="text-align: center;"><u>Apply</u></p> <p>Knowledge of development indicators to compare countries' levels of development</p>

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Knowledge of latitude and longitude to locate tourist locations
 Discuss historical, economic and geographical reasons why some countries in Africa may struggle to develop
 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?
stereotype, colonialism, cash crop, commodities, development gap, life expectancy, GDP per capita, infant mortality rate, literacy rate, Human Development Index, choropleth mapping, conflict, corruption, polyps, salinity, zooxanthellae, coral bleaching, poaching, translocation, keratin, interpolate, extrapolate Command word: Justify	Assessment will take 3 main forms: <ol style="list-style-type: none"> 1. In starters, plenaries and during the lessons – formative assessment and retrieval practice 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. 3. Summative assessments: multiple-choice, one mark answers, extended answers in test or exam conditions as end-of-unit tests eg. Eg. Justify your choice of a health care programme for Uganda (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
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 of doctors, infant mortality rates life expectancy, HDI (Human Development Index)	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 Table to complete which compares UK development indicators with countries in Africa Homework - choropleth map description and explanation (ask SL)

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			Possible extension task: Gapminder sheet – looking at relationship between life expectancy and wealth
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.
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

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			Assessed extended writing justifying a health care programme
6/7) 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	<p>Powerpoint 7 https://www.youtube.com/watch?v=EO_Zc5XH6e0 https://www.youtube.com/watch?v=eNqbSi_6KdA 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 ‘Save the coral’ poster</p>
OPTIONAL LESSONS -TIME PERMITTING			
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>

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			https://www.youtube.com/watch?v=zdP-m2h53G8
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. 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-technology-to-stop-poachers-in-their-tracks • 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