



Geography Year 8 – Terms 5 and 6 - Africa: A single story?

This unit looks at the diverse continent of Africa. Students begin by analysis their misconceptions about Africa and if they have fallen victim to a ‘Single Story’ of Africa. Students study how the climate and biomes of Africa affect population distribution. They look in detail at the increasing movement of people moving from the countryside into the cities, with a specific focus on Ethiopia and Nigeria. They evaluate the opportunities and challenges created by the rapid growth in population and urbanisation and look to the future to evaluate what sort of role if Africa might play on the Global stage. This unit builds on knowledge gained particularly in the ‘Globalisation and me’ unit in Year 7 and the ‘Sustainable Living’ unit in Term 2, Year 8. It feeds forward to year 9 studies on changing populations as students will understand the push and pull factors behind settlement and migration.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc.)	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Homework/Literacy Map</u>
Lesson 1: KG – Explain what Africa is like.	This lesson recaps on previous knowledge on the continents and looks at how Africa fits in with this. The lesson feeds on from Year 7 ‘map skills’ and ‘shaping the land’, Year 8 ‘weather and climate’ in looking at the characteristics of Africa. The lesson feeds forward to the next where students look at the difficulties facing Africa. Some of which are caused by Africa’s Geography.	Students place Africa as one of the 7 continents and gain an understanding into the diversity in Africa.	Diversity Economy Disposable Income	Homework: To be set on a weekly basis. From the vocabulary identified for retrieval in the next lesson. Homework set on the last lesson of the week, using vocab from that lesson in preparation for retrieval in the first lesson of the next week.
Lesson 2: KG – Describe the challenges and opportunities facing Africa.	Students identify some to the main challenges of poverty and resources. Feeds on from the Year 8 ‘Weather and Climate’ unit as some of Africa’s challenges are due to its climate and lack of rain.	Students place some of the various African landmarks on an outline map of Africa. Students practice using	Diversity	Daily Retrieval: Diversity Economy Disposable Income

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	<p>Feeds forward to the next lesson as it explains where the resources are found. It feeds forward to GCSE paper 2 Economic Development.</p>	coordinates to find places on a map.		
<p>Lesson 3: KG Describe The physical landscape of Africa.</p>	<p>This lesson looks at mountains, deserts and rivers. It builds on Year 7 'landscape' units and Year 8 'climate'. Feeds on from Year 8 lessons on ecosystems. It feeds forward to GCSE Paper 1 and 2. Tectonics and Economic Development.</p>	Students recap ideas from previous units on tectonics and rivers and apply them to the continent of Africa.	Tectonic plate River Basin	Daily Retrieval: Diversity
<p>Lesson 4: KG Describe the issue surrounding Natural resources in Africa.</p>	<p>This lesson looks at the variety of resource found in Africa and how they could be exploited. Feeds on from Year 7 lessons on emerging economies as an increasing number of African countries are Newly Emerging Economies. It feeds forward to the next lesson as it explains why European countries were interested in colonising Africa. It feeds forward to .GCSE Paper 2 – Resources section.</p>	Students look at the distribution of natural resources in Africa. They then examine the effect this uneven distribution has on the wealth of African nations.	Resources	Daily Retrieval: Tectonic plate River Basin
<p>Lesson 5: KG Explain how Africa's past has shaped its present.</p>	<p>This lesson explains how the slave trade has had a lasting impact on the development in some African countries. Feeds on from Year 7 lessons on emerging economies and Year 8 history lessons on the Slave Trade. Feeds forward to the next lesson as students gather the facts for the assessment. It feeds forward to GCSE Paper 2 – Sections A and B</p>	Students examine the history of the slave trade in Africa.	Slave trade Colonialism Imperialist	Daily Retrieval: Resources

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Lesson 6: Evaluate the legacy of colonialism	Students write a GCSE style exam answer. They learn how to plan and write like a geographer. Feeds on from previous assessment lessons helping students to write like a geographer. Feeds forward future assessment lessons and to GCSE Paper 2.	Students look at the legacy of colonialism in Africa and use it to answer an essay style exam question. Marked work.	Legacy	Daily Retrieval: Slave trade Colonialism Imperialist
Lesson 7: KG – Explain where people live in Africa.	In this lesson students look at population distribution and density. Feeds on from Year 7 lessons which looked at population distribution. Feeds forward to the next lesson looking at wealth. It feeds forward to GCSE Paper 2 – Sections A and B	Students look at rural to urban migration in Africa and some of the push and pull factors associated with this.	Population Distribution Density Subsistence farmers Informal work	Daily Retrieval: Legacy
Lesson 7: KG Describe How developed African countries are.	This lesson looks at the GNI of different African nations. Feeds on from Year 7 emerging economies looking at ‘Low and High Income Countries’. Feeds forward to the GCSE units on Paper 2 – Challenges of economic development	Students compare African countries Life expectancy with Income. They use TEA to analyse graphs. They then look at a variety of opinions on wealth in Africa	Pattern Distribution GNI Life Expectancy	Daily Retrieval: Population Distribution Density Subsistence farmers Informal work
Lesson 8: KG Explain the distribution of climate and biomes in Africa.	This lesson builds on knowledge gained in the yr 8 weather and climates unit. It looks at the biomes found in Africa. Feeds on form Year 8 ‘weather and climate’. Feeds forward to the next lesson which studies the Sahara Desert in more detail. It also feeds forward to GCSE Paper 1 – The Living World	Students examine the variety of biomes found in Africa and link these to Global Atmospheric Circulation.	Biome Savannah Trade winds Migrate	Daily Retrieval: Pattern Distribution GNI Life Expectancy
Lesson 9: KG Describe the features of the Sahara Desert.	Students study the conditions in the Sahara and the challenges this presents to Humans, Animals and plants. Feeds on from Year 8 ‘weather and climate’. Feeds forward to the next lesson looking at the future of the Sahel. It also feeds forward to GCSE	Students look at the countries covered by the Sahara desert. Examine its climate and the difficulties of travelling through it. Knowledge / skills test – A01/A04 Marked work	Terrain Sparsely Populated	Daily Retrieval: Biome Savannah Trade winds Migrate

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	Paper 1 – The Living World, environments and Hot Deserts.			
Lesson 10: KG Evaluate the future of the Sahel.	This lesson looks at how countries can cooperate for the greater good. Feeds on from Year 8 'sustainable living' as it looks at how we can use the planets resources sustainably. It feeds forward to the next lesson as it helps to explain rural – urban migration. GCSE Paper 1 – The Living World, environments and Hot Deserts.	Students examine the process of desertification in the Sahel. They examine the Green Wall project and evaluate whether or not they think it will be successful.	Desertification	Daily Retrieval: Terrain Sparsely Populated
Lesson 11: KG Discuss the challenges and opportunities of population change in Africa.	This lesson looks at how desertification is leading to migration and discontent in Africa. Feeds on from the Year 7 and 8 'Human' units on emerging economies and sustainable living. Feeds forward to the next lesson as it starts to outline the challenges and opportunities the accompany urbanisation. GCSE Paper 2 – Urban issues.	Students look at population distribution in Africa and look at how it is changing. They explore some of the challenges and opportunities this presents.	Population Pyramid	Daily Retrieval: Desertification
Lesson 12: KG Discuss the challenges and opportunities of urbanisation in Africa.	This lesson looks at the push and pull factors behind rural – urban migration. Feeds on from previous units on emerging economies. Feeds forward to the next lesson as it outlines some of the issues that China will be able to help with. GCSE Paper 2 – Urban issues.	Students examine the scale of rural – urban migration in Africa. They look at the situation in Ethiopia as a Case Study.	Urban Rural	Daily Retrieval: Population Pyramid
Lesson 13: KG To what extent does China want to help develop Africa?	This lesson examines the impact that a foreign nation can have if it chooses to invest in Africa.	Students examine trading links between Africa and China and consider different	Economist Trade	Daily Retrieval: Urban Rural

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	<p>Feeds on from previous units on emerging economies and previous lessons which, outlined the challenges and opportunities in Africa. It feeds forward to the next sequence of lessons, which look at how Nigeria benefits from the input of foreign nations.</p> <p>GCSE Paper 2 – The Economic World</p>	<p>viewpoints to identify reasons for this trade.</p> <p>To what extent does China want to help Africa develop?</p>		
<p>Lesson 14: KG Describe the physical landscapes of Nigeria.</p>	<p>This lesson looks at how the climate and landscape affects Nigeria’s population distribution and economic outcomes.</p> <p>Feeds on from previous lessons that examine the biomes of Africa.</p> <p>Feeds forward to the next sequence of lessons that focus specifically on Nigeria.</p> <p>GCSE Paper 1 – Living in the Physical World</p>	<p>Students examine the physical landscapes of Nigeria, looking at the four biomes in Nigeria.</p>	<p>Hydroelectric power</p>	<p>Daily Retrieval: Economist Trade</p>
<p>Lesson 15: KG Describe the people and cultures in Nigeria.</p>	<p>This lessons looks at the rich culture of Nigeria, specifically music, film and literature.</p> <p>Feeds on from the previous lesson on population distribution in Nigeria.</p> <p>Feeds forward to the next lesson, which looks at the challenges created by large population.</p> <p>GCSE Paper 2 – The Economic World a Newly Emerging Economy.</p>	<p>Students look at Nigeria’s population and famous Nigerians.</p>	<p>Political Nollywood</p>	<p>Daily Retrieval: Hydroelectric power</p>
<p>Lesson 16: KG Outline the opportunities in Nigeria</p>	<p>This lesson looks at the opportunities in Nigeria for its growing population.</p> <p>Feeds on from lessons in Year 8 ‘emerging economies’ and previous lesson in this unit regarding the potential of a youthful population.</p> <p>Feeds forward to the next lesson looking at challenges.</p> <p>GCSE Paper 2 – The Economic World a Newly Emerging Economy</p>	<p>Students examine the changes in Nigeria over the last 30 years and the opportunities available to the people.</p>	<p>Telecommunications Secondary data</p>	<p>Daily Retrieval: Political Nollywood</p>

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Lesson 17: KG Outline the challenges facing Nigeria.	This lesson looks at the social, economic, environmental and political problems faced in Nigeria. Feeds on from Year 8 lessons on emerging economies. Feeds forward to the next lesson looking at how foreign business can provide employment for Nigerians. GCSE Paper 2 – The Economic World a Newly Emerging Economy.	Students examine how not everyone has benefitted from Nigeria’s economic growth. Skills test – 232 – 233 Heading towards Geography	Corrupt	Daily Retrieval: Telecommunications Secondary data
Lesson 18: KG – Discuss the helpfulness of TNC’s to Nigeria.	This lesson examines how big business / brands can locate their factories in Nigeria and how it affects the economy. Feeds on from previous lessons looking at the opportunities and challenges of a growing population. Feeds forward to the next Year 9 unit on the Changing Populations, which looks at megacities. GCSE Paper 2 – The Economic World a Newly Emerging Economy	Students examine the positive and negatives that TNC’s like Shell and Unilever bring to Nigeria.	Trans-National Corporations	Daily Retrieval: Corrupt
Lesson 19 KG – Describe what Lagos is like.	This lesson looks at the location of Lagos, and how it has become a megacity. Feeds on from previous lessons on population distribution and issues of poverty. Feeds forward to the next Year 9 unit on Changing Populations, which includes urbanisation and mega cities. GCSE Paper 2 – Urban Issues, Mega city	Students locate Lagos and discuss why it is growing so fast.	Push factors	Daily Retrieval: Trans-National Corporations
Lesson 20 KG – Explain the growth of squatter settlements in Lagos	This lesson examines the conditions that poor people in Lagos live in. It examines resilience and enterprise in Lagos. Feeds on from Year 8 ‘emerging economies’ and previous lessons on population distribution.	Students look at what it is like to live in Lagos. They look at issues around sanitation and water supply.	Sanitation	Daily Retrieval: Push factors

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	<p>Feeds forward to lessons on Changing Populations in Year 9.</p> <p>GCSE Paper 2 – Urban Issues, Mega city.</p>			
<p>Lesson 21: KG – Discuss the success of urban planning in Lagos.</p>	<p>This lesson looks at innovation in Lagos in finding solutions to urban problems.</p> <p>Feeds on from the Year 8 ‘emerging economies’ lessons and previous lessons in this unit looking at the challenges of urban growth.</p> <p>Feeds forward to the next unit on Changing Populations, which will look at other slum areas in Rio and Mumbai.</p> <p>GCSE Paper 2 – Urban Issues, Mega city</p>	<p>Students look at how urban planning can improve life in Lagos.</p>	<p>Urban planning</p>	<p>Daily Retrieval: Sanitation</p>

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