



**Geography: Year 8 Unit 2 – Kenya – An African case study of development**

Number of weeks		Content of the unit		Assumed prior learning (tested at the beginning of the unit)				
12 lessons (8 weeks)		Location of Kenya What is life like in different areas of Kenya? What is development? (MEDC, LEDC, development indicators) How developed is Kenya? How can Kenya develop further? Why do people visit Kenya? Is tourism good for Kenya?		Basic place knowledge of continents, countries, equator. Vocabulary for describing weather and climate. Basic knowledge of the differences between rich and poor areas.				
Assessment points and tasks		Written feedback points		Learning Outcomes (tested at the end and related to subject competences)				
Mid-unit assessment: essay – how should Kenya develop?  End of unit assessment: Written debate – Is tourism good for Kenya?		<ul style="list-style-type: none"> <li>• After mid and end of unit assessments</li> <li>• Every 4 lessons</li> <li>• Peer assessment in most lessons</li> </ul>		<b>Making decisions</b>	I can give my own opinion or reaction to a picture, statement or situation.			
			I can give reasons for my opinions.					
			I can identify advantages of processes and events.					
			I can identify disadvantages of processes and events.					
			I can explain advantages of processes and events.					
			I can explain disadvantages of processes and events.					
			I can explain the justification for a particular management strategy.					
			I can explain how management can reduce the impacts of a problem / challenge.					
			I can evaluate the sustainability of management choices .					
			I can explain the different stakeholder views on processes and management.					
			I can suggest new ways to make a process more sustainable or how to manage a process or event.					
Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure	



1	Where is Kenya?	<p>BTOTL I will:</p> <p>All: Create a map of Kenya's location and main physical features.</p> <p>Most: Write a description of Kenya's location and main physical features.</p> <p>Some: Write accurate statements about the climate and relief patterns of Kenya.</p>	<p>Students watch the slideshow (the link leads to a YouTube clip for some accompanying music) and try to work out what country we will be studying. (5 minutes)</p>	<p>Maps of Kenya PowerPoint Atlas Extended writing success criteria</p>	<p>Activity 1: Students look at a map of Kenya as a class (large rooms might need a copy on each table) then vote on the true or false questions. One student is asked to explain their answer for each question. . (5 minutes)</p> <p>Activity2: Students use the Atlas to complete a sketch map of Kenya, including the surrounding countries, seas and capital city. Questions get progressively harder. Stretch question to describe the climate of Kenya using evidence for the map. Students add extra information about physical features using the atlas. Stretch question about why Mombasa was built in that place, and what the climate would be like at the mount Kenya.</p> <p>Activity3: Students write paragraphs to describe the location of Kenya. There is a list of success criteria, coloured to show challenge. There are two differentiated worksheets in the end of the PowerPoint, one which is a gap fill, and one which has multiple choice questions and pictures.</p>	<p>Amend your wo9rk based on success criteria</p>	<p>Students assess themselves with the success criteria tick sheet. . (5 minutes)</p> <p>54321 plenary to check today's learning. . (5 minutes)</p>
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2	What is it like to live in Kenya?	<p>BTEOTL I will:</p> <p>All: Describe what life is like in Kenya's rural and urban areas.</p> <p>Most: Give details about how the Maasai live and ask some questions about life in Kenya.</p> <p>Some: Compare the way the Maasai live, with life in Nairobi.</p>	Students look at 3 contrasting images of Kenya. (copy on board and on tables) Under the three place names, they write words to describe the place. Stretch yourself to generate questions about these places. (5 minutes)	YouTube clips PowerPoint Massai Info sheet	<p>Activity 1: Students watch 2 videos about life in the three areas of Kenya, then write sentences to say what they have learnt about life in the three areas and what surprised them. (15 minutes)</p> <p>Activity 2: Students watch an introductory video about the Maasai tribe and note down what they learnt. Then they complete an information table to record what they have learnt and what questions they have. To do this each group is given one piece of information at a time and after 2 minutes the information sheet is passed on. (20 minutes) Stretch yourself activity to write an acrostic poem about the Maasai tribe.</p>	None set	Voting plenary using coloured cards in planners to show which outcomes have been met. Pick one student of each colour and check knowledge. (5 minutes)
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3	How developed is Kenya?	<p>BTEOTL I will: Know what an MEDC and an LEDC are and say which I think Kenya is. Describe the development level of Kenya in more detail using key words and specific figures. Compare the development level of Kenya with the development level in other countries.</p>	<p>Students look at two images and write a sentence to say which they would prefer to live in and why. Choose a few students to feedback answers and try to link to development. (5 minutes)</p>	<p>Top to tails PowerPoint Country cards MEDC LEDC worksheets</p>	<p>Activity 1: Students complete a code to find the meaning of MEDC and LEDC. Then students write a sentence to say which they think Kenya is. Pictures displayed on the board to help. (5 minutes) Students match the key word to the definition. Some also draw a diagram to illustrate the word. (5 minutes) True or false game to describe what the birth rate/death rate would be like in MEDCs and LEDCs. (5 minutes) Activity 2: Students write a short paragraph to explain the differences between LEDCs and MEDCs. An example is given and colour coded for text deconstruction to give students a clear model. Success criteria and a word bank are provided for support. Push more able students to expand their answers building on learning from the other lessons. (10 minutes) Activity 3: Students work in groups to sort the country cards into LEDCs and MEDCs and rank them in order of development using the development indicators. They record this on a worksheet. (15 minutes) The last part of the sheet contains the harder questions.</p>	<p>Which is the best development indicator? Explain your answer.</p>	<p>As a plenary, ask students what they learnt today that they didn't know before.</p>
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4	How do people make money in Kenya?	BTEOTL I will: Define primary, secondary and tertiary jobs and give examples. Describe what countries need in order to create secondary and tertiary jobs and make money. Explain Kenya's employment structure and suggest whether or not this can change.	Students look at the jobs and decide which is the odd one out. During feedback, try to elicit differences in job sector. <b><u>5 minutes</u></b>	YouTube clip PowerPoint Kenya cardsorts	Activity 1: Students watch the clip then write the definitions of primary, secondary and tertiary sectors with examples. <b><u>5 minutes</u></b> Students look at a graph of Kenya's employment structure and answer one of 3 differentiated questions. . <b><u>5 minutes</u></b> Students make a brainstorm of the things that are required to set up factories. One example is done already. Stretch yourself to detail whether these are raw materials/skills/services etc. <b><u>10 minutes</u></b> Activity 2: Students work in groups to sort the cards into things which will help or hinder Kenya's development of industry. Which is the most helpful/most limiting? Justify their answers. Activity 3: Students explain Kenya's employment structure by answering 1 of 3 differentiated questions. . <b><u>15-20 minutes</u></b>	Industrial Revolution worksheet and research (in the PowerPoint) to compare Kenya to the UK 150 years ago.	Random name questioning to ask what students have learnt today. <b><u>2 minutes</u></b>
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<p>5&amp; 6</p>	<p>How should Kenya develop? <b>Mid -Unit assessment</b></p> <p><b>PIXL Skill - Making decisions</b></p>	<p>BTEOTL I will: Define sustainable development. Describe ways Kenya could develop. Explain how these actions will help Kenya to develop. Judge which is the best way for Kenya to develop and Justify my answer.</p>	<p>Students write the definition of sustainable development and think about what it means. Stretch yourself question to think of an example. <b><u>5 minutes</u></b></p>	<p>Development cards Problem solving task Model answer</p>	<p>Activity1: Explain to students that they will be doing a mini assessment. Share success criteria and get them to stick it in their books. This is a good chance to ask students to look back at their last level and to star an aspirational target. <b><u>5 minutes</u></b> Go through the model answer with students and perhaps write another as a class using the shared writing technique. <b><u>10 minutes</u></b> Activity 2: Students work in groups to look at the ideas for development cards and discuss how each thing will help Kenya now and in the future. Stretch yourself task to discuss whether or not there are any conflicts. Students may take notes and could each look at one aspect (health, environment, money) One example is modelled. Feedback to the class and teacher questioning to extend thinking and build on each other's answers. <b><u>20 minutes</u></b> Activity 3: Students work together to rank the ideas for development in order or importance. Take some feedback and justifications. <b><u>10 minutes</u></b>  Encourage students to plan what they will say in their 3 paragraphs (in note form) <b><u>10 minutes</u></b>  Write up the assessment <b><u>30 minutes</u></b></p>	<p>None set</p>	<p>Ask students to underline in red which part they are most proud of and to explain why in red pen underneath. <b><u>5 minutes</u></b>  Perhaps read out some answers and peer assess. <b><u>10 minutes</u></b></p>
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7	Why does Kenya attract tourists?	<p><b>BTEOTL I will:</b>  <b>All: Identify</b> key tourist attractions in Kenya and categorise them.  <b>Most: Describe</b> Kenya's tourist attractions and climate.  <b>Some: Explain</b> why Kenya's attractions and climate make it a popular place.  <b>Stretch: Judge</b> why more people go to Kenya at some times of the year than at others.</p>	Write a few sentences to explain what sort of place would be good for a holiday. Picture prompts. (5 minutes)	Climate graph worksheets YouTube clips PowerPoint Postcard template	<p>Activity 1: Watch the video clip and write down all the attractions which might draw people to Kenya. Categorise them using a table e.g. are they coastal, climate, safari, leisure (5 minutes)          Choose 3 attractions and brainstorm words to describe them e.g. adjectives, feelings associated with them, extra details about the place.          Modelled example on the IWB. (10 minutes)          Activity 2: Write a postcard home from Kenya to describe what is happening there, what there is to visit and what the weather is like. (10 minutes)          Peer assessment using success criteria checklist.          Activity 3: Students look at the climate graphs and answer the questions (3 levels of differentiation). (10 minutes)</p>	Write an improved (best) copy of the postcard.	Plenary to decide whether they would like to visit Kenya and explain answers. (10 minutes)
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8	Is tourism good for Kenya?	BTEOTL I will: All: Identify advantages and disadvantages of tourism in Kenya. Most: Categorise these advantages and disadvantages according to whether they are social, economic or environmental. Some: Evaluate whether or not tourism is good for Kenya and explain my answer.	Students consider the statement “tourism is good for Kenya” and draw an agree-disagree line with a cross labelled ‘beginning of the lesson’ to show their opinion. Then they must write a sentence to justify this opinion.	Tourism cards PowerPoint Sentence starters	Activity 1: Brainstorm of words that mean the same thing as advantage and disadvantage. Define the words social, economic and environmental with a matching activity. Activity 2: Students work in groups to sort a set of cards into positive and negative effects of tourism. Extension to categorise them further into social, economic and environmental consequences. Discussion feedback (get students to explain why they have made their choices) this could be done as a debate. Activity 3: Students write sentences to explain the effects of tourism on Kenya.	None set	Students place themselves on a voting continuum to answer the key question. Ask some students to justify their position.
9	Revision lesson	BTEOTL I will: Know what I need to revise. Pick out key facts and define key words. Learn detailed information about Kenya.	Reflection: How do you feel when you have a test? How do you prepare for it? Notes then tell your partner / the class.	Revision packs	There are 2 versions of this: Activity 1: Explain why it is important to revise. Watch the revision techniques video. Activity 2: Students either use the information pack to make a ‘little book’ of information about Kenya, following the guidelines on the success criteria sheet, or work through the revision worksheet.	Revise!	Quick-fire quiz questions.
10	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer explain Qs...give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
11	AssessmentRun through	To create www and ebis for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Markschemes	Whole lesson. Run through test. Pupils to grade their work with www and ebis and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebis?