

MAKING GEOGRAPHY HAPPEN

Making the Curriculum

| PREPARATION – activities to determine and share existing understanding and areas of interest | | | |
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| <ul style="list-style-type: none"> • Class discussion of the concept of 'uneven development' • First responses to images and cartoons in PowerPoint, and to Live8 DVD clip of 'Why Does it Always Rain on Me?' • Group discussion and brainstorm of lesson content and method, written outcomes used to write draft curriculum which was amended after further discussion with pupils • Photo analysis activity from 'A Different View' manifesto 'This Book's Rubbish' http://www.geography.org.uk/aboutus/adifferentview/imagesactivities | | | |
| KEY QUESTION | LEARNING INTENTION and PoS LINKS | LEARNING ACTIVITIES | SELECTED ASSESSMENT |
| What disparities exist? Where? What is the evidence for these disparities? Is it accurate to divide the world into rich and poor countries? | To find and present real evidence for current disparities To critically evaluate the common view that countries are either rich or poor To compare places (and lives of people in them) | Living maps activity Research internet and library Authoritative sources activity Worldmapper map analysis | First draft assessment – written and photo annotation, peer and teacher feedback |
| Is reality like the image? | To find out whether images of places represent the reality and real lives of people | Photo editor activity and research Google Earth exploration Group presentations on photo analyses Wordscapes | Oral presentation of 'poster' analysis of image |
| Why does such disparity exist? Is wealth linked to poverty? What role does the physical environment play? | To explain examples of uneven development | Research Lecture and concept map | Individual pupils' concept map |
| Does aid work? Are the Millennium Development Goals effective? Does charity work? | To evaluate the genuine impacts of aid and the MDG | Research and debate Counter argument activities Personal opinions | Debate filmed Opinion bubbles |
| What has uneven development got to do with us/me? What can be done to reduce inequalities? | To identify links between our lives and uneven development To evaluate our role in uneven development | Drama Class debate Personal opinions Independent fieldwork, take photos in your High St | Repeat assessment/key question |
| PLACES suggested by pupils and referred to in lessons USA Los Angeles UK Africa China India cities Capetown New Delhi Dhaka Rio de Janeiro Mumbai Eastern and Western Europe England Dubai within Birmingham Ethiopia Lithuania New York Alaska New Orleans Thailand Koh Samui Slough Dudley Spark Hill Unknown places Calcutta Mexico Las Vegas London Brazil | | | |
| ASSESSMENT STRATEGIES Communications wall/post-its, individual pupil learning logs, teacher notes, pupil folders, 'leftovers' activities, pupil lesson observers, photos and video of pupils at work, pupil voice | | | |