

Geography KS3 Summer 1 & 2 (Year 7)

Blended Learning Booklet

Africa

Name:

Form:

Aim to complete one lesson each week. Write out the title and LI and then complete the tasks. Upload all work onto ClassCharts for feedback.



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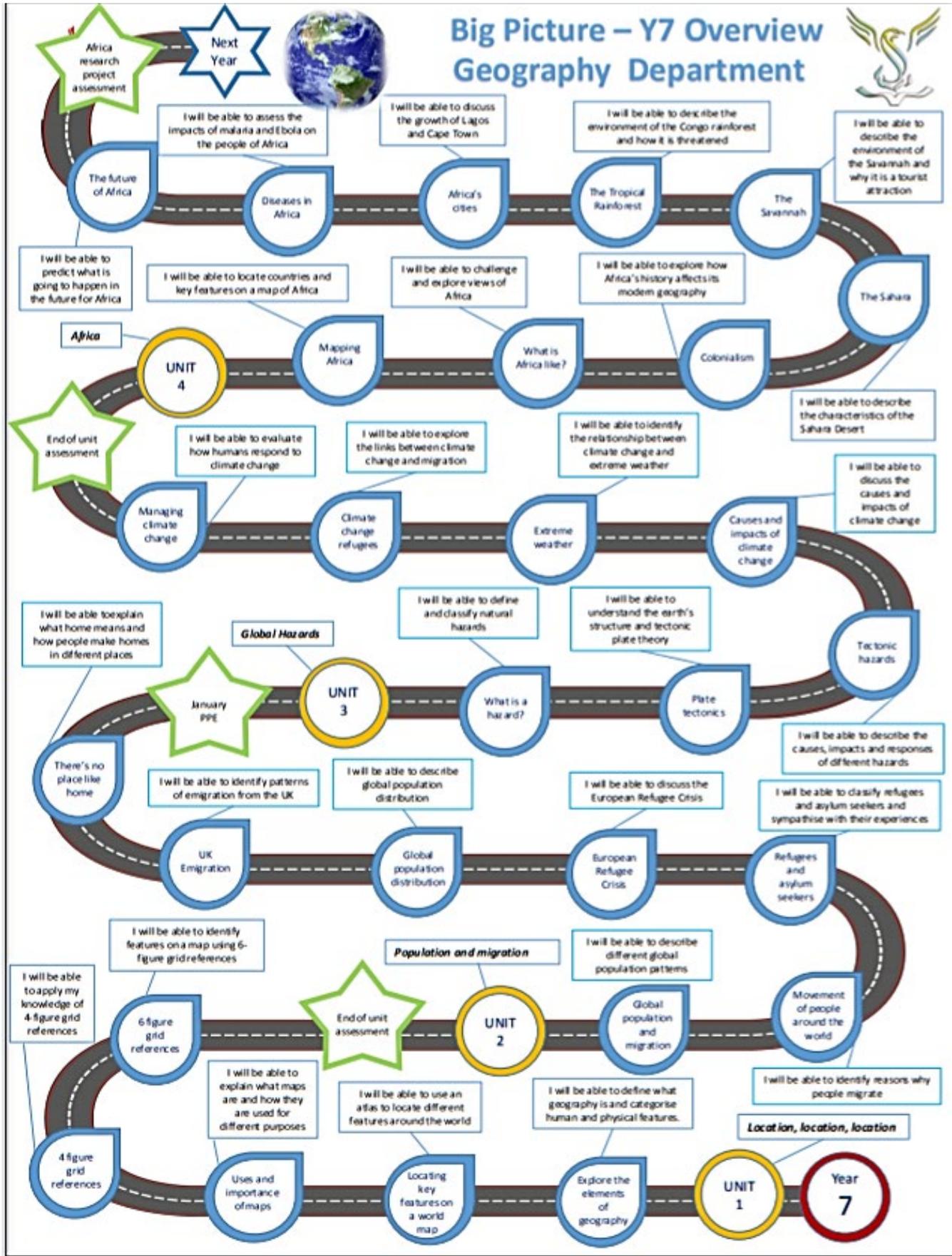
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Big Picture – Year 7 Overview





Lesson 1 – Mapping Africa’s key features

LI: To locate countries and key features on a map of Africa

Task 1 - Africa is one of the world’s seven continents, can you remember the 6 others?

1

2

3

4

5

6



Task 2 - Using the internet or the map provided, colour and label all the countries in Africa.



Task 3 - Using the internet or the map provided, label all the seas and oceans around Africa.

Task 4 - Using the internet or the map provided, label the capital cities of:

- Kenya
- Algeria
- South Africa
- Morocco
- Democratic Republic of Congo
- Nigeria
- Ghana
- Mozambique
- Sudan
- Madagascar

Lesson 2 – What is Africa?

LI: To challenge our current views and knowledge of Africa

Task 1 - Below are some different numbers that relate to the continent of Africa. What do you think they represent?

30.37 million km²

1.216 billion

1500-2000

54

Task 2 - Write 3 words on your books to describe what you think Africa is like?

Task 3 – Go through the different images below, label if you think that the photo was taken in Africa or somewhere else in the world.





Task 4 – Writing task

- Using your own understanding and some of the examples today, explain why Africa is diverse.
- Sentence starters:
- Africa is a very diverse continent. The word diverse means very different with lots of variety.
- Africa is diverse because:
- Its human geography has lots of variety, for example...
- There are also very different climates such as...
- Africa has a diverse physical geography; we know this because...
- Africa’s population is also varied, for example...

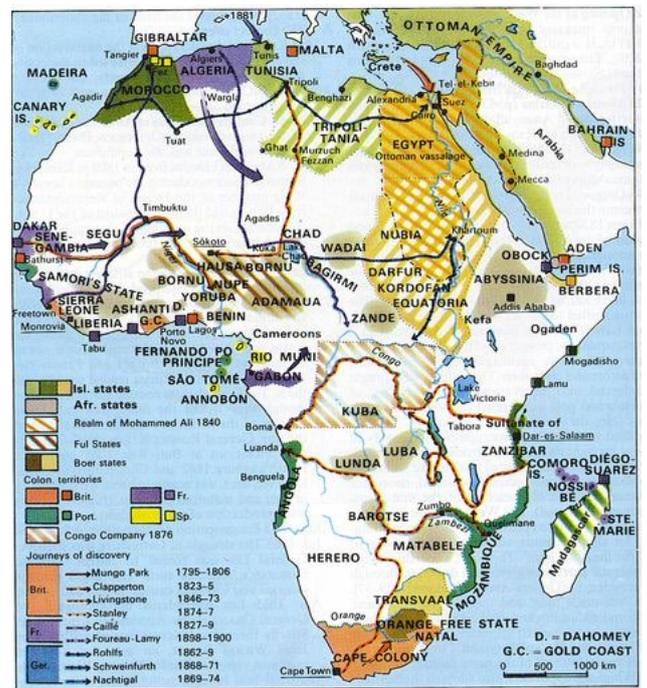
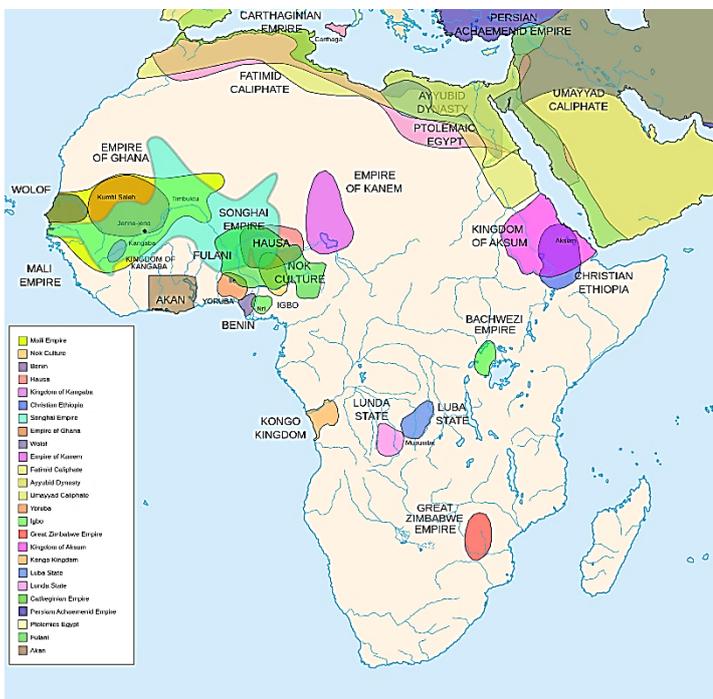
EXAMPLE: When people think of Africa, they are often quite general is what they think and how they describe the continent. We hear words like hot, dry, poor. We now know that there is a lot more to Africa and as a continent it is very diverse.

Task 5 - Have your views been changed and challenged? Come up with three new words to describe Africa based on what you have learnt today.

Lesson 3 - Colonialism and corruption

LI: To explore how Africa’s history affects its modern geography

Task 1 – What do the maps show? Is it the same or different to the one that we explored in Lesson 1?



Task 2 – Read through the information about ‘The Scramble for Africa: 1880-1914

- Invasion, occupation, division, and colonisation of African territory by European powers

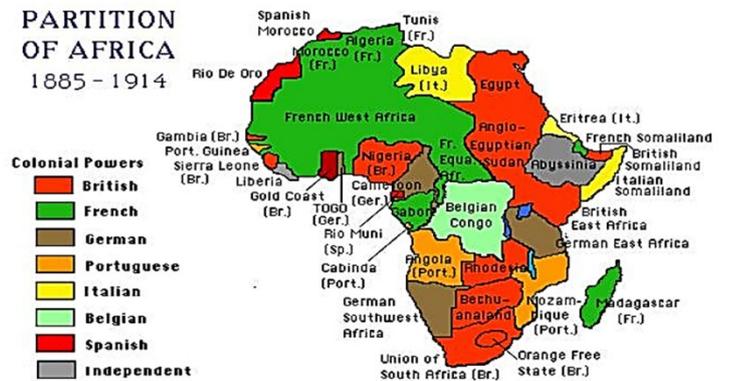
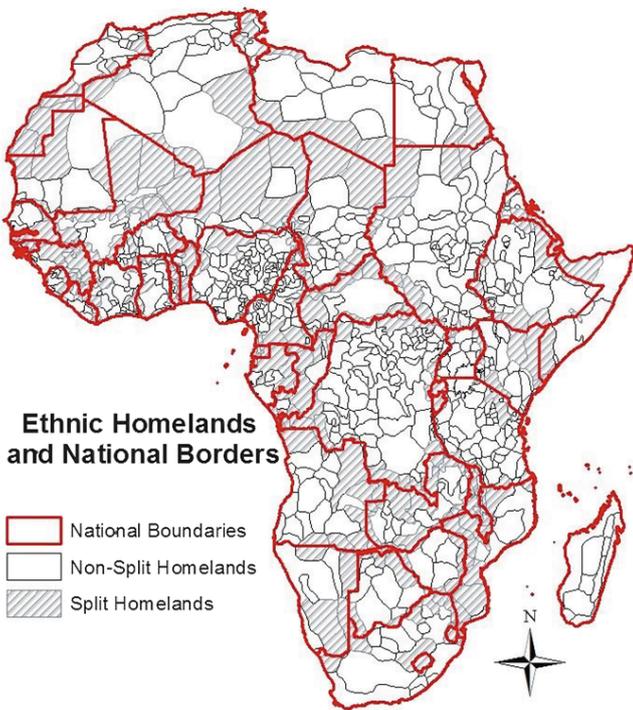


- In 1870, only 10% of Africa was under formal European control; by 1914 this had increased to almost 90%
- The European colonialists had several motives: a desire for valuable natural resources, the quest for national prestige, rivalry between European powers, and religious missions.
- Splitting up Africa was how the Europeans avoided going to war over it.



Challenge: Do you think Europe invaded out of curiosity or for self-gain?

Task 3 – Look at the map that shows how Africa was broken up by the Europeans. Suggest 5 impacts of the division of Africa and ethnic homelands.



Task 4 – Complete the gap fill to reveal the definition of colonialism.

Colonialism is full or partial _____ over another country. Colonial _____ can occupy countries with _____ and take their _____ for their own gain. Colonisers may impose their religion, _____, and other _____ practices on _____ people. Colonialism in Africa caused an _____ increase in the land already _____ by _____ powers and involved the countries of Britain, _____, France, Germany, _____, Portugal and Spain.



80%	control	Italy	resources
controlled	Belgium	powers	European
settlers	economics	native	cultural

Task 5 - Colour code the information sheet to show the positive and negative impacts of colonialism

Positive

Negative

Hygiene and sanitation improved	Economies were separated and split up	During King Leopold's rule of the Congo, around 2-10 million Africans died	Africans were taken as slaves and forced to work on the plantations without pay
Europeans seized land from the Africans to establish plantations	Resources were taken from African countries to benefit Europe	More jobs were created	Colonialism has caused corruption in many African countries
Religious mission brought education to many Africans	Ethnic groups and tribes were split up when new borders were drawn	Forced the people to learn their language, eat European food and dress like Europeans abandoning their traditional ways	European diseases were brought to Africa which killed thousands
Africans were never given the opportunity to benefit from their own resources	People learnt new skills and trades	The African culture was diluted	Britain mined all the gold in northern Nigeria leaving no resources
Europeans took the best land (for farming) and called it their own	In South Africa, Britain benefitted from slave labour and very cheap labour from local people	Christianity also promoted better healthcare in some areas	In Kenya, colonial powers allowed massive deforestation

Task 6 - Do you think that overall colonialism had a positive or negative impact on Africa and its people? Explain your answer. (100-word limit).

*** Challenges***

Do you think that it is ever going to be good for one country to invade another and become a colonial power?

What could the British have done differently in Africa?

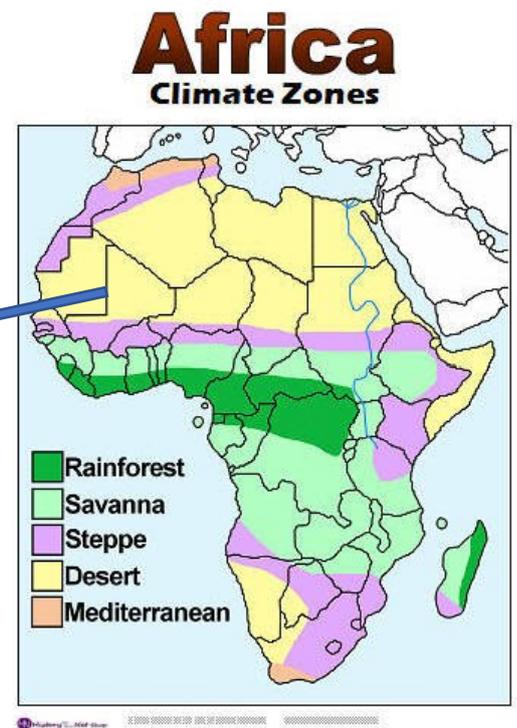
Lesson 4 – The Sahara

LI: To describe the characteristics of the Sahara Desert

Task 1 - Split a half page into a small grid and write words to describe each of the 4 main climate zones



Task 2 – Describe the location of the Sahara.



Task 3 – Read through the information about the Sahara Desert.

- Deserts are the driest places on earth.
- Deserts can be very hot, such as the Sahara in North Africa or extremely cold such as those found in Antarctica.



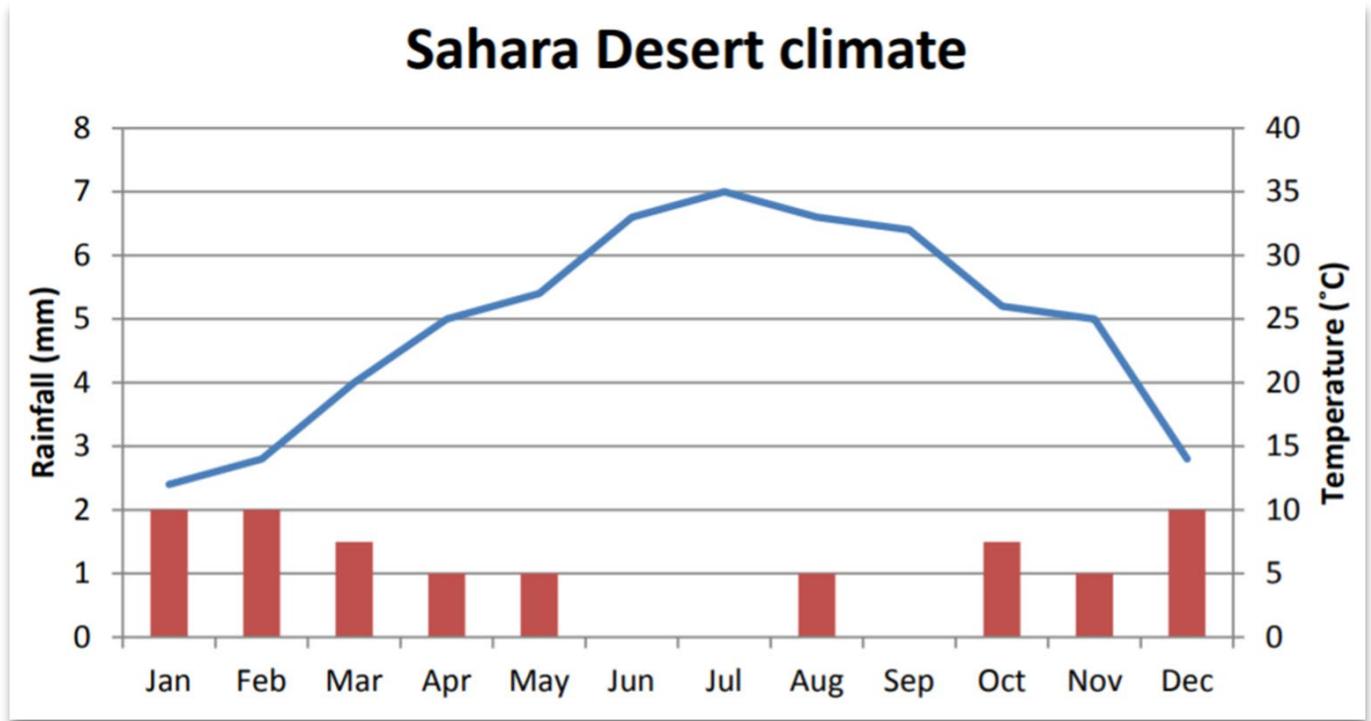
Task 4 – Hot desert climate questions

1. From the graph, what generalisations can we make about the climate in the Sahara? Think about the rainfall (bars) and temperature (line)?

Can you have a go at picking out any specific details from the graph?

How about...

2. *The hottest month*
3. *The coldest month*
4. *The direst month*
5. *The wettest month*
6. *The best month to go on holiday*
7. *The best month for plants to grow*



Task 5 – True/false Quiz

1. The Sahara is the biggest desert in the world
2. Temperatures can get as hot as 40°C
3. Some months in the Sahara don't get any rainfall
4. It is very easy to survive in the desert as a plant or animal
5. Camels store fat in their humps, not water

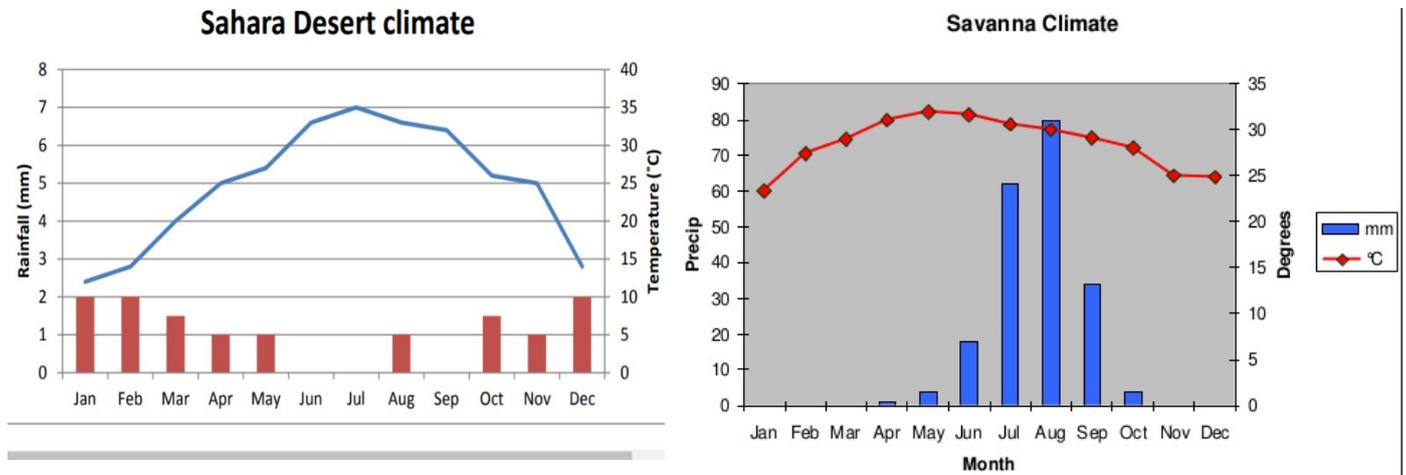
Task 6 - Design your own hot desert plant or animal.

- Using your knowledge of the Sahara Desert and how plants/animals adapt to survive, design a plant or animal that you think would be able to survive in hot deserts.
- You need to label the adaptations to show how it would survive against the harsh conditions.
-

Lesson 5 – The Savannah

LI: To describe the environment and wildlife of the savannah

Task 1 - Write down one similarity and one difference between these two graphs



Task 2 - Watch the following clip: <https://www.youtube.com/watch?v=GibiNy4d4gc>



Can you name the animals that you might find in the savannah?

- | | | |
|---|----|----|
| 1 | 11 | 16 |
| 2 | 12 | 17 |
| 3 | 13 | 18 |
| 4 | 14 | 19 |
| 5 | 15 | 20 |



Task 3 - What is the climate like in the savannah?

Unscramble the key words below and use these to describe what the climate of the savannahs of Africa.

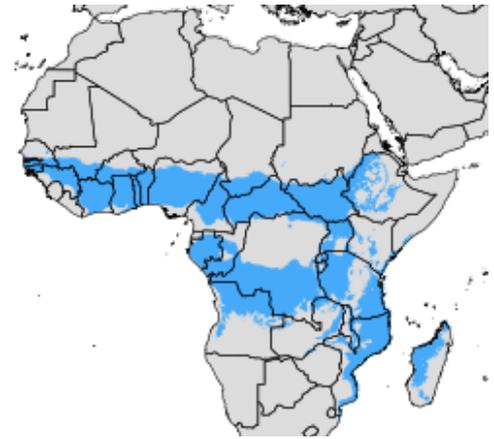
- rmwa
- tew
- ryd
- merteau rept
- flarilan

Africa's savannah regions generally have _____ temperatures.

This means that the _____ range is between 20 to 30°C.

There is some _____ throughout the year there is about 25-75cm of water.

The _____ season is about 6-8 months long when most of the rain falls, for the other 4-6 months there is little rain and so it is called the _____ season.



Location of savannah regions

Task 4 - Read through the threats to wildlife and highlight the key terms in the glossary box.

We know that we have very diverse wildlife in our savannah regions of Africa. Some of the world's largest and most well-known animals are found in this climate such as elephants in Zimbabwe, lions in Tanzania, zebras in Ethiopia and rhinos in South Africa. However, lots of wildlife in these regions is threatened by human activity. This includes tourism, poaching, farming, and building of roads and houses. This had led to many of the animals becoming endangered and at risk of extinction!

Glossary (highlight in the text)

Diverse: *very different, lots of variety*

Threatened: *likely to become an endangered species within the foreseeable future*

Poaching: *illegal hunting or capturing of wild animals*

Endangered: *very likely to become extinct soon*

Extinct: *having no living members*

Task 5 – Africa's extinct animals.

We are going to find out about how the Northern White Rhino has been endangered and is now nearly extinct (there are only 2 left in the world!)





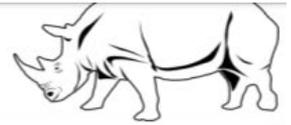
1. The Northern white rhinoceros is a critically endangered species.
2. The species has also been named the Northern square-lipped rhinoceros.
3. The Northern white rhinoceros was formally found in several countries in East and Central Africa, south of the Sahara.
4. Their original habitat was grasslands and savannah woodlands.
5. In November 2015, there were only three Northern white rhinoceroses left in the world. They live in the Ol Pejeta Conservancy in Kenya. It is a protected area and armed guards patrol the park.
6. The guards are protecting the rhinoceroses from poachers who hunt the rhinoceroses for their horn, which they then sell.
7. Rhinoceros horn is valued highly and many are turned into dagger handles or medicine. In many places in Asia, the price of rhinoceros horn is more expensive than gold or platinum.
8. Poaching has decreased numbers of Northern white rhinoceros from 2,000 in 1960 to 30 in 2000.
9. The last Northern white rhinoceros to die, named Nola, was a female in San Diego Zoo aged about 41 years old.
10. The Northern White rhinoceroses have been known to live for up to 45 years.
11. There is now only one male Northern white rhinoceros left in the world. He is 43 years old and is incapable of mating.
12. Scientists are working on a number of ways to try to save the population. However, the surgical procedures and tests are risky. There have been several attempts but they have all stopped due to concerns as to the health of the animals.
13. The DNA of a dozen Northern white rhinoceroses has been preserved in genetic banks in Berlin and San Diego for the future.
14. The World Wide Fund for Nature (WWF), an international conservation organisation has been working with several zoos and national parks to try to raise awareness of the problems that the Northern white rhinoceros, and a range of other animals, are facing.
15. Research and conservation has brought the Southern white rhinoceros from the brink of extinction. They are now heavily protected and are thriving with a population of nearly 20,000. These mainly live in South Africa but have been reintroduced to four other countries.
16. You can donate money to the WWF and that money will go towards helping the Northern white rhinoceros.
17. In 2009, two helicopter pilots reported seeing Northern white rhinoceroses in the wild in southern Sudan but the animals have not been seen since.



A protected Northern White Rhinoceros
Image used a Creative Commons Attribution 4.0 International License. www.truth-code.com/2015/04/the-last-male-northern-white-rhino-left.html



A Northern White Rhinoceros male
© Heather Paul , 2012 flic.kr/p/cFaWBU



4 points	3 points	2 points	1 points
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What was the original biome for the Northern white rhinoceros?	What is the importance of the Ol Pejeta Conservancy?	What is another name for the Northern white rhinoceros?	What is the WWF?
How many Northern white rhinoceroses were left in the world in November 2015?	Why do poachers hunt the Northern white rhinoceros?	What is protecting the remaining Northern white rhinoceroses?	Which country has the remaining Northern white rhinoceroses?
Who was Nola?	How long do Northern white rhinoceroses normally live?	How many breeding male Northern white rhinoceroses remain in the world?	Which similar animal have conservationists managed to rescue from near extinction?
Where has DNA of the Northern white rhinoceros been preserved?	Why is the Northern white rhinoceros so close to extinction?	How many Northern white rhinoceroses were living in 1960?	Where were there unconfirmed reports of Northern white rhinoceroses in the wild in 2009?
Which continent is the origin of the Northern white rhinoceros species?	Which countries were the original homes of the Northern white rhinoceros?	What is the current threat level for the Northern white rhinoceros?	How old was Nola when she died?

Lesson 6 - Kenya & The Maasai Mara Tribe

LI: To explain the tourism attractions of Kenya

Task 1 - Write down 4 things that you remember from our lesson about the savannah?

Task 2 - Why do you think that people want to visit and go on holiday to savannah regions in Africa?



Task 4 – Human geography in the savannah: Maasai Mara

Watch the videos:

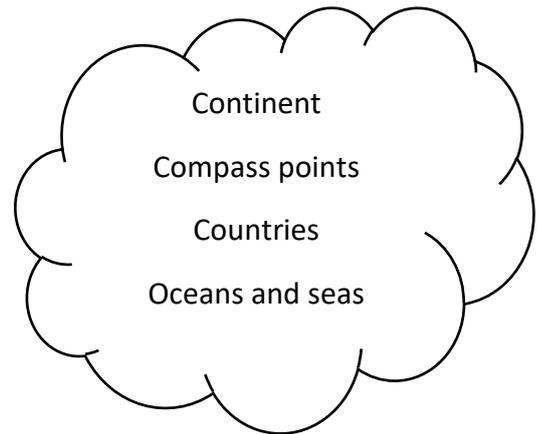
https://www.youtube.com/watch?v=txH6Qe9-3_k

<https://www.youtube.com/watch?v=1iUL6h7rEEE>

<https://www.youtube.com/watch?v=MO9B2jLOgw>



Task 5 – Describe the location of where the Maasai Mara is located?



Task 6 - Read through the DART: People of the Maasai Mara. Pick 8 words or phrases that could be used to describe the Maasai Mara.

The Maasai have always been special. Their bright red robes set them apart visually. Spear in hand, they are calm and courageous regardless of the danger. The only way for a Maasai boy to achieve warrior status was to single-handedly kill a lion with his spear. The majority of Maasai people live in protected areas where they live together with wildlife and their livestock. They move from one place to another as they look for food and water.

In Maasai tribe, elderly men are the decision makers. They make all important decisions at home and in the community. The women are housewives and are not allowed to participate in any decision making, they are only allowed to be involved in housework. They are very skilled.

The Maasai have their unique jumping dance where they are nicknamed to be the 'first person to see tomorrow'. They can jump very high when they enjoy happiness and celebrations in their home and communities.

Task 7 – Colour code the advantages and disadvantages of tourism in the Maasai Reserve



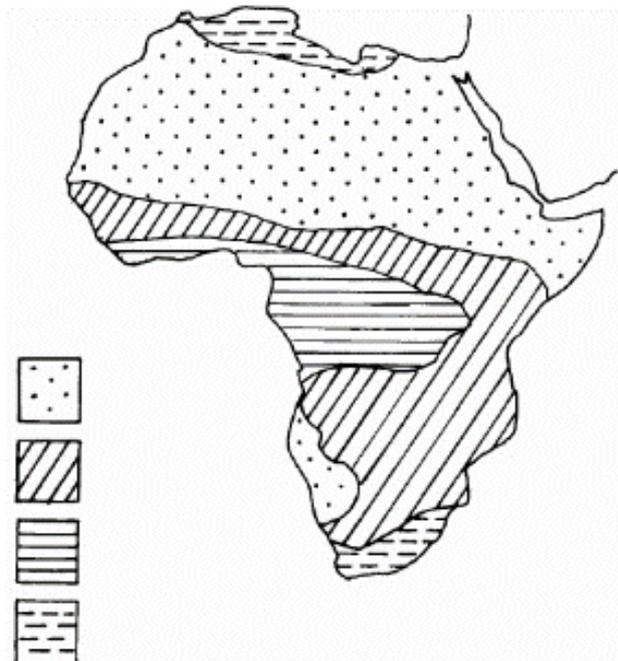
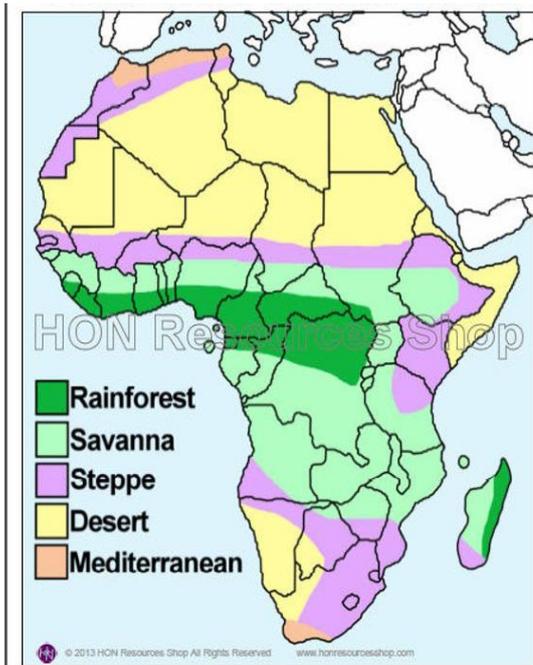
Tourism provides a major source of income into the Kenyan economy.	Less than 2 % of the money spent at the world-famous Masai Mara National Park benefits local Masai people.	Off-road driving in the National Parks is destroying the habitats of animals.
The large number of tourists has helped the local farmers in Kenya by creating jobs supplying hotels with food.	Tourism helps to educate the local people on the importance of protecting their wildlife.	Some of the Masai tribes have been forced off their land to make way for tourism facilities.
Money from tourism goes towards projects for local facilities and improved roads.	70% of the people employed by Kenyan National Park lodges are not local Masai people.	Tourism promotes an understanding and respect for local culture such as the Masai.

Task 8 - Overall, does tourism has a positive or negative affect on savannah regions and people such as the Maasai Mara tribe? Give 1 reason to explain your choice.

Lesson 7 – Tropical rainforests

LI: To describe the characteristics of tropical rainforests

Task 1 - Colour code your map to show the different climate zones



Task 2 - Describe the location of the Congo Basin. (Use an atlas and/or your map from Lesson 1)

Task 3 – Watch 10/15 minutes of the video: <https://www.bbc.co.uk/iplayer/episode/b01q0t2r/africa-3-congo>

Make a list or a mind map of the different facts and words to do with tropical rainforests.

Task 4 – Complete the gap fill about the climate of the Congo rainforest.

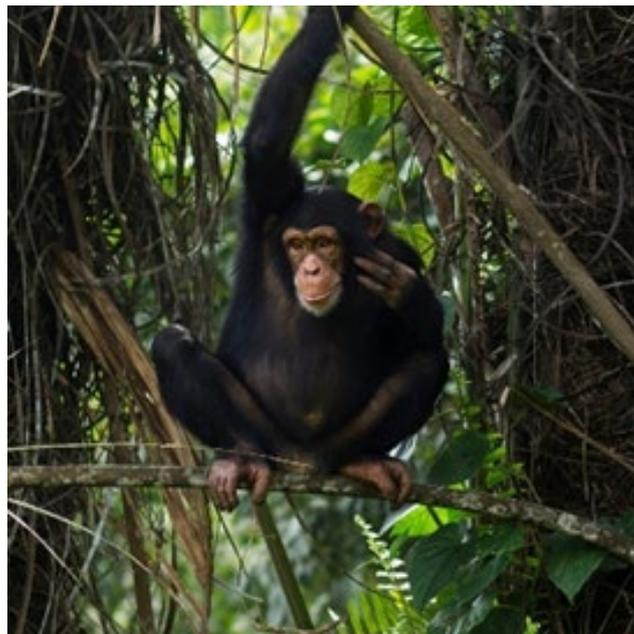
The climate of a tropical rainforest is _____ and _____ all year. Temperatures range between _____°C and 26°C. This means that the temperature _____ is very_____.

Most months have very high _____ with at least 170mm of rain. The amount of _____ stays about the _____ throughout the year. The rain normally falls in the _____ in the form of heavy _____.

Unlike the UK where we have _____ seasons, there are _____ clear seasons in tropical rainforests.

Afternoon	Wet
Rainfall	Same
Small	Rain
28	Range
Downpour	Hot
No	Four

Task 5 – Rainforest adaptations. Label the picture of the chimpanzee to show how it is adapted to survive in the Congo Basin.



Task 6 – A, B, C Quiz

1. Where is the Congo Rainforest location?
 - a. Along the equator
 - b. In Northern Africa
 - c. Next to the Sahara
2. Give an importance of tropical rainforests.
 - a. To go skiing
 - b. To build houses
 - c. To discover new medicines
3. How are chimpanzees well adapted to survive in the Congo rainforest?
 - a. Long arms for climbing
 - b. No fur/hair to keep cool
 - c. They get sunburnt
4. How can we describe the climate of a tropical rainforest?
 - a. Hot and dry
 - b. Hot and wet
 - c. Cool and wet
5. The Congo rainforest provides a _____ for wildlife.
 - a. Danger
 - b. Habitat
 - c. Job

Lesson 8 - Threats and protection of the Congo rainforest

LI: To investigate the threats and protection of the Congo rainforest

Task 1 – Label and annotate the image to show what you can recall about tropical rainforests.



Task 2 – Read the threats to the Congo Rainforest: Virunga National Park: civil war, deforestation, poaching, coal, oil drilling. Do you know what they all mean?



Task 3 – Read through the DART: Emmanuel de Merode.

Emmanuel de Merode had driven the road between Goma, the trading hub at the centre of war-torn eastern Congo, and Rumangabo, the headquarters of Virunga national park where he is head warden, hundreds of times. It is a regular supply route for the man who since 2008 has had perhaps the most dangerous job in conservation.

In 2014, however, his luck ran out. Three gunmen ambushed his vehicle – shooting him five times in the legs and chest.

He was able to stagger from the vehicle to hide in a ditch, before being found by a passing motorcyclist. Last night he was in Nairobi receiving treatment. His condition was described as serious but stable. The question remains, however – who tried to kill him?

Task 4 - Read through the information and colour code the facts into 'Facts' 'Threats' and 'Protection'.

Who tried to kill Emmanuel de Merode?

Colour code:

Facts

Threats

Protection

More than 130 park rangers have been killed in Virunga since 1996	Virunga is surrounded by as many as 1 million people who have been displaced by the civil war	Cosma Wilunga (Congolese Institute for Conservation and Nature) said Mr De Merode's work attracted him a lot of enemies
Virunga is home to about 200 of the world's 790 remaining mountain gorillas. It is one of the most diverse places on Earth	WWF says instead of oil, activities such as tourism and fishing should be developed	UK oil company Soc international is exploring for oil in Virunga
Soco International said that it does not use any violence and linking them to the killing is not appropriate	Virunga is in the east of the DRC. It is a mostly lawless region, hit by conflict	There is a huge demand for charcoal in the area for cooking and heating
The charcoal trade has put the armed rebels against the gorillas and their protectors	Tourism in Virunga is currently suspended because of violence	"The gorillas have become a problem for the charcoal trade", said Emmanuel de Merode. "There's a very strong incentive for these people to kill the gorillas"
It is illegal to cut down trees and produce charcoal in Virunga	WWF claims oil drilling could ruin the rainforest	The killings of 7 gorillas in 2007 were linked to the charcoal trade.
Eastern Congo is overrun by armed groups	The charcoal trade (worth \$30m) helps fund the armed groups in the region	People who protect the park also stop deforestation which is needed to make charcoal



Task 6 – Try to identify the potential culprits of the killing (The Geography Department came up with 5!)

Task 7 - Using the writing sheet that you have been given, answer the investigation question.

You need to include key words and examples in your writing. You can choose which level you would like to have a go at but make your best effort!

Writing Frame

Introduction

Who is Emmanuel de Merode?

Why is Virunga an important place?

What are some key facts and figures about the area?

Paragraph structure

Point – identify what the threat is

Example – facts and figures

Explain – give reasons why this is a threat and why there might have been a disagreement with what Emmanuel did

(Challenge) Link – can you make any connections between any of the threats?

Conclusion

Present a conclusion (overall, what is your decision)

Present solutions about the threats

What do you think the best solution is to protect people like Emmanuel de Merode?

How can we make sure this does not happen again?

Level 1: One paragraph.

- o Explain who you think tried to kill Emmanuel and why
- o Use at least 1 example

Level 2: Two paragraphs

- o 1 explain who you think did it
- o 2 explain who you think did not do it
- o Use at least 2 examples from the information sheets

Level 3: Three paragraphs

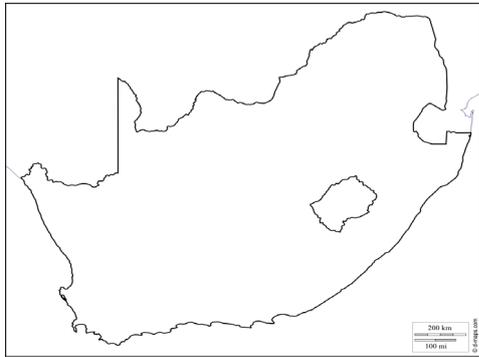
- o 1 explain who you think did it
- o 2 explain who you think did not do it
- o Use at least 2 examples from the information sheets
- o Final paragraph should present solutions and conclusions

Lesson 9 – Cape Town

LI: To compare the lives of people in Cape Town

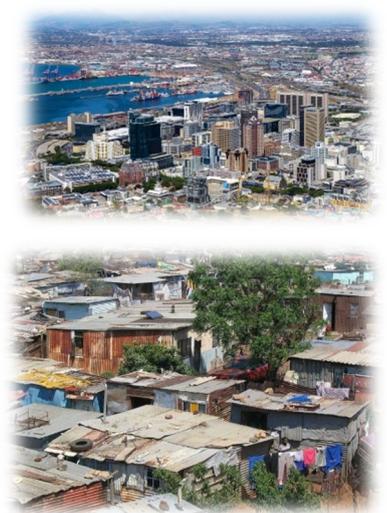
Task 1 – Locate South Africa on the map of Africa.

Task 2 – Locate Cape Town on the map of South Africa.



Task 3 – A tale of two cities. Answer the questions below:

- What do you think this statement means?
- Why do you think we might use it to describe Cape Town?
- How might this affect the people who live in Cape Town?



Task 4 – From the photos and videos, write down some bullet points about what you think of Cape Town.

<https://www.youtube.com/watch?v=xv1qhZxwxYg>

<https://www.youtube.com/watch?v=hKmZcmOWP0s>

<https://www.youtube.com/watch?v=3iwsrCjMcMQ>

Task 5 - Label the similarities and differences between the two images. Both images are taken in Cape Town and they show the inequalities that exist in the city.



Task 6 – Read through the key words.

Township: an area outside a town in South Africa, designated by the government for black people to live during apartheid

Segregation: the act of separating people

Apartheid: South Africa’s segregation system from 1948-1990s

Poverty: the condition of being extremely poor and struggling to provide basic things required for survival (e.g., food, water, shelter)

Wealth: having more than you need to live comfortably. This usually refers to money or possessions, but could also refer to human relationships, love, and happiness.

Inequality: things being unequal or unfair between people and places.

Task 7 – Writing task: ‘Compare the different standards of living for people in Cape Town’. Use images and facts provided.

Lesson 10 – Living in Lagos

LI: To explore the growth of Lagos

Task 1 - Write down one reason why people might want to move to Lagos and one reason why people might want to leave the countryside in Nigeria.

Task 2 - Describe the location of Lagos

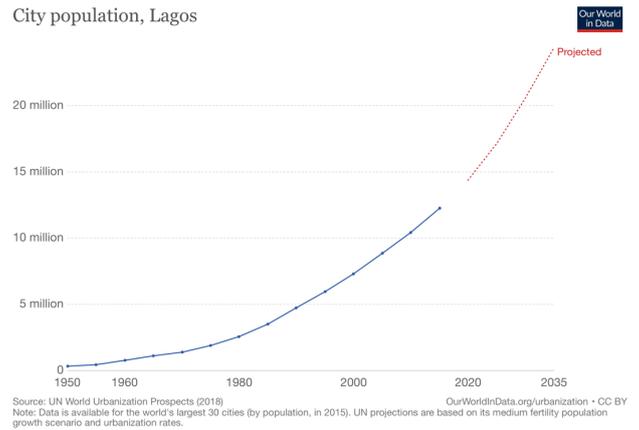


Task 3 – Read through the information about the growth of Lagos and watch the videos

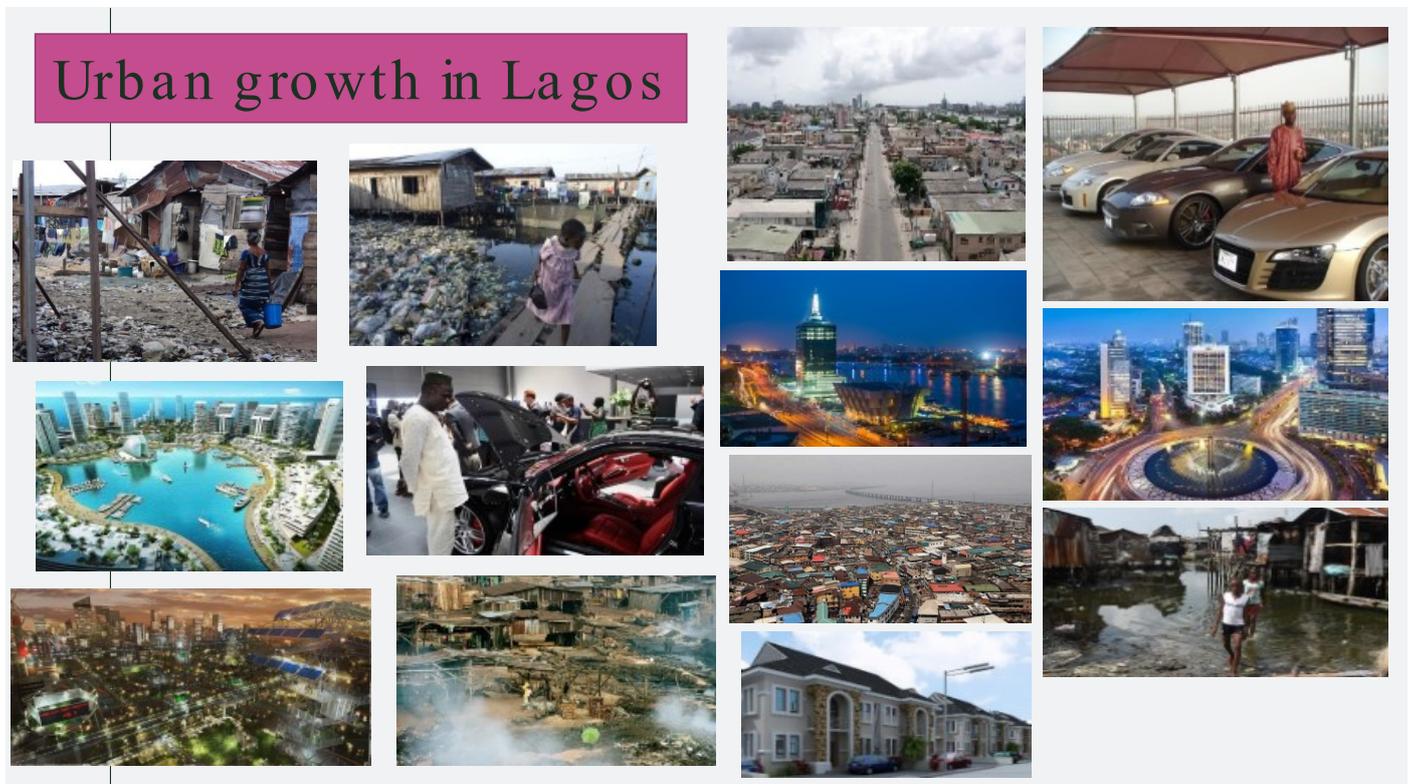
- Lagos is one of the fastest growing cities in Africa
- It is currently classified as a megacity!
- This means that its population is over 10 million

<https://www.youtube.com/watch?v=qfqZfzkCDJg>

<https://www.youtube.com/watch?v=t7XKi9D-U64>



Task 4 – Explore the images of urban growth (the city getting bigger) in Lagos.



Task 5 - Urban growth in Lagos has a positive and negative impact on the people who live in the city.

One of the negative impacts is the growth of slum settlements. These are poor quality housing areas where the poorer people tend to live.

Watch: <https://www.youtube.com/watch?v=brR2AMEYsBw>





Task 6 - Make a table of the positive and negative impacts of Lagos growing as a city. Think about there being more people and more things being built. Try to come up with 4 points for either side!

Task 7 – Writing task:

- * In 2013, Lagos was listed as one of the world’s least liveable cities.
- * In your opinion, do you think that this is accurate or not? Give one reason which you think that.

Lesson 11 – The challenge of disease

LI: To assess the impacts of malaria and Ebola on the people of Africa

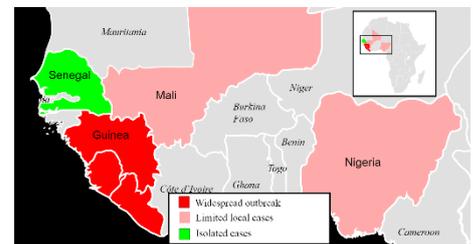
Task 1 - List 3 impacts of urban growth in Lagos. *Challenge* What might be a problem of lots of people living close together?

Task 2 – Read through the information about diseases in Africa:

- Due to the climate in Africa, there are many different and sometimes deadly diseases that affect the people who live there
- These diseases can spread very easily and are hard to control
- Many countries that are most affected by diseases are also very poor.
- Two examples are: Ebola and Malaria

Ebola:

Virus that is extremely infectious and passed between humans and primates. There is currently no proven treatment. Symptoms include fever, muscle pain, headache, sore throat. Followed by internal bleeding, organ malfunction (liver and kidney).



Malaria:

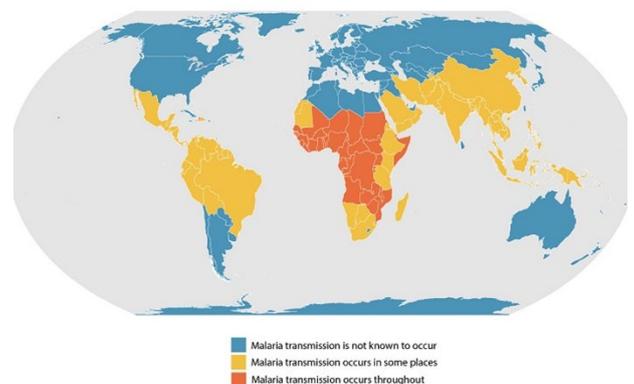
Malaria is a common infection in hot, tropical areas. A serious illness, malaria can cause mild illness in some and life-threatening illness in others. Malaria can be cured if treated.

It is caused by parasites, which are carried by mosquitoes infected from biting someone who already has the disease. Malaria is then transmitted to other people when infected mosquitoes bite them.

Worldwide, 300-500 million people are infected with malaria each year. Most cases occur in sub-Saharan Africa, Asia, Latin America, and parts of Europe are also affected by malaria.

Around 92% of global malaria cases occur in Africa. This totals around 200 million cases a year (not all these result in death)

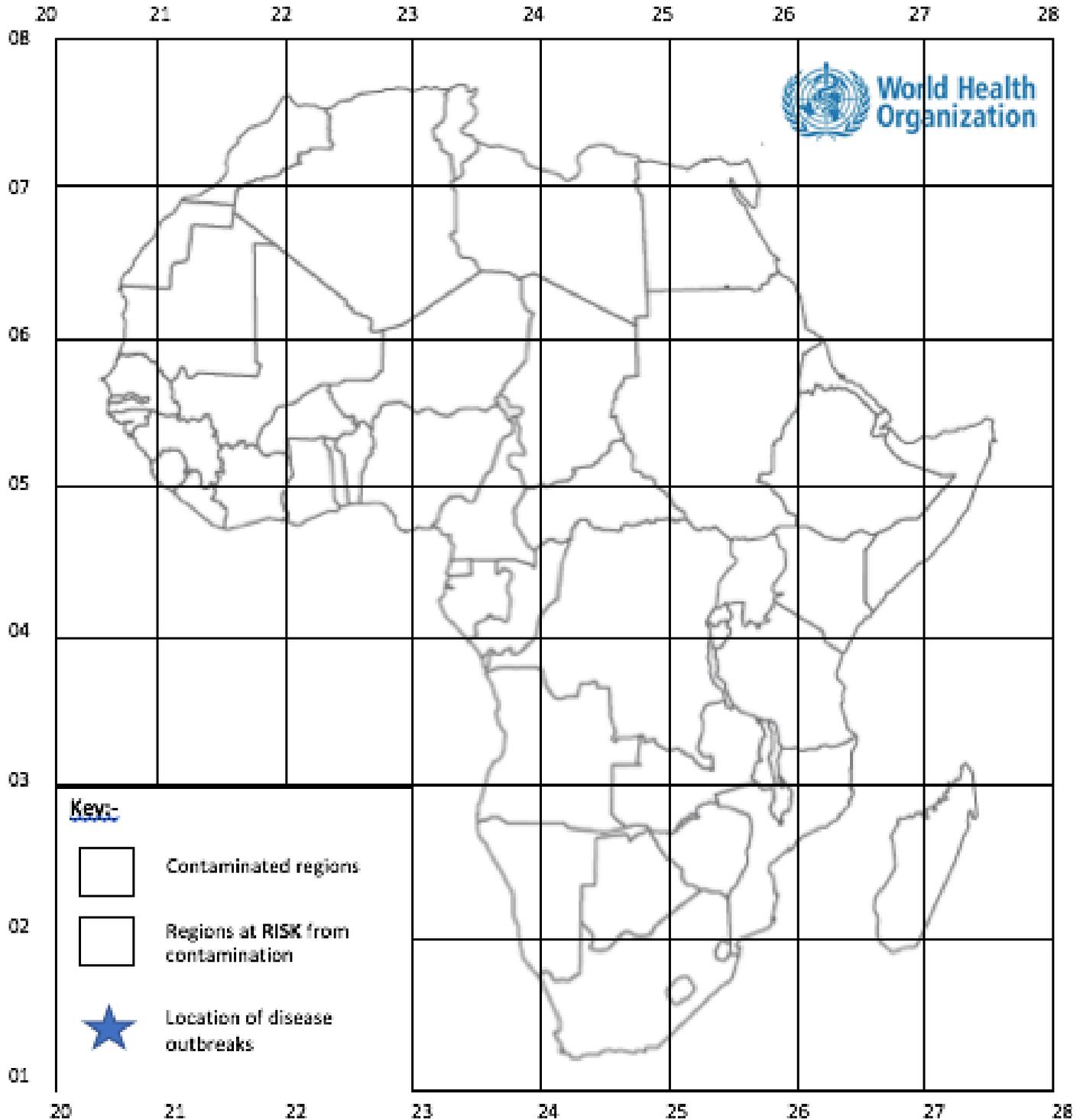
In 2017, five countries accounted for nearly half of all malaria cases worldwide. Four of them are in Africa: Nigeria, DRC, Mozambique, and Uganda.

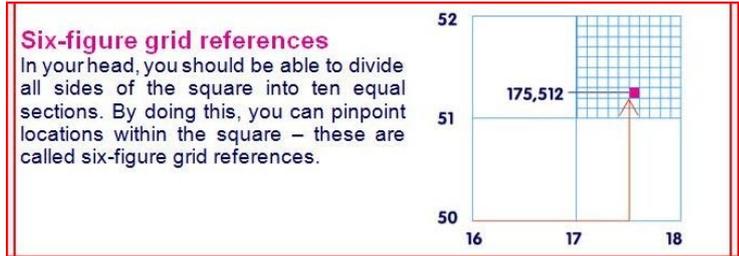
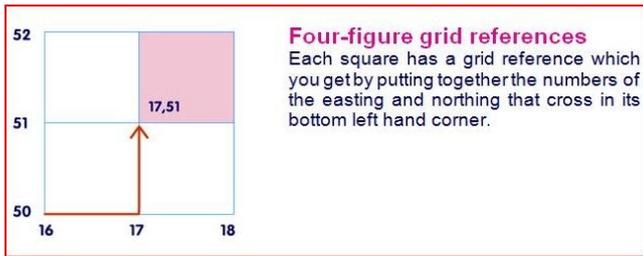




Task 3 – You are a Senior Official of the WHO, responsible for monitoring epidemics and implementing measures to stop them from spreading worldwide. You need to track the spread of the disease and figure out how to stop this deadly outbreak before it is too late!

- Complete the key on your A3 map with grid of Africa.
- As alerts come in shade the correct grid square with the appropriate colour, using the 4 figure grid references provided.





Alerts!

1. Contaminated region: Its early in the morning, you receive a phone call from disease duty officer of the World Health Organization. She tells you that there is an outbreak of a deadly, contagious disease in **2005**.
2. Contaminated regions: A few days later a doctor treating patients travelled to **2105** to see family. He felt ill before his journey and died a few days later! There are new reported cases in **2104**.
3. Contaminated regions: The disease appears to be spreading! Over 20 people have been hospitalized in **2305** and 35 suspected cases in **2304**. All have the same symptoms – nausea, red eyes, and stomach pain.
4. Contaminated regions: Overseas doctors flood in from several countries in Europe. They find 50 new fatal cases in **2404** and **2504**. It appears the disease is transmitted among humans through direct contact!
5. Regions at risk of contamination: STOP!
As Senior Official you have some big decisions to make, to stop this outbreak from spreading further. Change your colour and shade 6 – 8 countries you now think are at RISK from contamination.
6. Contaminated regions: The pace of the disease is slowing down. Phew! The 6-8 countries you contacted have taken measures to stop the disease from spreading. 5 new cases are reported in **2403**.
7. Contaminated regions: Several days pass. It appears you have successfully contained the disease. Well done! There is, however, one last surprising call. 2 new cases, now curable, are reported in **2501**.

*** Challenge*** Can you have a go at mapping these specific disease outbreaks using 6 figure grid references?

212 053

244 046

256 045

216 048

247 045

242 038

232 051

234 043

252 019

Task 4 – Describe the location and spread of the disease. Include: Continent, lines of latitude, oceans/seas, countries, compass points.

Task 5 - Write a 5-point guide for how we might reduce the spread and impact of disease in Africa.

Lesson 12 – The future of Africa

LI: To predict what is going to happen in the future for Africa

Task 1 - What – Why – Where – How? Write 4 questions about these images.



Task 2 – Read through the information and watch the video:

Africa is growing and developing.

- China is having a big influence over the development of Africa
- Big investment from China and is often referred to as new colonialism
- Examples: China have invested in copper mines in Zambia, a Chinese construction company is expanding Ethiopia's international airport, China have built railways all over East Africa to help connect different countries and trade
- But even without China, the future of Africa looks positive and successful

<https://www.youtube.com/watch?v=p8fl-u1UMVA>

Task 3 – Read through the DART and answer the comprehension questions in full sentences.

The Future of Africa

With a land mass bigger than India, China, the US, and Europe combined, few doubt the scale of the African continent and its resources. Africa certainly has the potential to be one of the biggest markets in the world which will fuel the development of the continent.

With a steadily growing population heading towards 2bn, Africa's 1.1 billion workforce will be the world's largest by 2040. With a collective GDP of \$2.6 trillion by 2020, Africa as a continent has, on average, grown its economy by at 5% per annum over the last decade. It is already as urbanized as China and has as many cities of over 1 million people living there.

However clearly there are many 'Africas', with varied economies and resources: from oil in Nigeria, Angola, Libya and Algeria, copper in Zambia, tea in Kenya, gold in Ethiopia, fish in Senegal and graphite in Madagascar. The continent has a third of the planet's mineral resources, 10% of the world's oil reserves and produces nearly 70% of the global diamond trade – there is a lot more money to be made!

The more these countries grow the more areas they are branching into to make more changes and develop. For example, Nigeria now has the second largest film industry in the world – Nollywood. Kenya has made a big push with technology and mobile communication to support their economic growth. We are likely to see big changes for the whole continent in the future.



But the money and trade are only half the story. Africa's future also holds improvement in their governance (how countries are run), healthcare, education, and energy usage. In terms of life expectancy – which is linked to health - Africa has seen an improvement from 49 to 55 in the last 10 years. By 2030, average life expectancy across the continent will have climbed to 64 years.

Education is one of the areas that Africa really needs to improve to ensure better access across the whole continent. Less than one in five African women gets any education. Half the world's children not in education are African — that is 30 million not in school! There have been many improvements in more children attending primary school, but the same numbers do not continue into secondary school which creates problems for getting jobs later down the line.

Another challenge for Africa is the fighting and unrest that still affects many countries. Around 11 countries in Africa have suffered from civil wars and the recovery process has been challenging. Many countries are still dealing with some of the negative impacts of colonialism which affected their resources and governments. Safety, violence, and peace will all be part of Africa's future journey and progress in some way.

Overall, the future of Africa looks to be exciting and diverse but there is still lots of work that needs to be done to make sure that everyone gets to benefit from the development that will take place.

Questions

1. Describe the size of Africa.
2. How big is the population?
3. If the economy has grown 5% in 10 years, on average, how much did it grow in a year?
4. Why do cities show that places are developing? What do people have better access to in cities?
5. Why do you think the DART uses the phrase 'many Africas'?
6. Name 3 resources found in Africa.
7. Why do you think it is important to African countries have different industries and businesses?
8. What other areas are important for development apart from money?
9. Why do you think life expectancy (how long you live for) and health are linked?
10. What are the problems of children not going to school?
11. Why does war stop development?
12. In your opinion, what is the most important part of Africa's future?

Challenge

What would be your vision if you were the leader of a country in Africa?

Task 4 - Write down 3 predictions about how students think that Africa is going to change in the future. These can be positive and negative changes.



Assessment: Research Task

For your assessment this term, you are going to be researching an African country of your choice and creating a fact file about that country.

You **cannot** choose any of the following countries as we will be doing these in lessons:

- Kenya
- Morocco
- Democratic Republic of Congo
- South Africa
- Nigeria
- Algeria

You need to use the criteria below to complete your project and it **should not** be more than 2 sides of A4.

Please use lots of pictures and colours if you want!

What you need to find out for your fact file:

Name	Natural hazards (if any)
Location (use compass points)	Main languages
Population	Major cities
Capital city	GDP per capita (US\$)
Environmental region/climate	Natural resources
Native wildlife	Any other interesting facts

Extended writing:

Africa is becoming a more popular destination for tourism.

You need to write a summary for a travel website explaining why your chosen country would be an attractive place for people to visit.

Think about the climate, wildlife, different landscapes, famous sites, cities, and activities.

Challenge:

We have learnt in class about Africa being a place of contrasts and challenged some common ideas about Africa as a continent. Can you give examples and explain if your chosen country could be considered a place of contrasts? Think about the human and physical geography of the country.



Assessment Ladder

Attainment Band:	KS3 Topic 4 - Africa	
	Knowledge and Understanding	Skills
Yellow Plus	<ul style="list-style-type: none"> - Student can competently describe the contrasting characteristics of Africa. - Students can contrast and compare the different climate zones of Africa. - Student can explain the opportunities and challenges of different environmental regions. - Student can discuss the different circumstances of humans living in Africa. - Student can evaluate Africa's future potential for development 	<p>Uses examples to help answer the question and statistics are used accurately.</p> <p>Uses a wide range of accurate geographical terminology.</p> <p>Work is well written and makes clear sense – answers are explained in detail using appropriate English.</p>
Yellow	<ul style="list-style-type: none"> - Student can describe the contrasting characteristics of Africa. - Students can describe the different climate zones of Africa. - Student can explain the opportunities and challenges of different environmental regions. - Student can discuss the different circumstances of humans living in Africa. - Student can explain Africa's future potential for development 	<p>Uses examples to help answer the question and statistics are used.</p> <p>Uses accurate geographical terminology.</p> <p>Work is well written and makes clear sense – answers are explained in detail using appropriate English.</p>
Blue	<ul style="list-style-type: none"> - Student can describe characteristics of Africa. - Student can describe the different climate zones of Africa. - Student can describe the opportunities and challenges of different environmental regions. - Student can describe the different circumstances of humans living in Africa. - Student can identify Africa's future potential for development. 	<p>Examples are mentioned and statistics are used to explain answers.</p> <p>Uses a range of geographical terminology.</p> <p>Work is well written and makes sense – answers are explained using appropriate and accurate English.</p>
Green	<ul style="list-style-type: none"> - Student can describe characteristics of Africa. - Student can list the different climate zones of Africa. - Student can describe the opportunities and challenges of different environmental regions. - Student can identify the different circumstances of humans living in Africa. - Student can understand why Africa has potential for development 	<p>Examples are briefly mentioned, and some statistics are used.</p> <p>Uses some basic geographical terminology.</p> <p>Work is generally well written, and concepts are described using appropriate English.</p>
White	<ul style="list-style-type: none"> - Student can locate Africa. - Student can list the different climate zones of Africa. - Student can identify the opportunities and challenges of different environmental regions. - Student can use images to identify the different circumstances of humans living in Africa. 	<p>Examples are briefly mentioned, and place names are given.</p> <p>Uses a limited range of correct geographical terminology.</p>