

Lesson	Learning Objectives - The pupils should learn:	Lesson Content (Students to..)	Possible Resources
<p>1. What and where is Africa? Africa is not a country!</p>	<ul style="list-style-type: none"> <li>To have a knowledge of global features. Eg, oceans, continents and key countries, in particular in the context of where Africa is located</li> <li>Interpreting satellite images and other pictures</li> <li>Understanding ranking</li> <li>Interpreting bar charts</li> <li>Deciding how to present data</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Starter: ppt intro, Africa; work through clues – which place in the world?</li> <li>Study satellite image of Africa (can copy from p. 100 New Geog. 1); interpretation questions (see ppt).</li> <li>Re-cap continents. Students identify Africa on world map (journal). How could we remember how to identify it? Shape!</li> <li>Use copies of p. 102-103 New Geog. 1 to work through activities in pairs / as a class; focus in particular on the skills opposite and use the opportunities to review population density and how it's calculated. Compare Africa to other continents, in terms of area and population size. Teacher-guided self-assessment of activities.</li> <li>Analyse photographs. Address possible misconceptions and stereotypical views.</li> <li>Homework – definitions homework sheet – asked to pre-research the words for next lesson about Africa's history.</li> </ul>	<p>New Geog.1 p.102-103 (copies of) Colour copies of p. 100 Ppt intro. Africa</p>
<p>2. What do we know about Africa's history? Possibly more than one lesson – words are quite challenging</p>	<ul style="list-style-type: none"> <li>Chronologically sequence events</li> <li>Teamwork to understanding the meaning of the main key words</li> <li>Uses geographical terms in the appropriate context:             <ul style="list-style-type: none"> <li>Ancient civilisation</li> <li>Origin</li> <li>Empire</li> <li>Slavery</li> <li>Trade</li> </ul> </li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Starter: recap of last lesson e.g. true false based on map journal.</li> <li>Pupils into groups (similar ability); discuss the words they researched for homework; each group given a key word (give lower ability the easier words) to use textbook resources to find out about; re-group so that each group has someone with each key word; teacher each other the new words.</li> </ul>	<p>New Geog.1 p.104-105 Each group to be given a copy of the relevant part of the textbook for their key word too Ppt Africa history History sequencing activity</p>

	<ul style="list-style-type: none"> <li>• Exploited</li> <li>• Colonised</li> <li>• Independent</li> </ul>	<ul style="list-style-type: none"> <li>• Use ppt slide to practice use of key words (sentences, each with a word).</li> <li>• Read textbook; Africa card sequencing activity to chronologically sequence events.</li> <li>• Discuss why Africa is important to human civilisation, and how homo-sapiens emerged and spread around the world; consider its recent history – impact of exploitation, in particular how Europeans carved up Africa (textbook and ppt)</li> <li>• Key words head and tails definition matching activity.</li> <li>• Written answers (see ppt for possible questions) to reinforce understanding; teacher-guided self-assessment.</li> </ul>	<p>Key words heads and tails definitions</p>
<p>3. What is Africa like today?</p>	<ul style="list-style-type: none"> <li>• To be able to extract information from a range of sources e.g. books, short facts and images</li> <li>• To differentiate between human and physical features</li> <li>• Uses geographical terms in the appropriate context</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Starter: activity to reinforce understanding of the key words learnt last lesson.</li> <li>• Pupils are given an A3 sheet of questions to answer (differentiated, as there are hot challenges included); they move around the room and use the sources to answer these.             <ul style="list-style-type: none"> <li>• Review discussion to include geographical information, such as population, population structure, languages, employment, natural wealth.</li> </ul> </li> <li>• Homework. Pupils given differentiated task sheets to produce a title page, using their factiles as the information sources to complete these. Higher ability have hot challenges, which include reference to the issues surrounding a youthful population and understanding that Africa is a varied continent. This is teacher-assessed against objectives.</li> </ul>	<p>A3 factfile sheets                  Various facts to display around the room and other sources e.g. copies of pages from children’s Africa books                  Differentiated (mild and medium) homework task sheets to produce a title page                  Differentiated objectives for teacher marking of homework</p> <p>New Geog.1 p.106-107</p>

<p>6. What are Africa's main physical features?</p>	<ul style="list-style-type: none"> <li>• Can describe locations, both physical and human and recall facts about places</li> <li>• What's the best way to learn? Focus on a section at a time, rather than learning all at once!</li> <li>• Developing-Higher map skills including understanding relief on a map</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Ppt starter slide odd one out to review the difference between physical and human geography and introduce today's theme</li> <li>• Maps from memory task in groups to produce a map of the main physical feature; class review, including a discussion of how they learnt the features</li> <li>• Label own map by using textbook copy and a list of physical features.</li> <li>• Annotate their map with answers to textbook activities.</li> <li>• Teacher-guided self assessment.</li> <li>• Homework – revise for a test?</li> </ul>	<p>New Geog.1 p.112-113  <a href="#">Ppt Africa's physical geography</a>                  Maps from memory resources: 1 A3 colour simple map of physical features, plus blank maps for each group  <a href="#">Colour copies of p. 112</a>                  Blank maps for pupils to use (provide one which already has e.g. main rivers drawn on)  <a href="#">List of physical features they must label on their maps</a>                  Copies of p. 113 for activities</p>
<p>7. What are Africa's main human features?</p>	<ul style="list-style-type: none"> <li>• Can describe locations, both physical and human and recall facts about places</li> <li>• Map skills – interpreting an atlas map (copy from p.108 textbook), describing location with compass directions, labelling a map correctly</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Starter: Africa crossword to review key words and facts learnt so far; may need the first letters of each word; set challenge questions for higher.</li> <li>• Ppt Africa's countries – what's the difference between the 2 lists? Countries and cities.</li> <li>• Pupils label their own maps (differentiated – give the lower ability the first letters of each country).</li> </ul>	<p><a href="#">New Geog. 1 p. 108-109</a>                  Africa cross word                  Copies of p. 108  <a href="#">Differentiated maps for labelling countries (lower ability have the first letters; both maps already identify</a></p>

	<ul style="list-style-type: none"> <li>• Correct spelling of country and city names; use of a capital letter for proper nouns</li> <li>• Higher map skill – inter-relating physical and human maps</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils write an imaginary journey around Africa’s countries and cities (starter sentences), to use compass directions; higher ability also refer to physical features from their previous map.</li> <li>• Teacher-guided peer assessment, with a focus on spellings and correct use of compass directions.</li> </ul>	<p>which countries and cities to label)</p>
<p>5. How is Africa’s population distributed?</p>	<ul style="list-style-type: none"> <li>• Can describe locations, both physical and human and recall facts about places</li> <li>• Interpreting a choropleth map; describing the population distribution shown by annotating a map</li> <li>• Higher map skill – interpreting human and physical maps to explain distributions</li> <li>• Uses geographical terms in the appropriate context</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Ppt Africa’s pop. distribution to review key words: population, population density, population distribution, sparsely populated, densely populated.</li> <li>• In pairs, pupils use the cards to annotate their choropleth map with descriptions; higher ability to use blank cards to devise their own descriptions; higher to try and explain distributions with reference to previous physical maps (e.g. much of north Africa is sparsely populated due to Sahara Desert – not enough water to survive); review answers to ensure cards are correctly place.</li> <li>• Pupils annotate their previous human map with annotations to describe distribution; higher ability to use another colour to explain.</li> <li>• Review by getting pupils to verbally complete sentences e.g. “My map shows an uneven population distribution because...also...in the south...in the north east etc</li> <li>• Could also assess this work in the form of a test.</li> </ul>	<p>New Geog.1 p.110-111  <a href="#">Ppt Africa’s pop. distribution</a>            Colour copies of choropleth map from p. 110  <a href="#">Population distribution description cards</a></p>
<p>7. What biomes exist in Africa? What causes</p>	<ul style="list-style-type: none"> <li>• Interpreting images and textbook information to describe biome characteristics</li> <li>• Simple categorisation of features (vegetation, animals and climate)</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Define the term biome. Identify different biome types.</li> <li>• Use the textbook (colour copies)</li> <li>• Identify the characteristics of each biome by reading through the book.</li> </ul>	<p>New Geog.1 p.114-115 – colour copies            Colour copies of the biome map from the textbook (small)</p>

<p>desertification and how does it impact on people and the environment? 2-3 lessons</p>	<ul style="list-style-type: none"> <li>• Describing characteristics by annotating a map</li> <li>• Being able to incorporate relevant research into classwork</li> <li>• Higher – understanding the concept of interdependence between biome components</li> <li>• Interactions between human activity and the environment (desertification)</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs pupils use sheets (characteristics of biomes) to sort them into each of the 4 biomes; higher ability can categorise into vegetation, climate and animals too.</li> <li>• As a class, start to annotate one biome’s characteristics around the map; pupils will then work on their own (see differentiated objectives sheets for what to include)             <ul style="list-style-type: none"> <li>• Homework – find out additional research about the characteristics of one biome; higher ability could refer to human activity in that biome</li> </ul> </li> </ul> <p>Next lesson, review learning so far:</p> <ul style="list-style-type: none"> <li>• Compare biomes map to population density map. Identify patterns, and begin to suggest reasons for them.</li> <li>• Higher ability can be given discussion questions to prompt ideas about interdependence; some of these answers can be incorporated into their lesson work.</li> <li>• Complete their annotated biomes map (see objectives), including making appropriate <b>use</b> of relevant research and not just sticking it in.</li> <li>• Also make use of pages in Geog 2 textbook for the causes and impacts of desertification; must have a flow diagram (or other) of notes for this.</li> </ul>	<p>research on one biome Differentiated objectives sheets for teacher marking Higher ability medium and mild discussion questions sheets Geog. 2 textbooks for desertification</p>
<p>8. Mathematical skills 1 and ½ lessons</p>	<ul style="list-style-type: none"> <li>• Maths skills: reading out numbers correctly, rounding, discussing which technique is best to present data; drawing an interpreting proportional bars; calculating averages (focus mostly on the mean), drawing and interpreting line graphs</li> </ul>	<p>DETAILED LESSON PLAN AVAILABLE (called lesson plan country sizes)</p> <p>Part of another lesson can be used to review the concept of proportional bars, why they are more useful than bar charts when trying to identify a pattern, and also the calculation of averages (also refer to mode and median). Make sure pupils</p>	<p>Differentiated sheets (country populations) Part-completed proportional bar maps of country sizes Ppt Africa’s population and ppt.</p>

	<ul style="list-style-type: none"> <li>Identifying a pattern from a map of proportional bars</li> </ul>	<p>know to measure the bars with a ruler and then compare against the scale.                  Homework – differentiated tasks sheets for drawing a line graph of population growth of Lagos, Nigeria (lower ability to be given a part-completed template too); these can be teacher-guided peer assessed against answers which the teacher has drawn.</p> <p>Dominoes activity also available to review all Africa learning, matching key terms and definitions / facts</p>	<p>Africa’s population 2 for follow-up                  Differentiated line graph homework sheets                  Graph paper / part completed templates for lower ability                  Copies of teacher answers of the graph                  Dominies review</p>
<p>9. What are the characteristics of renewable and non-renewable resources?</p>	<ul style="list-style-type: none"> <li>Categorising resources into renewable and non-renewable</li> <li>Higher - Understanding the interaction between the physical and human environments (human activity results in non-renewable resources running out</li> </ul>	<p>CONTEXT: MAKE A LINK BETWEEN AFRICA HAVING NATURAL RESOURCES (SEE FACTFILE) AND THIS RESOURCES SUB-TOPIC.</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Use ppt renewable and non-renewable energy, Connections p. 56-57 and energy resources worksheet (latter is differentiated: mild can do activity 2 from the book on the reverse of the sheet and higher ability can use the textbook to write a discussion of why we are making less use of non-renewable resources. Teacher-guided self assessment of answers; give higher ability the opportunity to read their answer out.</li> <li>Homework – pupils have 2 weeks to use BBC Bitesize (or another resource) to produce a story board about the formation of oil or coal, as an example of a non-renewable energy resource).</li> </ul>	<p>Connections p. 56-57                  Ppt renewable and non-renewable energy resources                  Energy resources worksheet</p> <p>Alternatively, many teachers have their own energy resources to use throughout this unit</p>

<p>10. What are the characteristics of a non-renewable resource? How do non-renewables impact upon the environment?</p>	<ul style="list-style-type: none"> <li>Interpreting a range of different sources, including pie charts (higher ability can compare pie charts)</li> </ul>	<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Stater: review renewable and non-renewable resources by pairs identifying resources on sheet 4.8a; then discuss the differences between them (see previous sheet).</li> <li>See slide 1 ppt. non renewables to interpret pie chart of energy resources – what do we use more of? Why?</li> <li>Use p. 68-69 Geog. 2 books to review the concept of non-renewables and how the latter are formed.</li> <li>Use p. 60 Connections to explain how coal use used to bring electricity to our homes, but it has a negative impact on the environment.</li> <li>Summarise learning on non-renewable resources sheet.</li> <li>Mild can so sheet 4.4 to reinforce learning; medium / hot can prepare a short speech (see ppt instructions) on the impacts of non-renewables; hot challenge is to also compare pie charts of our changing use of energy resources.</li> <li>Teacher-guided self assessment.</li> </ul>	<p>Sheet 4.8 a (not electronic)                  Sheet 4.4 (lower ability only)                  Geog. 2 textbooks                  Connections textbooks                  Non-renewable resource sheet</p>
<p>11. What are the characteristics of a renewable energy resource – solar? How much potential is</p>	<ul style="list-style-type: none"> <li>Interpreting a choropleth map to show solar energy</li> <li>Interpreting survey results from a table</li> </ul>	<ul style="list-style-type: none"> <li>Use Geog. P. 82 – 85 to discuss solar and its potential, with a focus on interpretation of the solar map; solar worksheet too.</li> <li>Teacher-guided self assessment of solar sheet.</li> <li>Review activity of energy sub-unit e.g. true false.</li> </ul>	<p>Geog. 2 p. 82-85                  Solar resources worksheet</p>

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