

## Learning Programme Year 2 Geography Module 2 Africa updated 2018

Topic/ Content	Objectives/Skills Module 2 Africa	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
Lesson 1	Introduction to Africa true or false statements testing perceptions of Africa. Literacy skills using anagrams for countries. Match the capital to the country	Answer the questions on Africa marked on 65	Peer assessed in class next lesson	Developing will achieve under 40 showing a limited understanding of the continent of Africa. Secure between 40 – 55 showing some knowledge and understanding. Excellent will demonstrate a sound understanding of Africa 55+	Research into the Geography of Africa
Lesson 2	Mark the questions on Africa 65  The Physical landscape of Africa Name Oceans, seas, lakes and rivers. Islands, lines of latitude, most southerly point  Map 2 Mountains climate / vegetation zones	Have a go at the Quiz on Africa and print screen your score.  Design a poster showing the amazing physical landscapes of Africa 10 different landscapes and a caption to say where it is and an interesting fact to go with it.	Teacher assessed	Developing will produce maps with some inaccuracies. Secure will produce an accurate map, with lines of latitude and longitude. Excellence will produce a detailed map, with a variety of physical features.	<a href="http://www.lizardpoint.com/fun/geoquiz/africaquiz.html">http://www.lizardpoint.com/fun/geoquiz/africaquiz.html</a> Quiz on Africa – 54 questions Print screen with your score and stick into your book.
Lesson 3	Political map of Africa  Use Paint to Locate some selected countries onto a map of Africa (8)  Choose two other countries in Africa and locate them onto the map.	For 1 of the 2 countries you chose, design a fact file on this country – 10 interesting things with pictures to illustrate. Could include flag, currency, language – find out the words for hello, thank you, yes, no and goodbye. Highest point, population, area, famous buildings or landmarks or people, types of vegetation, animals, exports, climate etc	Teacher assessed	Developing will produce maps with some inaccuracies. Secure will produce an accurate map, with lines of latitude and longitude. Excellence will produce a detailed map, with a variety of human features.	Improve IT skills / graphical skills to present information. Use Paint tool
Lesson 4-5	Climate of Africa Draw climate graphs on excel and do a comparison between Manchester and Cape Town South Africa		Teacher assessed	Developing will create a climate graph and describe differences between hemisphere's. Secure will create labelled climate graphs and make comparisons. Excellence will be able to explain why the climate graphs are different.	Describe the difference, give figures to back your point and then quantify the difference.

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Lesson 6	Climate of Africa Draw climate graphs for 4 places in Africa and locate them onto the map of Africa Work out the total ppt, season of max ppt, annual temperature range Describe the climate for each location.	Describe the patterns of rainfall vary across Africa and within each area.		<b>Developing</b> - you will be able to draw the climate graphs and locate them onto the map. <b>Secure</b> - as above and be able to describe the climate pattern using the temperature and ppt figures. <b>Excellent</b> - as above and attempt to explain why the climate is like it is.	
Lesson 7	Vegetation of Africa - show how the vegetation is adapted to the climate seen in the 4 climate graphs - Desert, Rainforest, Savannah and Mediterranean	Complete the poster and print it out		<b>Developing</b> - you will be able to describe at least one characteristic of the four vegetation types. <b>Secure</b> - Describe the characteristics of the vegetation in more detail. <b>Excellent</b> - Be able to show how the characteristics are linked to the climate in each area.	
Optional Lesson	Desert Survival To know the difference between hot and cold deserts To understand what a desert climate it like throughout the day To consider how a human can best survive in the desert.	Complete a poster about the 5 essential items for surviving in a desert.		Developing will be able to describe some of the characteristics of the desert climate Secure will be able to use their knowledge of the desert climate to make decisions about how to survive a crash landing. Excellence will make logical decisions about how to survive a crash landing in a desert, and the essential equipment to avoid dehydration.	
Lesson 8	Perceptions of life in Africa – how do we know what life is like in the countries of Africa? Look at 18 photographs and say if they are in Africa or not - give reasons for each one	Make a list of things / words you associate with Africa. Separate them into 2 groups Positive / good things and Negative / bad things. Explain where you get your perceptions from about what life is like in Africa		Developing will know some of the myths and perceptions of Africa Secure will know why some of these myths and perceptions can be inaccurate Excellence will correctly explain how perceptions are created and know the truth about the normal myths people hold about Africa.	Look for at least 30 words associated with Africa
Lesson 9	Misconceptions of Africa How is Africa seen by the media in more developed countries? Write a passage to show how life in Africa is depicted by the BBC.	Use the list of words to do a Wordle word cloud on Africa  Research the good news article and outline what it shows.	Peer assessed	Developing will know some of the myths and perceptions of Africa Secure will know why some of these myths and perceptions can be inaccurate Excellence will correctly explain how perceptions are created and know the truth about the normal myths people hold about Africa.	<a href="https://wordart.com/">https://wordart.com/</a> <a href="https://www.wordclouds.com/">https://www.wordclouds.com/</a> <a href="http://news.bbc.co.uk/1/hi/world/africa/7921641.stm">http://news.bbc.co.uk/1/hi/world/africa/7921641.stm</a> Good news story from

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					Nigeria
Lesson 10	The problem of desertification in Africa. What are the main causes? Climate change and human causes			Developing will be able to describe what desertification is and some of the causes Secure will locate the Sahel, and know some of the human and physical causes of desertification Excellence will know how human and physical causes interlink to create desertification and being to think of how it can be reduced.	Research into the causes of desertification in Africa
Lesson 11	How farmers in Africa are reversing desertification in the Sahel region The Green wall of Africa Magic stones Demi lunes and Zia planting pits Solar cookers	Write a short account of how farmers are trying to reverse desertification in Africa	Peer assessed	<b>Developing</b> - you will be able to describe at least one method used to slow down desertification. <b>Secure</b> - Describe the characteristics of two methods used to slow down desertification. <b>Excellent</b> - Be able to show three methods used to slow down desertification.	
Lesson 12	What events have shaped the history of South Africa? Draw an annotated timeline of the 10 most important events in South African history.	Find pictures to illustrate the events on the timeline. Print out the poster.  Revise for end of module test	Teacher assessed		
Lesson 13	End of module test to assess learning in the module		End of Module test on: Physical landscapes, climate in Africa, how vegetation is adapted to the climate	Developing - under 50% Secure - 50 -70% Excellent 70%+	
Lesson 14	To showcase skills in the Geography in the News articles		Geography in the News article each half term. This is peer assessed and then teacher assessed using the mark scheme.	Boys are given success criteria the Geography in the News articles. Mark scheme available. See Appendix 1	The Geography in the News articles enables students to research a current Geographical topic and to present it as a newspaper article.

Appendix 2 Mark scheme for Geography in the News articles.

Mark scheme for Geography in the News	Effort Month	Name
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	Yes	NO
Geography in the News Logo		
Date of event		
Eye catching headline		
Map to locate area and caption		
Picture(s) and caption(s)		
Sufficient Information about event		
Links to Geography, places, key terms		
Evidence of copy and paste		
Appropriate font size		
Good use of space on the page – fills the page		
Layout of article – uses columns and paragraphs		
Accurate spelling, punctuation and grammar		
Attempts to explain the event as well as describe it		

Like
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Improve
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Marked by
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## Geography In The News.

Each half term you will be asked to produce a power point slide on some aspect of Geography that has made the news. The article should be in **Portrait not landscape.**

It might be about an earthquake, volcano. Coastal erosion, melting ice sheets, storms etc or something to do with human geography – migration, population growth, new industries opening up or old one closing down, impact of edge of city shopping centres, tourism – staycation etc

Your work will be marked by another student using the mark scheme opposite.

You will say what the good points are – **THIS HELPS YOU** and how you think it could be further improved – **THIS HELPS THEM**

You will be graded using the following method:

**Excellent** = 9 or 10 / 10 you have covered most points on the mark scheme and you have described and tried to explain the event. Presentation is excellent.

**Secure** = 7 or 8 / 10 You have covered many of the points on the mark scheme but there is no explanation of the event. The article is well laid out using columns and paragraphs.

**Developing** = 6 and below. You have covered some of the points but the article is brief, the layout doesn't use columns, captions +links to Geography may be missing.

**GEOGRAPHY IN THE NEWS**  
**APRIL EDITION**  
**SKY OF FLAME**  
 24.04.15

**It looks like a nuclear apocalypse... but this is the full force of Chile's Calbuco Volcano blasting fiery debris 30,000 feet into the sky.**

More than 4000 people were evacuated as a 12-mile clearance zone was declared around the mountain which had lain dormant for 40 years.

**Lightning coming from the centre of the eruption**



The volcano erupted on Wednesday 22<sup>nd</sup> April with a second powerful blast yesterday, April the 23<sup>rd</sup>. Lava and ash covered nearby towns. Flights were cancelled and officials warned the dust could contaminate water and damage lungs. Local Mayor Gervoy Paredes said: "Residents are very, very frightened."



Map of Chile, the Calbuco Volcano has been circled

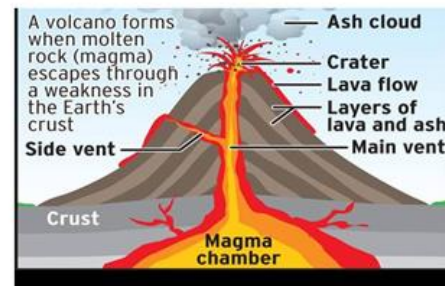
Why Volcanoes erupt

Calbuco, like 90% of all volcanoes, lies within the 'Ring of Fire', where tectonic plates converge along the edges of the Pacific Ocean. The plates are rock slabs which make up the Earth's surface, floating on a layer of molten rock under the crust.

Volcanoes are vents that allow molten rock, debris and gases to be released from the magma chambers. Eruptions occur when gas dissolves under pressure within the magma, until it cannot be contained. Volcanic mountains are formed over millions of years as boulders and lava thrown up during eruptions harden. Lava flows reach 1,200C or more, burning everything in their path. Boulders of hardening lava can rain down on villages, while mud flows from rapidly melting snow can bury towns. Ash and toxic gases cause lung damage and other health problems. Scientists estimate that more than 260,000 people have died in the past 300 years from volcanic eruptions. About 1,900 volcanoes are considered to be active and likely to erupt again.

**This has been a report by Alfie Pickles, 1B/NEWA**

Diagram showing the internal structure of a volcano



**Links to geography:** Chile, Calbuco volcano, volcano, mountain, lava, ash, dust, water, 'Ring of Fire', tectonic plates, Pacific ocean, molten rock, debris, gases, magma chambers, eruption, boulders, 1,200C, toxic.