

Subject	Geography	Year Group	7	Sequence No.	4	Topic	What is Africa really like?
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Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>When the following terms first appear in this SoL quick recap of the following terms LIC, NEE, Urban, Rural, and HIC-what are the geography terms for?</p> <p>Links to the previous topic 'What issues is our world facing?' e.g. issues surrounding water scarcity. Assessment includes questions from the previous Y7 topics including maps and world issues.</p> <p>The end of topic test asks question that tests the understanding of the Africa topic but also includes questions on map skills (topic 2) what is geography? (topic 1) and our world (topic 3)</p> <p>In each of the lessons there is chance for retrieval as we often make synoptic links between the topic. We also incorporate quizzes into the lessons to retrieve prior knowledge,</p>	<p>Africa's location & climate</p> <p>When teaching about the introduction to Africa and where Africa is, we address some common mistakes e.g. 'Africa is a country'. We study Africa and make it clear it is a continent and also map Africa's location in the world.</p> <p>Misconceptions about Africa</p> <p>When teaching about the misconceptions of Africa we make links to what we see/hear in the media about Africa. We use the 1984 Band Aid song 'Do they know it's Christmas?' to address some of these misconceptions, for example, 'All of Africa is poor', we discuss that there are countries within Africa that are developing and are emerging economies. We also address the common misconception that the climate of African countries is hot and dry, we also explain that there are countries with tropical rainforest.</p> <p>Issues facing the Horn of Africa</p> <p><u>Drought</u> is a period when an area lacks water, which can last months or even years. Generally this is because of a reduction in the amount of precipitation. The Horn of Africa has had no rain for almost two years. This has resulted in up to 12 million people being at risk of famine, this is four times the population of the whole of Wales. Some people have walked for over 20 days to get to refugee camps in order to get food and water. Drought has many impacts, these include:</p> <ul style="list-style-type: none"> • People starving because they cannot grow their crops. • Lack of clean drinking water -> • Cattle dying because there is no grass for them to graze. • Increase in diseases and illnesses, such as pneumonia and diarrhoea. • Poor food security – leading to starvation and eventually death <p>Using technology to help Africa countries to develop</p> <ul style="list-style-type: none"> • Kenya's mobile phone industry is booming. • More than 13 million Kenyans own mobile phones, compare to 20,000 in October 2000 (<i>about 26%</i>). • Predicted to have 20 million people owning phones in the next 3 years (<i>about 41%</i>). <i>Population of Kenya is approximately 48.5 million</i> <p>More developed cities in Africa</p>	<p>Through this topic students will address many common misconceptions people have towards the content of Africa as well as opening their minds to places and issues they may never had considered before. They will do this through the following activities:</p> <ul style="list-style-type: none"> • When learning about issues in Africa, such as poverty, we also discuss strategies to reduce poverty and how other countries can help and support those suffering, as well as what individuals can do to support (e.g. donation to charities). • Students focus on the African countries of Lesotho, Democratic Republic of Congo, Nigeria, Sierra Leone and Kenya. Students study each of the countries and using the factual information can infer what it is like for the people living there. • After studying about the impacts that drought can have on countries and the people within them, the students have the opportunity to pretend that Ban Ki-moon, the General Secretary of the United Nations wants them to create a drought survival pack for the people of the refugee camps. This enables students to see what inequalities exist within African countries but then also learn strategies how to reduce these inequalities and support people living in drought stricken countries. • Students get to pretend that they are a Masai cattle herder with a herd of 12 Zebu cattle and evaluate whether the use of technology would help cattle herders. This will help them to evaluate the use of technology in helping African countries to develop • Case study of Johannesburg is used. Students are able to use the city case study to explain why it is not surprising

	<ul style="list-style-type: none"> Development indicators allow us to assess how developed a country is. They look at GDP which is Gross Domestic Product is the total of all of the value added created in an economy. Human development index (HDI) measures 3 indicators, GDP, life expectancy and literacy rate/schooling years, this then gives a country a score between 0 and 1 so that levels of development can be compared. HDI is a more accurate measure of development as it takes into account 3 indicators and mixes social and economic indicators. Infant mortality rate which is the number of children that die before the age of one, a usual inquisitive question students ask at this time is 'why do they continue to have babies if they are poor', at this point it is important to be respectful and to explain the reasons (lack of contraception, way of life/culture – used to having large families, infant mortality rate – sad fact that some women have more children in the hope that more survive after their 1st birthday, to work for the family, lack of career prospects for women). <p>Squatter settlements and self-help schemes</p> <ul style="list-style-type: none"> A squatter settlement is housing that is illegal that has been built by using scrap materials, usually built on undesirable land and resided in by some of the city's poorest residents. They are also known as slums, favelas, shanty towns. Kibera in Kenya, Largest slum in Kenya, 60% of the people that live in Nairobi live in slums, Between 800,000 and 1 million people live in Kibera, 255 ha (around the size of 255 football pitches), Extremely high population density, 1 meter of floor space per person, There are around 100,000 orphans – this is due in part to the AIDS epidemic in Kibera. It is also important to balance the negatives of slum life with some positives. Explore ideas that there is a good community spirit within the slums, people can work in the informal economy, often the conditions in the slums provide a better standard of living than living in rural parts of developing countries. <p>Ecosystems in Africa</p> <ul style="list-style-type: none"> An ecosystem is a community of living organisms (plants and animals) and non-living things sharing an environment. A biome is a very large ecosystem, in a specific geographical area e.g. Tropical Rainforest. To address the misconception that Africa is all hot and dry, explore the tropical climate of Uganda. Uganda's climate is tropical. This means it is generally rainy (particularly during the months of March to May, September to November), while the remaining months (December to February, June to August) are Uganda's two dry seasons. Concept of relief rainfall. This is where air is forced to rise as it hits a mountain, not due to evaporation! Why it rains a lot along the equator. The air moves north/south over where it sinks. This air is dry and so no condensation can form and so there is no rain. 	<p>that a more developed city exists within the continent of Africa, addressing the previously mentioned misconception that 'all of Africa is poor'.</p> <ul style="list-style-type: none"> Students explore and evaluate ways to help improve the lives of people living in squatter settlements. They evaluate the options of self help schemes as well as rehousing schemes and consider which is the best option for all stakeholders. Whilst exploring the different biomes, ecosystems and climates of Africa, students learn about a number of different countries including Uganda and Nigeria. Students consider how lives may be different in these countries.
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