Lesson	Learning Objectives - The pupils should learn:	Differentiation linked to assessment grid	Suggested teaching and learning activities	Possible Resources
1.	**What is Asia like?** • To understand that Asia is one of the world's continents. • To describe Asia's uniqueness as a continent using sources; geographical facts, perhaps in comparison to other continents. • To establish perceptions of Asia and question whether these may change over the course of the unit.	Places, Describing Places, Maps, Using sources, (G1-5)	• Mind map prior knowledge; existing perceptions. • Re-cap continents; Asia's place in the world. • Use a variety of sources to develop knowledge of the continent. • Students to create a detailed mind map in their exercise book from what they have learnt.	Youtube clips, Photos, Atlases, Hodder p.182-183
2.	**Where is Asia?** • To understand the location of Asia in the world. • To identify and develop knowledge of the features of Asia; countries and bodies of water.	Places, Describing Places, Maps, Using sources, (G1-5)	• Re-cap: How do we describe location? Geographical skills. • Maps from memory activity. • Mapping activity – countries and bodies of water. What makes a good map? • Asian countries – true or false plenary.	Youtube clips, Atlases, Hodder p.182-183
3.	**What are India's physical features?** • To use maps and photographs to describe and explain physical patterns across Asia. • To identify key physical features and their location within Asia.	Places, Describing Places, Maps, Using sources, Key words (G1-5)	• Re-cap: What is physical geography? • Photos – How do we describe physical geography? Use contrasting images. • Mapping activity – physical features. • How does India rely on the monsoon climate? Activities from p184-185 of Hodder.	Photos, Youtube clips, Atlases, Hodder p.182-185.
4.	**How has India's population grown?** • To investigate how India's population has changed over time. • To compare this change to other countries. • To suggest reasons for the patterns identified.	Places, Key words, Processes, Using sources, Statistics, Graphs (G1-5)	• Think-Pair-Share: What is population and how does it change? • Graph activity – give data, and get them to draw a line graph showing population change of India, China, and the UK. • Students to describe the trends, and suggest reasons for them. • Plenary – What will future trends be and why?	Up to date population data, Graph paper, Doddle slides – line graphs.
5.	**What factors affect population growth?**	Geographical key words, Processes,	• Re-cap: Population key words match up.	Up to date population data, Youtube clips,

	• To understand key processes shaping population dynamics. • To explain the differences in population growth between LICs and HICs. • To understand the global population explosion in the last century and question potential future trends.	Opinions, People and their places, Statistics, Patterns (G1-5)	• Calculate natural changes of a variety of countries using up to date data for BR and DR. • Categorise countries into HIC, NEE, and LIC. • Get them to describe patterns, and suggest reasons for them. • Show world population line graph. Who has been the driving force behind the population explosion – HICs or NEE/LICs? • Plenary – What will future trends be and why?	Doddle slides – world population. Hans Rosling BBC documentary – *The truth about population.*
6.	**What is rural-urban migration?** • To know the meaning of key words associated with rural-urban migration. • To understand the push–pull model of rural-urban migration and apply it to Mumbai, India.	Geographical key words, Processes, Opinions, People and their places, (G1-5)	• Photo starter – 2 contrasting rural poor/urban rich images (rural india / urban Mumbai). Which would you rather live and why? • Maps from memory – Push and pull factors diagram. • Students to write a detailed account, from the point of view of girl living in a rural village, why she may hope to move and live in Mumbai. • Plenary – Is there a guarantee that life will get better if you move? What may happen in the cities?	Photographs, Push/Pull diagram
7.	**What is urbanisation?** • To understand the processes of urbanisation and why it occurs. • To describe how global patterns of urbanisation are changing. • To consider the problems caused by urbanisation.	Geographical key words, Processes, People and the environment, Impact, Theory, Graphs, Statistics (G1-5)	• Show video clip to introduce urbanisation concept. • Write down key definitions (e.g. megacity), and explain what urbanisation is. • Mapping activity – changing patterns of urbanisation 1900-2030 (see page 154-155 of Hodder) / or could do proportional bars. • Describe the changing patterns. • Plenary – Discuss how this links to the work we have done on population change?	Video clip, Hodder pages 154-155
8.	**How is urbanisation changing lives in India? Pt. 1** • To understand the opportunities and challenges of life in India. • To know what a squatter settlement is.	People and the environment, Geographical key words, Using sources, Impact,	• Show table of population figures for Bangalore (taken from page 193 of Hodder). Think-Pair-Share: What impact could all these extra people have in the city?	Video clips, Photos, Hodder p.192-195,

	• To categorise opportunities and challenges; social, economic and environmental.	Opinions (G1-5)	• Explore the reality of life in squatter settlements using a variety of sources, including video clip. *Could introduce the Dharavi slum in Mumbai.* • Identify the various opportunities and challenges (could use the sources/activities on page 192-195 of Hodder). • Plenary – 5 mins in pairs; come up with two solutions to help those living in squatter settlements.	
9.	**How is urbanisation changing lives in India? Pt. 2** • To understand how life can be improved in a squatter settlement in India. • To consider different projects and assess their effectiveness (decision making).	People and the environment, Geographical key words, Using sources, Impact, Opinions (G1-5)	• Re-cap: Give some impacts of urbanisation; get them to categorise into social, economic, and environmental. • Provide a number of different projects/solutions to improve the quality of life in India's squatter settlements. • Students work in groups to assess the effectiveness of them (could do a simple table to rate them on social, economic, environmental aspects). • Choose the 'best' solution; share this with the class (mini-presentation). • Plenary – Discuss the process of decision making; WWW and EBI.	Video clips, Photos, Hodder p.192-195, Project information (aim for 4 or 5 examples), 'Assess' table to rate project/solution.
10.	**Mid Unit assessment** Summative assessment; content covered thus far – *questions using own knowledge and sources.*	G1-G5 questions	• Students to use the sources to complete a series of questions. • Mark scheme and grade boundaries provided.	Assessments, Source sheet
11.	**What are China's physical geographical features?** • To use maps and photographs to describe and explain physical features of China. • To identify key physical features and their location within China.	Places, Describing Places, Maps, Using sources, Geographical Key words, Patterns (G1-5)	• Starter: China facts starter – where am I? Discuss – where are these 'facts' from? Do they surprise us? Which fact made you guess China? • Locate in atlas; each give a fact about location; share facts to describe location in small groups and review what makes a good description of location.	Atlases, Photographs, Blank map sheets

			• Differentiated activity sheets, producing an annotated map to describe and explain China's physical geography. • Plenary: Odd one out, with explanations. Would it largely be a challenging place to live or not? Why?	
12.	**How has China's population structure changed over time?** • To understand what a population pyramid is. • To compare the population structure of China over time. • To suggest reasons for the changes.	Geographical Key words, Processes, Using sources, Graphs, Patterns, (G1-5)	• Think-Pair-Share: What does population structure mean? • Explain what a population pyramid is; get them to sketch one and label key features. • How do we 'compare'? Success criteria? • Give sheet with three population pyramids for China over the last 100 years, up to present (populationpyramids.net). • Question sheet – focused questions allowing comparison to occur; including suggesting reasons for the changes. • Plenary – From what we already know about India's population, how different would its population pyramid be to China? Reveal to review if students were correct.	Youtube clip, China population pyramid sheet, Question sheet
13.	**How did China try to manage its population? Was it successful?** • To understand what the one-child policy was. • To understand its effect on population structure. • To evaluate its success, and suggest reasons why it was withdrawn.	Impact, People and the environment, People and their places, Opinions (G1-5)	• Prior knowledge check – How did China try to manage its population? What do they already know about the OCP? • Show clip about the one-child policy to outline its main aim, and why it was controversial. • Give out news article about it being stopped by the government; students to identify some reasons why. • Show current population pyramid. Introduce the idea of an ageing population, its problems and link to reasons for withdrawal of the policy. • Students to assess effectiveness (score out of 10), and write a brief evaluation (good points, bad points, overall…) • Plenary – Why might Japan need a 3 child policy? Show clip about Japan's shrinking population.	Youtube clip, Suitable news article

14.	**Is China helping to create an interdependent world?** • To identify the reasons for China's economic growth. • To consider the purpose of China's new Belt and Road project.	Geographical Key words, People and their places, Using sources, Statistics, (G1-5)	• Think-Pair-Share: What does interdependent mean? • Who are the BRICs? • Diamond Rank – Reasons for China's economic growth (see Hodder p 196 - 197) • Get them to calculate % increase in energy consumption (data on the page). • Show clip about the Belt and Road project. • Discuss – Is China helping to create an interdependent world, or stimulate its own economy?	Hodder p.196-197.
15.	**How is Asia developing into the most important global economic region?** • To understand the growing world importance of China. • To appreciate the shift in world trade.	Geographical Key words, People and their places, Diagrams, Using sources, Statistics, (G1-5)	• Starter – show Article A on page 198 of Hodder. Get them to answer question 1a-c. • Re-cap: What is trade? Define key terms. • Show clip to emphasise the importance of China to world economy. • Complete remaining activities on page 199. • Plenary - Discuss future trends. Is the balance of world trade moving east?	Hodder p.198-199 Video clip
16.	**Does China want to help Africa develop?** • To understand the trading links between Africa and China. • To consider different viewpoints to identify reasons for this trade.	Geographical Key words, People and their places, Using sources, Opinions, Graphs Statistics, (G1-5)	• Re-cap: Key words to do with trade. • Use a graph of China's trade with Africa (Hodder p.238). Get them to describe the change over time. • Show clip to recent news article highlighting China's investment in Africa. Consider the benefits of this to both countries. • Complete remaining activities on page 239. • Plenary – Plenary – 100 word answer to the lesson question.	Hodder p.238-239 Video clip
17.	**What environmental problems are there in Beijing?** • To describe and explain the environmental problems found in Beijing. • To consider different solutions and assess their effectiveness (decision making).	People and the environment, Impact, Opinions, Using sources (G1-5)	• Starter – PowerPoint what's in the can? Fresh air – discuss article/newsclip. • Why does Beijing have these problems? See p. 40-41 (new Geog textbook) – measure size of the city. How work out population density? • Read p. 40 and see images. Summarise Beijing in a 15 minute paragraph, comparing it to Liverpool,	News article/clip, New Geog textbook (China section),

			• include references to size and explanations of environmental problems. • Advise on a better city location using maps in the textbook – explain decision. • Plenary – teach each other the answer to the lesson question.	
18.	**Comparing Asia and Africa 1** • To understand geographical similarities and differences between Asia and Africa. • To choose a country from each continent, and collect data (quantitative and qualitative) to allow for comparison.	Collecting information, Statistics, Describing places, Using sources (G1-5)	• Book an ICT room. • Starter – what is qualitative and quantitative data? How do we compare places? • Get them to choose one Asian and one African country to focus on. • Give a list of geographical aspects (human and physical) for them to find information about on the internet (a partially completed T table). • Consider how each type of data gives insight into people's the lived experience of that place. *Why do both types of data need to be used to understand places fully?* • Students should prepare for a group presentation (to an agreed success criteria) next lesson.	ICT room
19.	**Comparing Asia and Africa 2** • To complete group presentations to present findings – *How are the countries similar and different?* • To peer assess presentations.	Geographical key words, Opinions, People and their places, GIS, Using sources (G1-5)	• Students present their findings in group to the class. *How are the countries similar and different?* Get them to focus on the skill of effective comparison. • Peer assessed by the other groups; they score against the agreed criteria. • Reward winning group.	Sugar paper, colours
20.	**Revision lesson** • To complete a revision clock activity.		• Revision clock activity done individually and timed, or with teacher support. • Give revision clock. Each 3 min block has a question to be answered. Students use their notes to complete – could be accompanied by a 2 min teacher reveal to ensure students have the correct information.	Revision clock sheet

| 21. | **Assessment (Summative)** | G1-G5 questions | • Full lesson to complete (50 marks).
 • Mark scheme and grade boundaries available. | |