

Name: ..... Class: .....

# Year 9 Unit 2:



Are our views of Africa outdated?

**UNIT OVERVIEW:** Africa – a place study  
**ENQUIRY:** Are our views of Africa outdated?

<b>Unit intention:</b>		
<b>Success criteria</b>	✓	X
<ul style="list-style-type: none"> <li>I can locate the main physical characteristics of Africa</li> <li>I can explain how the Great Rift Valley was formed</li> <li>I can analyse the challenges and opportunities of population change in Africa</li> <li>I can consider how the effects of the slave trade have shaped Africa's present.</li> <li>I can make links between the different causes of poverty and apply that to the variations in development.</li> <li>I can explain what blood diamonds are.</li> </ul>		
<b>Unit summative and formative assessment details:</b>		
EQs throughout, essays and end of unit test		
<b>Home Learning (What and how often):</b>		
Every lesson – variety of activities		
<b>Topic Sequence</b> <ul style="list-style-type: none"> <li>Location</li> <li>Biomes</li> <li>Population</li> <li>Colonial legacy</li> <li>Weather</li> <li>Development</li> <li>Urban areas</li> <li>Conflict</li> </ul>	<b>Recommended reading/ watching:</b>    <b>Places to visit:</b>	

Professionalism. Inclusion. Pedagogy. Curriculum.  
Be professional. Be inclusive. Be a learner. Be knowledgeable.

### End of unit evaluation

**Success criteria** – Have you met them? Show your evidence in preparation for your assessment.

1.

2.

3.

4.

5.

6.

How will you improve your work?

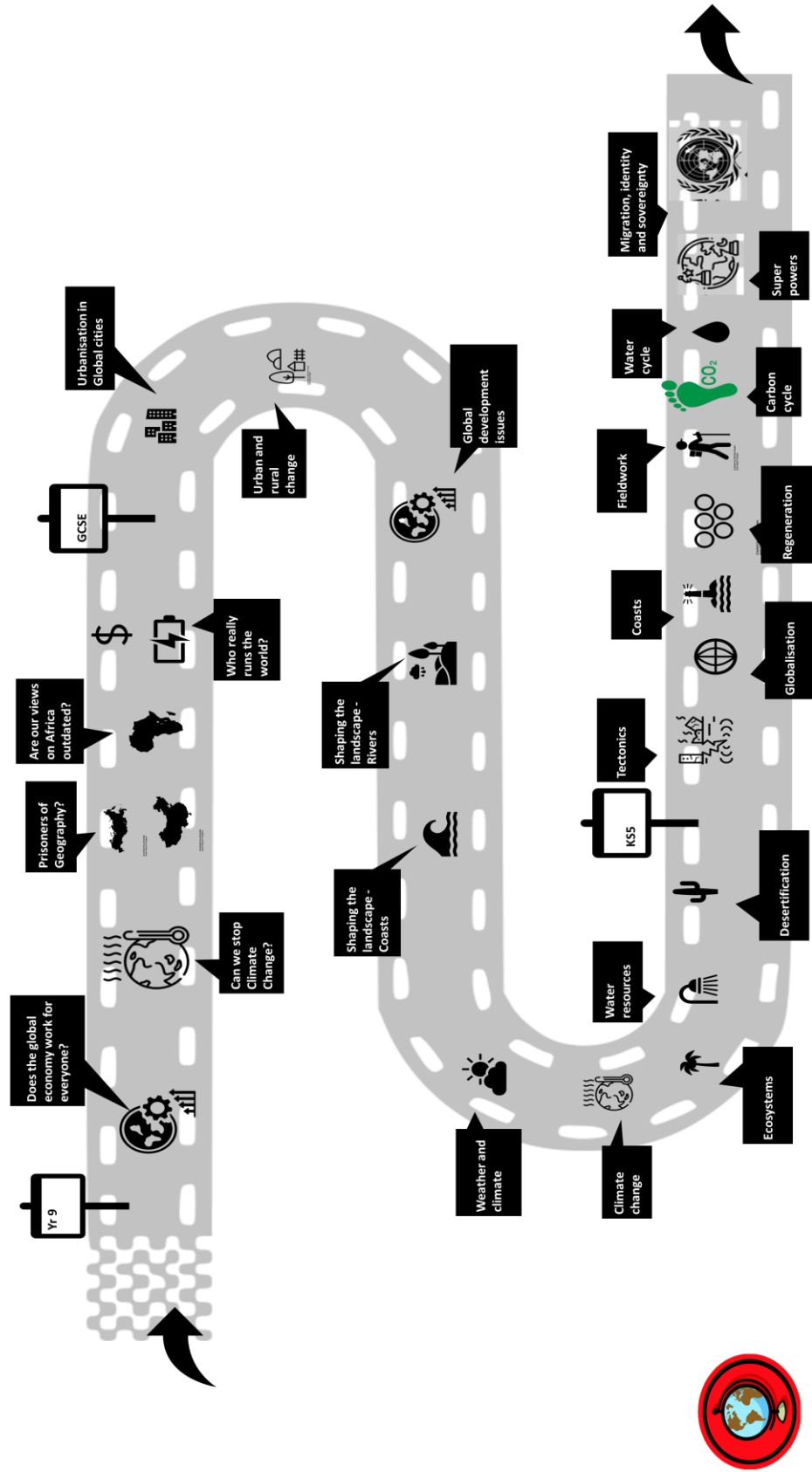
## Student Assessment sheet

### Year 9 Unit 2

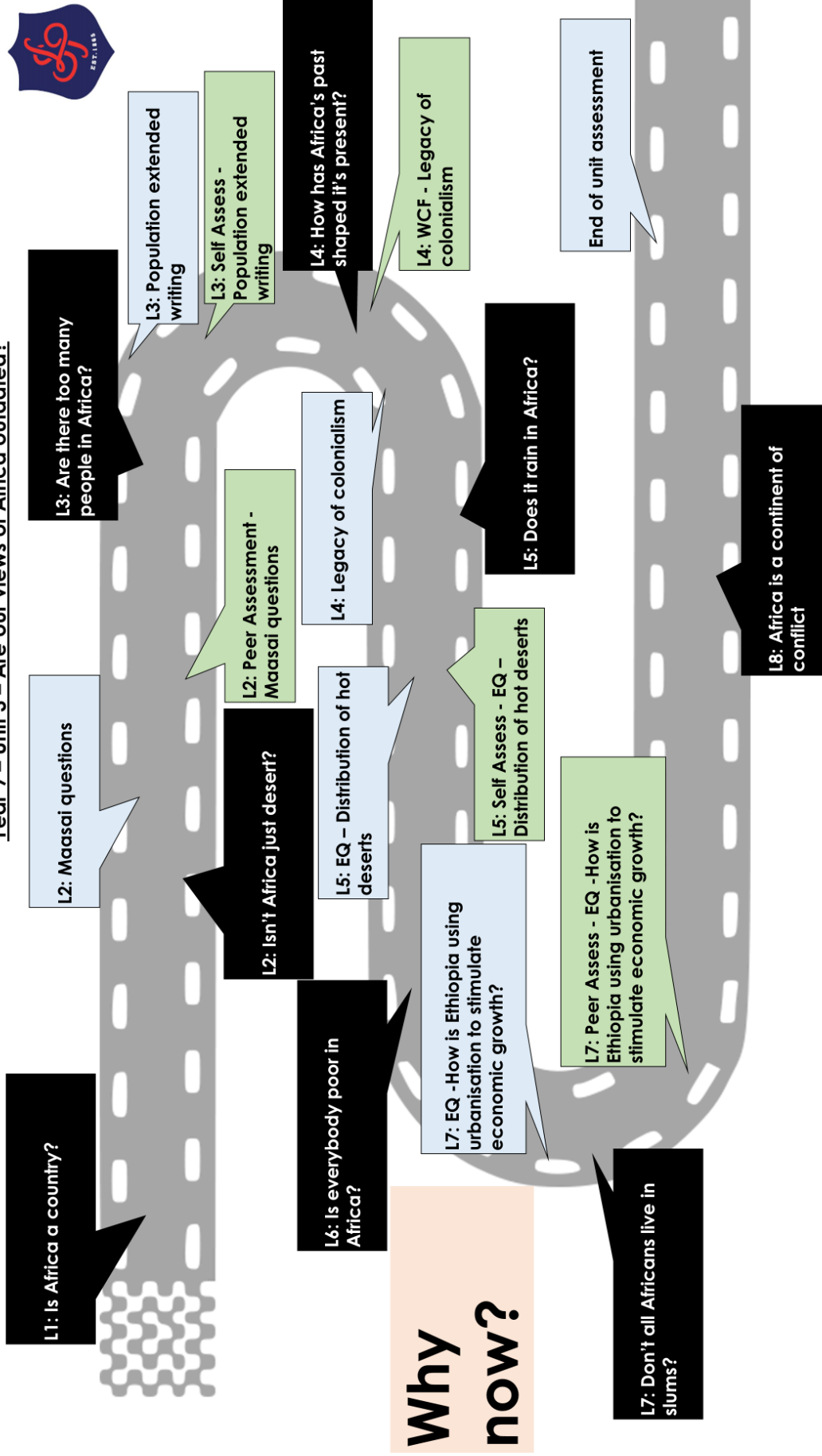
LI	Extending	Mastering	Learning	Assessment	HW Check
<b>To understand the location, area and population of Africa.</b>	I can compare the population and area of Africa to other continents.	I can describe the location of Africa on a map.	I can identify the difference between a country and a continent.		Quiz
<b>To understand the physical differences in Africa</b>	I can explain how the Great Rift Valley was formed	I can explain what types of natural resources are found in Africa	I can locate the main physical characteristics of Africa		Review sheet
<b>To understand the challenges and opportunities of the population change in Africa.</b>	I can analyse the challenges and opportunities of population change in Africa	I can identify, suggest and explain the reasons behind Africa's population density	I can read and construct population maps	Distribution	Quiz
<b>To identify the effects of European colonialism in Africa and consider how those effects have shaped Africa's present.</b>	I can evaluate the legacy of colonialism in Africa and whether this has changed the way we see Africa today.	I can consider how the effects of the slave trade have shaped Africa's present.	I can explain how the slave trade and the "scramble for Africa" impacted Africa's past.	EQ	Guided reading
<b>To understand the pattern of climate zones and biomes across Africa.</b>	I can link the location of certain biomes and climate zones to the global atmospheric circulation system.	I can describe the climate of a variety of countries in Africa using climate graphs	I can identify the four main biomes and climate zones found on the continent of Africa.	EQ	Guided reading

<b>To understand and consider the various levels of development across African countries and the different points of view.</b>	I can make links between the different causes of poverty and apply that to the variations in development.	I can explain what the differences across Africa show about poverty and development	I can describe the differences in development across Africa		Seneca review
<b>To understand the challenges and opportunities of life in a growing city.</b>	I can analyse the solutions to the challenges and opportunities of urbanisation in Africa, suggesting alternative solutions.	I can explain the challenges and opportunities of urbanisation in Africa	I can describe the distribution of urban populations in Africa.	EQ	
<b>To understand why conflict has happened in Africa.</b>	I can understand the effects of this experience has on these children.	I can understand why child soldiers are used.	I can explain what blood diamonds are.		Revise for end of unit assessment

# Geography at Langdon Park School September 2020 – July 2021



## Year 9 – Unit 3 – Are our views of Africa outdated?



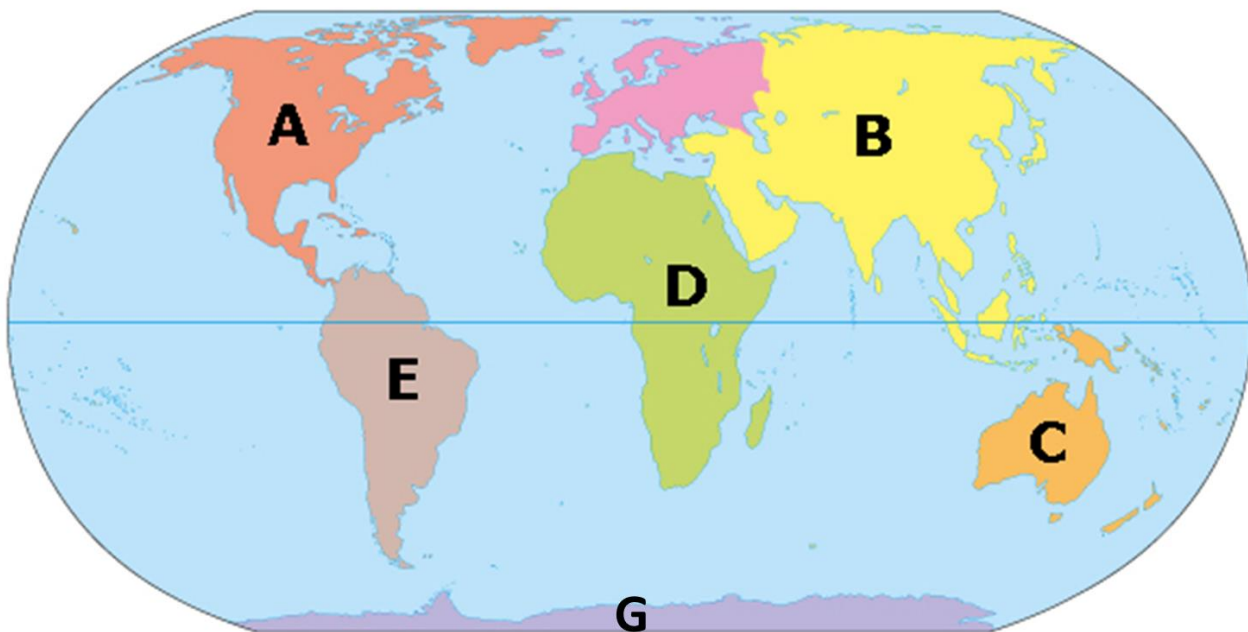
## Big Picture

		I think I can..	My teacher thinks I can ...
Learning	I can identify the difference between a country and a continent.		
Mastering	I can describe the location of Africa on a map.		
Extending	I can compare the population and area of Africa to other continents.		

## Do now: Quiz

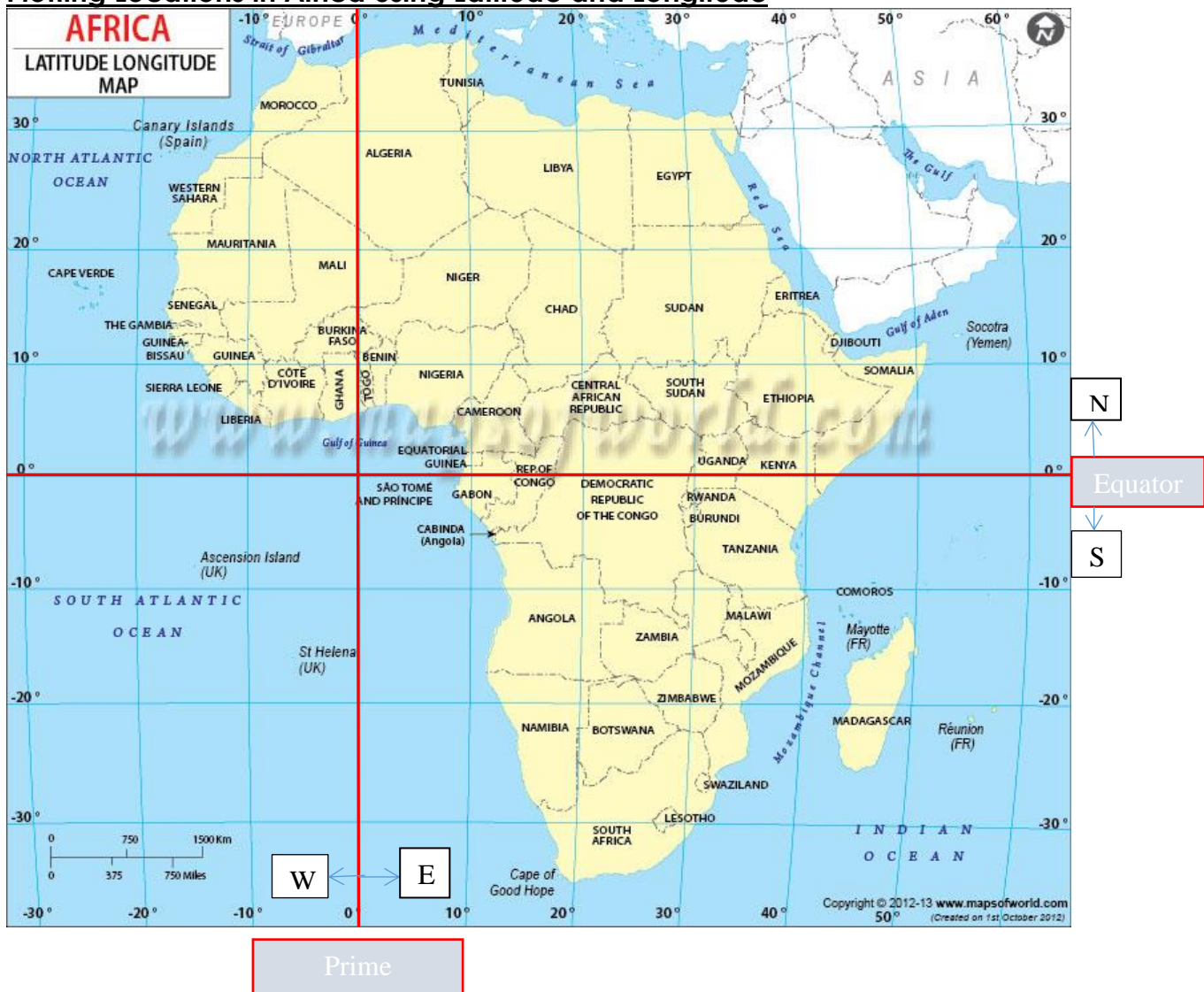
Draw a picture of Africa	
Do you know where Africa is in the world? Write a sentence to explain where in the world Africa is.	
Is Africa a country or a continent? Give your answer and explain the difference between a country and a continent.	
Humans began in Africa... True or False	
What language is spoken in Africa?	
How many countries make up Africa? Can you name any?	
Africa is the source of lots of natural resources such as cotton, tea, coffee and fruits.  Can you name any other resources we get from Africa?	

600years ago the whole of Africa was 'colonised' by Europeans. They look over parts of Africa for themselves. Sold the natural resources and African people as slaves. True or False	
Africa has a wealth of animal and plant life making up many different ecosystems. Such as Desert i.e. Sahara Desert Can you name any other types of ecosystem Africa may have?	
What do you think the population of Africa is?	



A		E	
B		F	
C		G	
D			

## Plotting Locations in Africa using Latitude and Longitude



Plot these locations onto your map of Africa

	Place Name	Latitude and Longitude
1	Marrakech, Morocco	31° N 8° W
2	Sousse, Tunisia	35° N 10° E
3	Pyramids of Giza, Egypt	30°N 31°E
4	Lalibela, Ethiopia	12°N 39°E
5	Bwindi National Park, Uganda	1°S 29°E
6	Masai Mara, Kenya	1°S 35°E
7	Mount Kilimanjaro, Tanzania	3°S 37°E
8	Cape Town (Boulders Penguin Colony), South Africa	33°S 18°E
9	Victoria Falls, Zimbabwe	18°S 26°E
10	Elmina, Ghana	5°N 1°W
11	Dogon Village, Malawi	14°N 3°W
12	Sahara Desert, Mauritania	21°N 11°W

## Africa or not

Desert		Oil exploration	
Rainforest		Tiger	
Elephant		Glaciers	
A sandy beach		Panic	
Penguins		Shanty towns	
A street scene		Elephants	
Pyramids		Cheetah	
Warrior tribes		Poverty	

## Article A

Nigerian novelist, Chimamanda Ngozi Adiche, talks of 'the danger of a single story', from her experience of living with her college roommate, when attending university in the USA. My roommate had a single story of Africa. In this single story there was no possibility of Africans being similar to her, in any way. No possibility of feelings more complex than pity. If I had not grown up in Nigeria, and if all I knew about Africa were from popular images, I too would think that Africa was a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves, and waiting to be saved, by a kind, white foreigner... The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

## Article B

Africa is not a country, an article from The Guardian online, 24 January 2014.

There are 54 states on the continent, yet the media insists on referring to it as one place. Many public figures and journalists have no problem describing someone from Botswana and person from Mauritania as 'Africans'. They probably wouldn't call them 'Americans' if they were from Brazil and the United States, even though the distance between the two is the same – and the economic conditions as different.

You don't have a film called Out of Asia and you rarely go to Oceania on holidays (instead you talk of vacations in Australia, New Zealand or another island). Yet for a continent of one billion people three times the size of the US, it's no problem to call it by one single name – 'Africa'! This is hugely detrimental to many countries. When a civil war starts in the Central African Republic (Africa!), it negatively impacts countries as far away as Senegal (Africa!) and Lesotho (Africa!). This has to change.

## Time to reflect: Country check



Look at the map of countries and their capitals

Answer the following questions:

- a) It is on the east coast and the name begins with a K: \_\_\_\_\_
- b) It is tiny and completely surrounded by South Africa: \_\_\_\_\_
- c) It is a big island in the Indian Ocean, larger than the British Isles: \_\_\_\_\_
- d) It's just north of Nigeria and a little larger: \_\_\_\_\_
- e) It is small and thin and its name starts with T and is in west Africa with a coastline of the Atlantic Ocean: \_\_\_\_\_
- f) Find a country which is **landlocked**: \_\_\_\_\_
- g) Name a country with very straight borders: \_\_\_\_\_

## Lesson 2: Isn't Africa just desert?

### Big Picture

		I think I can ...	My teacher thinks I can ...
Learning	I can locate the main physical characteristics of Africa		
Mastering	I can explain what types of natural resources are found in Africa		
Extending	I can explain how the Great Rift Valley was formed		

### Do now: Name the African features

### Starter: Annotate your map

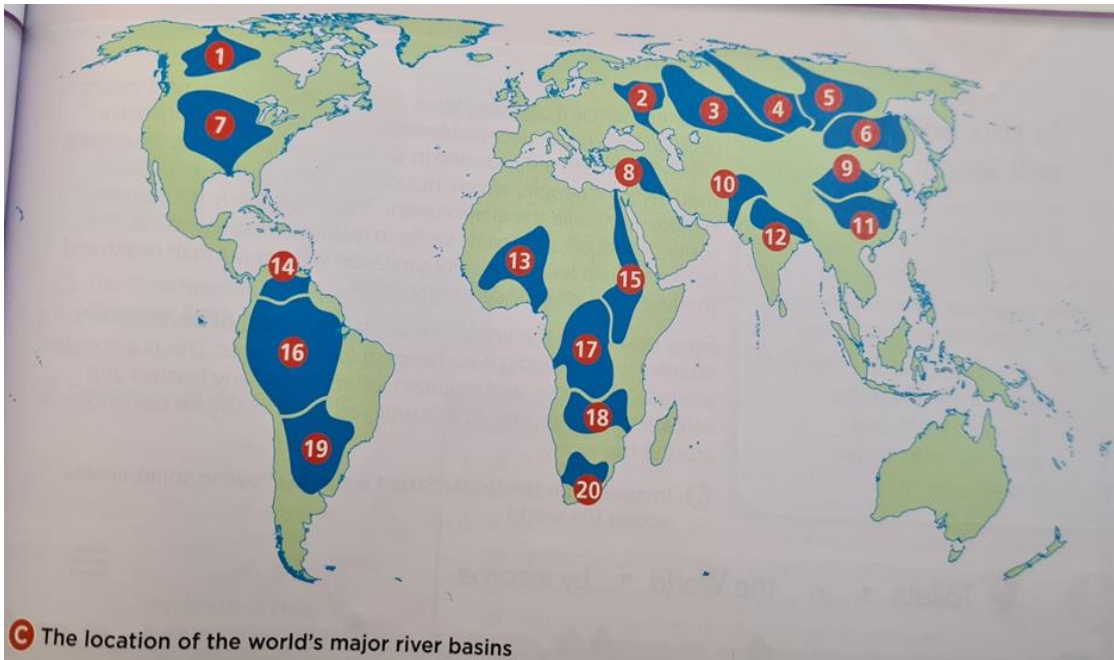
Africa is only 14km to the South of Europe at the closest point	El Azizya in Libya is the hottest place on earth – reaching 58°C	The River Nile is the world's longest river at 6,695km long
Mount Kilimanjaro in Tanzania is Africa's highest mountain. It is an old Volcano	The Congo rainforest is the second largest in the world. It is located next to the River Congo	The Sahara Desert is the world's largest desert
Algeria in the North is the largest country in Africa	Nigeria has the largest population in Africa	Cairo is Africa's largest city with a population over 20 million. It is located in Egypt
Burkina Faso is one of the world's poorest countries. It is in the East of Africa	Population density is high around the River Nile and River Congo	In Kenya, tourism is one of the main ways that locals make money.

# Africa





**Key**



**C** The location of the world's major river basins

How would you describe the relief of the land in Africa?

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What percentage of Africa (approximately) is mountainous?

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Would it be better to live on a mountain range or on a plateau?

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How would the mountains affect the climate of some of the tropical countries within Africa?

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Where do all the three major rivers seem to have their source?

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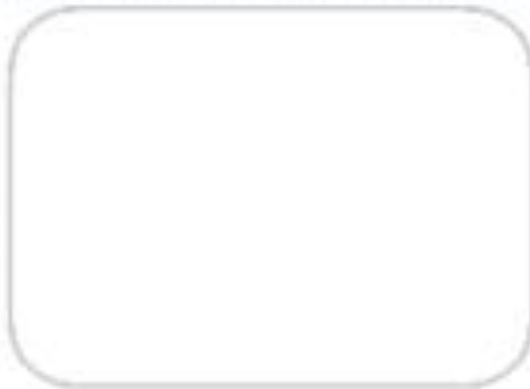
Why is it possible in Egypt for large numbers of people to live in the dry desert?

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What are the names of the two lines of latitude that pass through the two desert areas?

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## THE FORMATION OF FOLD MOUNTAINS



Look at the images to help you figure out how we use the Atlas Mountains.

Write a list of as many ideas as you can.

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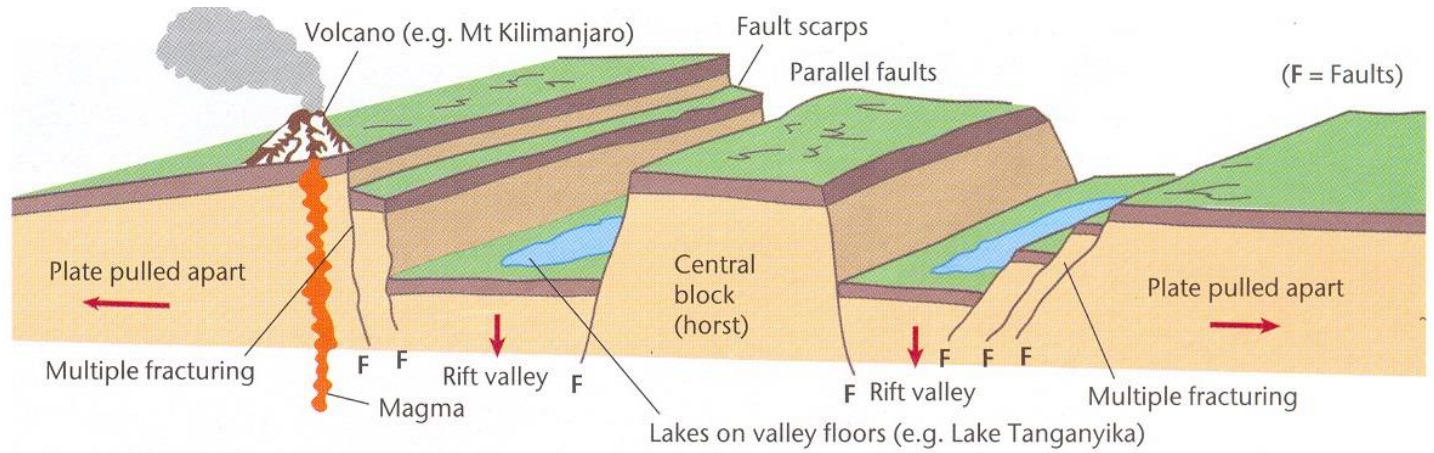
Key:

The Great Rift Valley. A rift is a tear in the crust.

What could have caused this to happen?

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Explain how the Great Rift Valley was formed

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What could happen to This part of Africa if this Rift continues?

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What are natural resources?

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Africa is rich in natural resources!!

It exports 16% of the world's uranium, used to produce nuclear energy; bauxite, a main aluminium ore; and 58% of the world's cobalt.

In 2011, Africa produces more than half of the world's diamonds, and nearly 75% of the world's platinum.

Africa has 10% of the world's oil and gas reserves.

Africa is also rich in forests, a source of major hardwoods.

Nigeria and Libya are two of the leading oil producing countries in the world.

**Summarise** the facts above into 3 sentences.

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# Africa



Who are the Maasai?

Where are they from?

What do they do?

Where do they live?

What are their houses like?

What is their daily life like?

What do they wear?

What do they eat?



Answer the following questions in full sentences taking care with your SPAG.

Q1) Who are the Maasai? (2 Marks)

Q2) Describe the lifestyle of the Maasai (6 Marks)

Q3) Explain what is important to the Maasai Tribe? (6 Marks)

Q4) 'There is no place for the Maasai in Modern Kenya'. (6 Marks)

Do you agree with this statement? Why might some people disagree?

**Time to reflect: 5-5-1**

Summarise today's topic into 5 sentences.

Reduce to 5 words.

Now to 1 word.

### Lesson 3: Are there too many people in Africa?

#### Big Picture

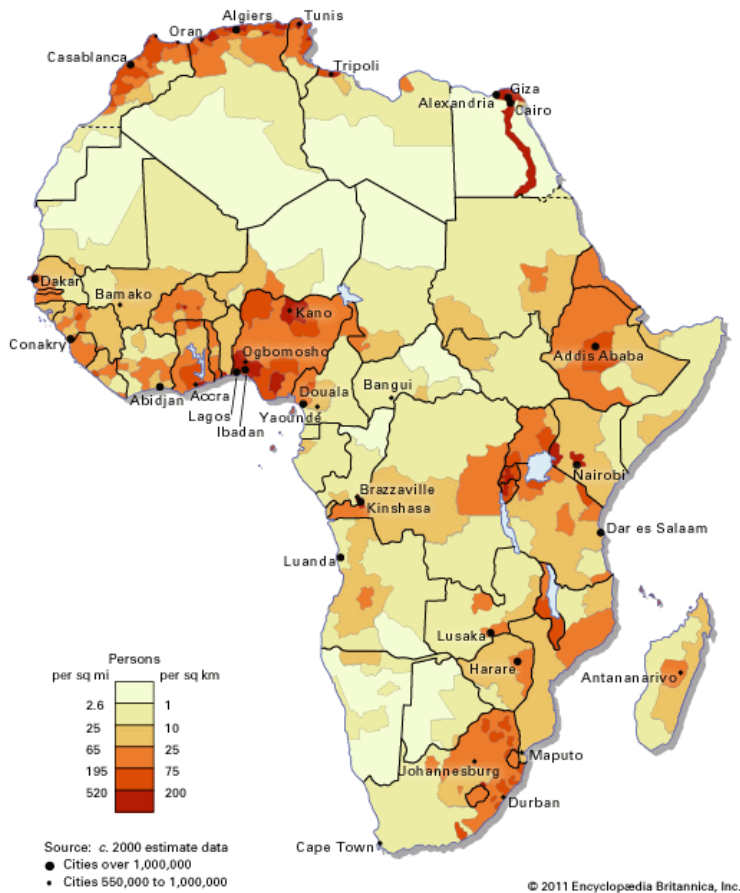
L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can read and construct population maps		
Mastering	I can Identify, suggest and explain the reasons behind Africa's population density		
Extending	I can analyse the challenges and opportunities of population change in Africa		

#### Do now: Key term review

Population
Population density
Distribution
Sparse
Dense

Crowded areas, high density
How something is shared out, the pattern
Places with few people, low density
The number of people in a particular place
The number of people per km <sup>2</sup>

## Starter: Describe the distribution of population



Which parts of the continent are densely populated and which are sparsely populated?

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Stretch: Has Africa always been like this?

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Challenge: Why do you think this might be? (link it to work done in previous lessons)

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<b>Country</b>	<b>Population in millions</b>	<b>Country</b>	<b>Population in millions</b>
Algeria	39.21	Madagascar	22.92
Angola	21.47	Malawi	16.36
Benin	10.32	Mali	15.3
Botswana	2.021	Mauritania	3.89
Burkina Faso	16.93	Mauritius	1.296
Burundi	10.16	Morocco	33.01
Cameroon	22.25	Mozambique	25.83
Cape Verde	0.498	Namibia	2.303
Central African Republic	4.616	Niger	17.83
Chad	12.83	Nigeria	173.86
Comoros	0.734	Republic of Congo	4.448
Cote d'Ivoire	20.32	Rwanda	11.78
Democratic Republic of Congo	67.51	Sao Tome and Principe	0.192
Djibouti	0.872	Senegal	14.13
Egypt	82.06	Seychelles	0.89
Equatorial Guinea	0.757	Sierra Leone	6.092
Eritrea	6.3	Somalia	10.5
Ethiopia	94.1	South Africa	52.98
Gabon	1.672	South Sudan	11.3
Gambia	1.849	Sudan	37.96
Ghana	25.9	Swaziland	1.25
Guinea	11.75	Tanzania	49.25
Guinea Bissau	1.704	Togo	6.817
Kenya	44.35	Tunisia	10.89
Lesotho	2.074	Uganda	37.58
Liberia	4.294	Zambia	14.54
Libya	6.202	Zimbabwe	14.15



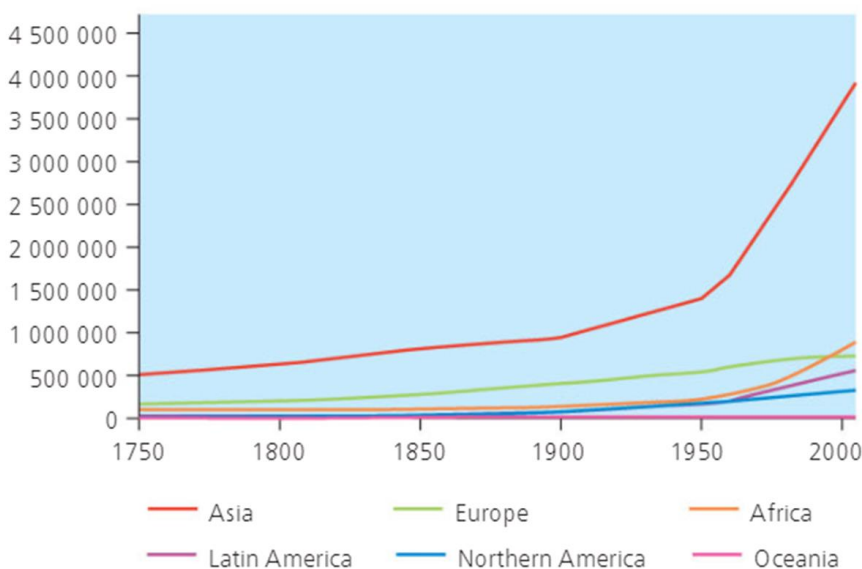
Colour	Population in millions
	Under 1 million
	1.01 – 25 million
	25.01 – 50 million
	50.01 – 75 million
	75.01 – 100 million
	100 million plus

You will now complete a piece of writing to explain what your choropleth map shows. Use paragraphs, correct spelling and grammar and the key words you have learnt this lesson. Make sure you include the following in your writing:

- Which African country has the smallest population?
- Which has the largest population?
- The population of the UK is around 64 million. Name the African countries which have a larger population than the UK.
- The population of London is about 8.3 million. How many countries can you find with a smaller population than London.
- Find a global biomes map in your atlas. For Africa which biomes do most people live in? Why?
- Which biomes are sparsely populated? Why?

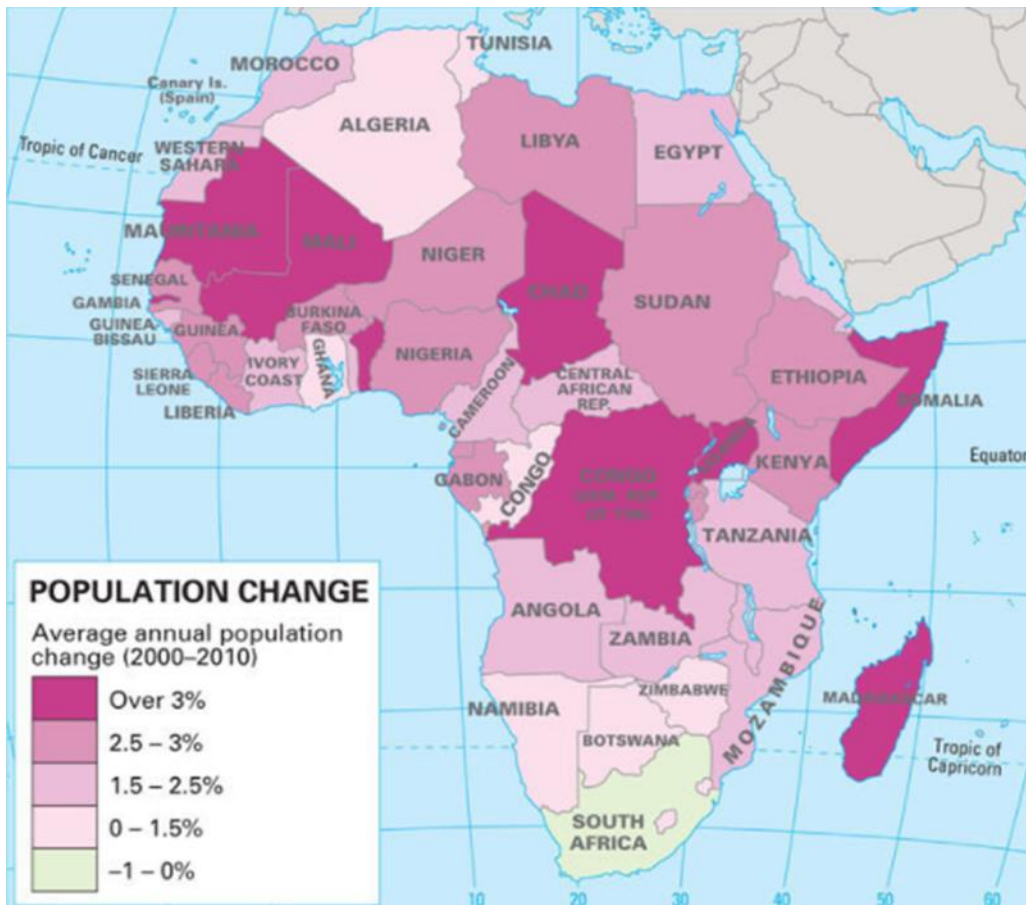
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### A World population increase, by continent



What was the population of Africa in: 1750, 1900, 1950 and 2000?

Write a paragraph to describe the population change in Africa between each of these dates quoting the figures you have identified in the previous question.



Which country in Africa is the odd one out with the lowest annual population change?

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Create a table with two columns. Add a row for each category in the key and then list each of the countries in the correct category.

Identify the distribution pattern for countries with an annual population increase over 2.5%

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Why do you think has happened?

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What issues will this cause?

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#### Viewpoint A

Across 47 countries (33 of which are in Africa) which are designated by the United Nations as the least developed countries, population is expected to nearly double from 1 billion in 2017, to 1.9 billion in 2050. The population growth, the UN argues, will make it 'harder' for governments in these countries which are already struggling with reducing poverty and hunger as well as trying to improve access to standard health and education systems.

#### Viewpoint B

Population growth, urbanisation and economic development go together. Rich countries are urban countries. We in Africa are currently rural, relying on farming and mining.

Population growth increases density and, together with rural-urban migration, creates big cities. Big cities allow for innovation and increase economic opportunities.

#### Viewpoint C

Since the middle of the last century, improvements in public health have led to an inspiring decrease in infant and child mortality rates. Overall, life expectancy has also risen. The 12 million Africans born in 1955 could expect to live only until the age of 37. Encouragingly, the 42 million Africans born this year can expect to live to the age of 60. The number of children the average African woman is likely to have in her lifetime is high, the global rate is 2.5 children per woman, but 4.7 children per woman in Africa. In Niger, it is more than 7.

#### Viewpoint D

Today, Africa has the youngest population in the world – 200 million Africans are between 15 and 24 years old. This young population is expected to more than double by 2050, when as many as 800 million Africans are expected to be between the ages of 25 and 59. Today, China has the advantage of having the largest labour force worldwide. But soon, China will be replaced by Africa. According to these projections by 2050, one out of every four workers in the world is likely to be African. This African labour force will be young and relatively cheap. Therefore, it is to be expected that multinational companies of the West looking for cheap labour would be inclined to move their business to Africa, instead of East Asia.

#### Viewpoint E

It remains to be seen whether Africa can cope with this much population growth. All over our continent there is so much discontent among young people. They are frustrated by the limited job opportunities, rising unemployment, corrupt politicians, and limited opportunities to have their political voices heard. As a result, we are seeing many young people migrating from the continent and many others looking for answers within extremist groups who support terrorism.

Highlight the reasons for population increase.

Highlight the challenges of population increase in a different colour.

Highlight the opportunities of population increase in another colour.

Write a paragraph to answer today's title 'What are the challenges and opportunities of population change in Africa?' using evidence from today's lesson.

**Time to reflect:**

**The future is bright for Africa's young population.**

Africa is young – and it continues to get younger as populations around the world are getting older. With over 40% of its working age population between the ages of 15 – 24, it is the youngest continent in the world. There are almost 200 million youths in Africa and, according to African Economic Outlook, that number will double by 2045

Read the quote about the population of Africa, above.

Think about what you have learnt and identify advantages and disadvantages of this young population

## Lesson 4: How has Africa's past shaped its present?

### Big Picture

L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can explain how the slave trade and the "scramble for Africa" impacted Africa's past.		
Mastering	I can consider how the effects of the slave trade have shaped Africa's present.		
Extending	I can evaluate the legacy of colonialism in Africa and whether this has changed the way we see Africa today.		

### Do now: Skills – picture analysis



What is this image representing?

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Can you link this to any of your history lessons?

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What is the viewpoint of the cartoonist?

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**Starter: What do all of these items have to do with Africa?**



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What do Africa's resources have to do with the languages in Africa today?



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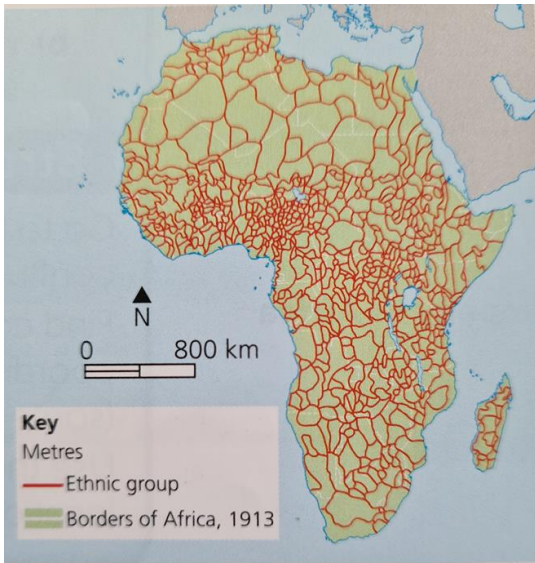
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What do you already know about the history of Africa?

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Has Africa always looked like this?



Describe how Africa has changed from pre-1884 to what we see today.

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Challenge: As a Geographer, what potential issues can you see arising from the new forced borders?

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Why didn't the Europeans take over Africa until the 19th century?

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Why was Africa targeted?

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A map of the Atlantic Ocean illustrating the triangular trade system. The map shows North America, South America, Europe, and Africa. Key locations labeled include Virginia, Cuba, Jamaica, Hispaniola, West Indies, Brazil, Senegal, and Gold Coast. Trade routes are indicated by red arrows with labels: 'Tobacco, cotton, sugar, molasses' from Virginia to Europe; 'Cotton, sugar' from the West Indies to Europe; 'Manufactured goods' from Europe to Africa; 'Slaves' from Senegal and the Gold Coast to South America; and 'Slaves' from South America to Brazil. A scale bar indicates 0 to 1000 km, and a north arrow is present.

Using the map and your own knowledge from History, write a paragraph describing how the slave triangle of trade worked.

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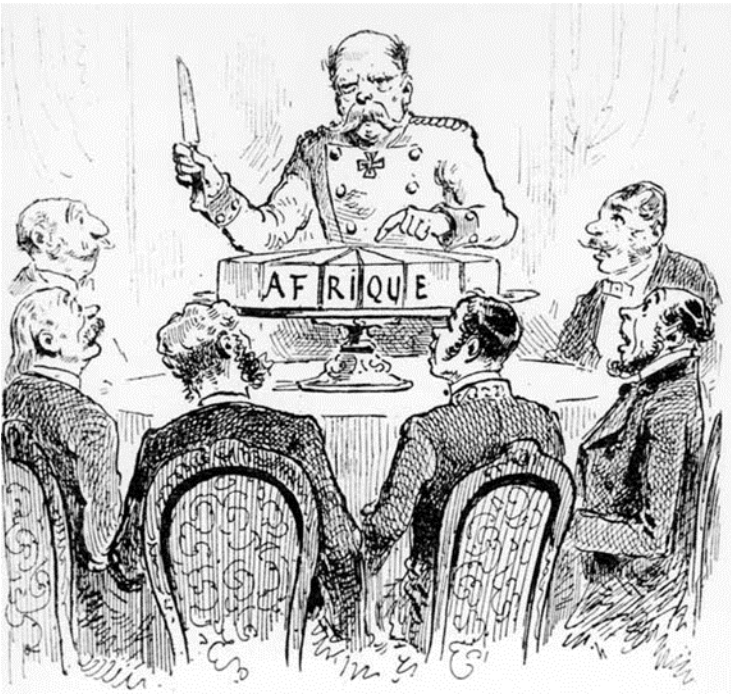
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## The Berlin Conference



What is Africa being represented as here? Why?

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What happened next?

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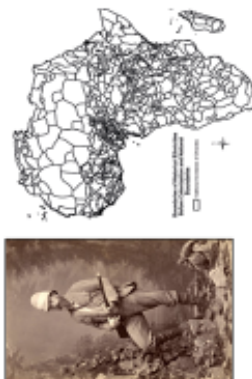
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# HOW HAS AFRICA'S PAST SHAPED ITS PRESENT?

Why has the development gap for many African countries increased?

The history of European exploitation of Africa still influences the geography of the continent. Before 1860, Africa had a rich history and culture. It was divided into thousands of small areas and kingdoms, based on different languages and cultures, see Map C. Through reading this article, you will explore the damaging impact of the slave trade from the 1600s, followed by the colonisation of Africa by a range of nations from the 1880s.



## The Slave Trade

Between the 1600s and 1800s, 12-15 million Africans were sold into slavery. Europeans bought people in West Africa in exchange for goods. Over the years in a triangle of trade developed between Europe and the New Worlds, shown in Map A. After abolishing slavery from 1833, European nations began to develop a new form of exploitation of Africa, through colonisation.



## The Scramble for Africa

British explorers, such as David Livingstone conducted expeditions to Africa and reported their findings to excited audiences back at geographical conferences across Europe. As the Industrial Revolution developed in Europe, nations were keen to exploit the abundant natural resources and cheap labour of Africa discovered by these explorers. The new wealth of Europe also created a sense of superiority. Many believed they were bringing civilisation to a savage people. As the 'Scramble for Africa' got underway, it increased tensions among the European nations. To prevent conflict, 14 European nations met at the Berlin conference in 1884-1885 divided the continent amongst themselves - see Map B.



They gave little thought to the existing ethnic groups and no African ruler was involved - this led to communities being separated and even straight-line borders being introduced between countries, dividing populations.

## The Legacy of Colonialism

African countries began to gain their independence from Europe in the 1960s. Still struggling with the legacy of colonialism, many have found the road to a strong and stable nation to be a difficult one. The political boundaries created at the Berlin conference have often led to the re-emergence of ethnic conflict and lots of civil wars. The wealth of natural resources continue to be over-exploited by European businesses. New countries are often still locked in old colonial trade, selling natural resources on the world market. The best agricultural land is still used to grow cash crops, such as cocoa, coffee, sugar and cotton rather than growing crops to feed the growing population of African countries. Poverty often leads to a reliance on aid from developed countries.

*'Under colonial rule, little attention has been paid to the education, health and training for Africans. The splitting up of Africa into separate colonies and the use of territories as sources of raw materials for the benefit of more developed countries has not allowed the continent to develop.'*

**Tom Mboya, one of the founders of the Republic of Kenya.**



**TASK** - read the article and using the information answer the questions below in your books.

- 1 Explain why the Industrial Revolution fueled a 'Scramble for Africa'.
- 2 Outline how European nations aimed to prevent conflict.
- 3 When did African countries start to gain independence from Europe?
- 4 Bullet point a list of 4 challenges that African countries faced whilst gaining independence from colonialism.

## CHALLENGE

Read the quote from Tom Mboya who was one of the founders of the Republic of Kenya. Choose one area that he believes colonisation paid little attention to and explain how this would impact people's quality of life in LDCs. Remember to use development indicators.



### **Time to reflect: Legacy of colonialism**

Evaluate the legacy of colonialism and how this has contributed to the lack of development in certain countries.

## Lesson 5: Does it rain in Africa?

### Big Picture

L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can identify the four main biomes and climate zones found on the continent of Africa.		
Mastering	I can describe the climate of a variety of countries in Africa using climate graphs		
Extending	I can link the location of certain biomes and climate zones to the global atmospheric circulation system.		

### Do now: Skills source analysis

Source A

In 40 words describe what Chedid thinks about the desert,

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Source B

What 5 words best describe what the painter is trying to say about the desert?

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### Starter: African climates

Source C

The following quote goes alongside this source.

"You have to close your eyes and plug up your ears so the sand doesn't get in, then you walk through it, step by step. There's no sun there, no moon, no direction, no sense of time. Just fine white sand swirling up into the sky like pulverized bones."

What are the dangers of being caught in a sand storm?

Source D

Describe what this map suggests about living in deserts.

Use the key words dense and sparse in your answer.

## What is a biome?

Scientists divide the world into large natural areas called biomes.

Each biome is known for certain kinds of plants and animals. But what's really at the heart of a biome is its climate.

What does climate mean?

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Write a definition of the keyword

Create a question where the keyword is the answer



Use the keyword correctly in a sentence

Draw an image, picture or symbol to illustrate the keyword

Keyword  
**Biome**



What other words can be linked to that keyword?

Why is the keyword important? What other units/topics can this keyword be included in?



### Mediterranean Biome

African countries with this biome:

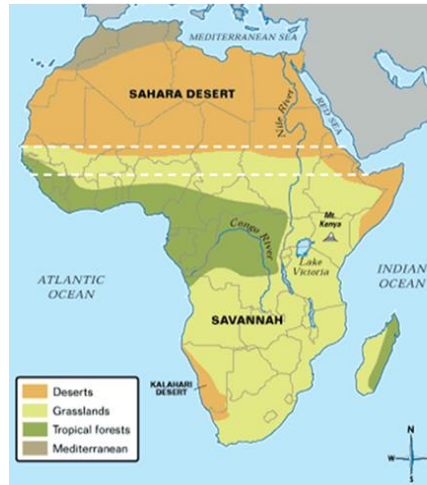


### Tropical Forests Biome

African countries with this biome:

### Desert Biome

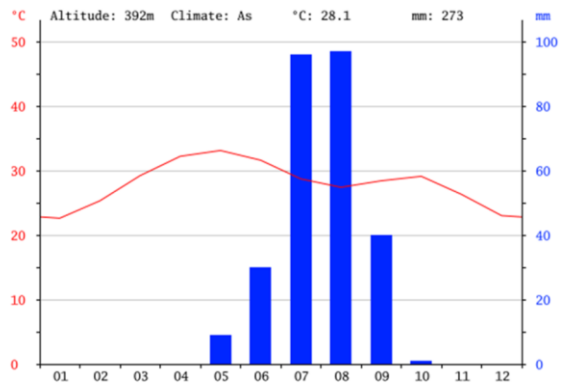
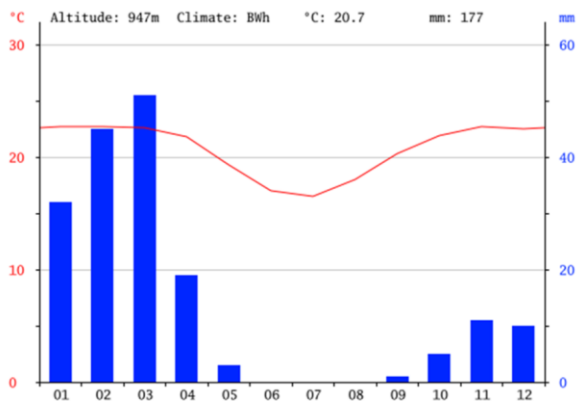
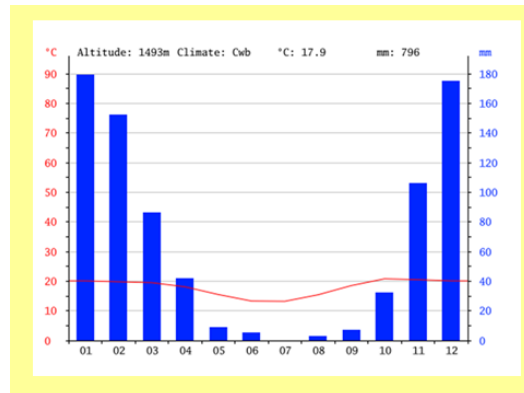
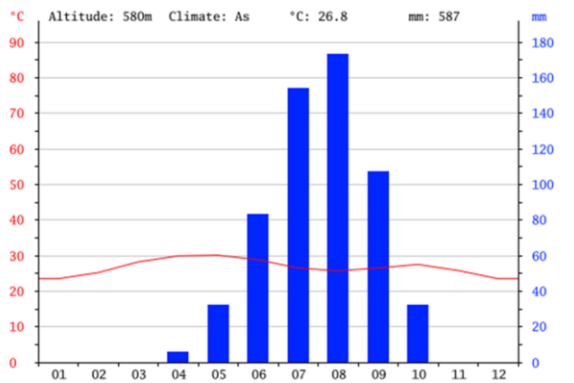
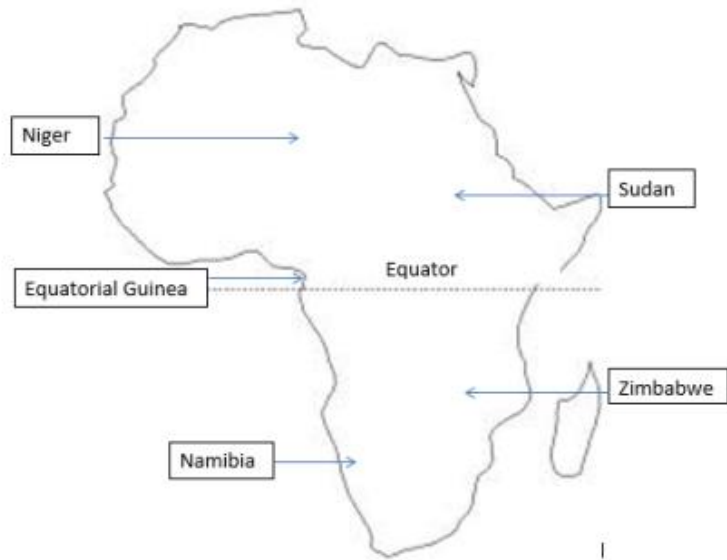
African countries with this biome:

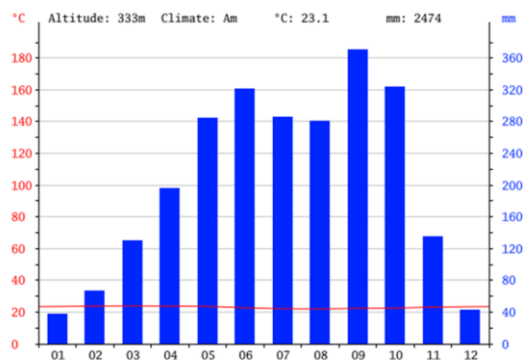


### Grasslands

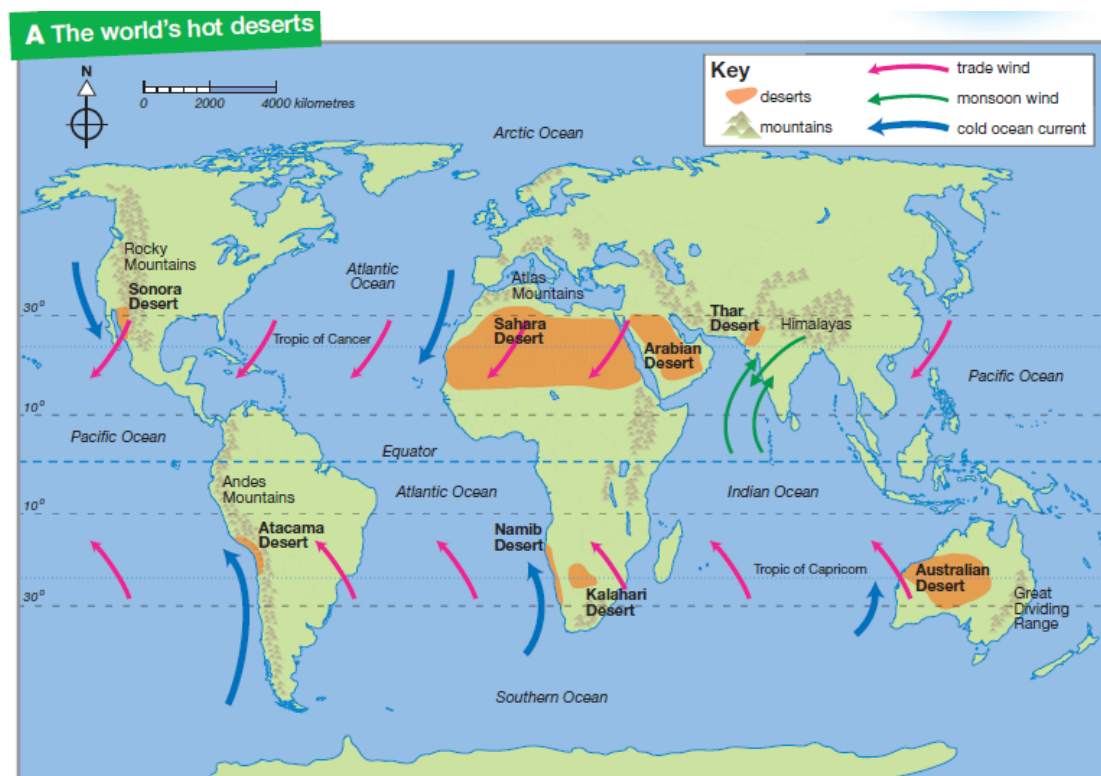
African countries with this biome:

## Climates of Africa





## Hot deserts



Describe the distribution of hot deserts (3)

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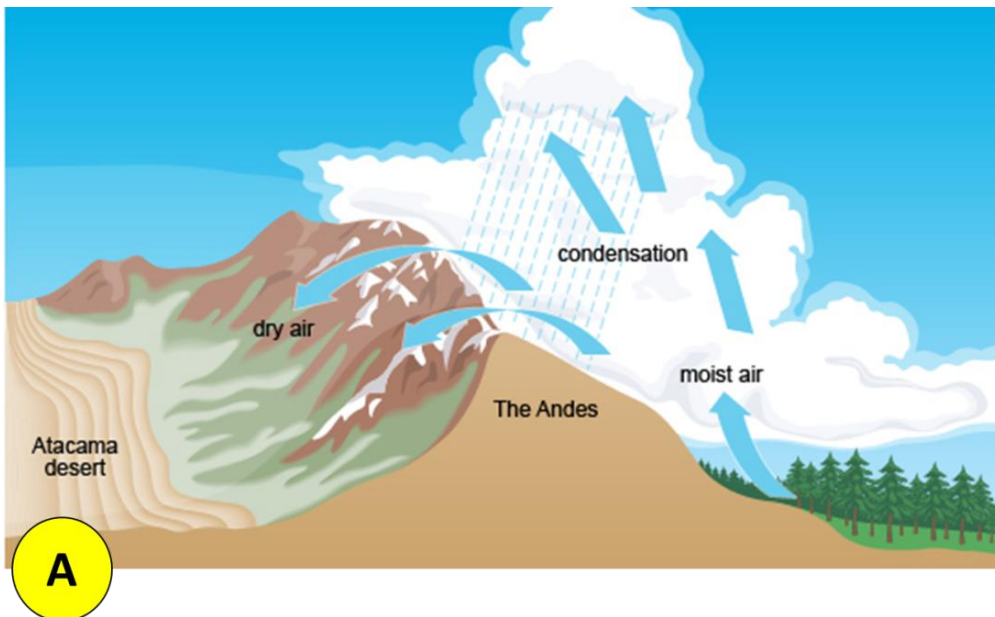
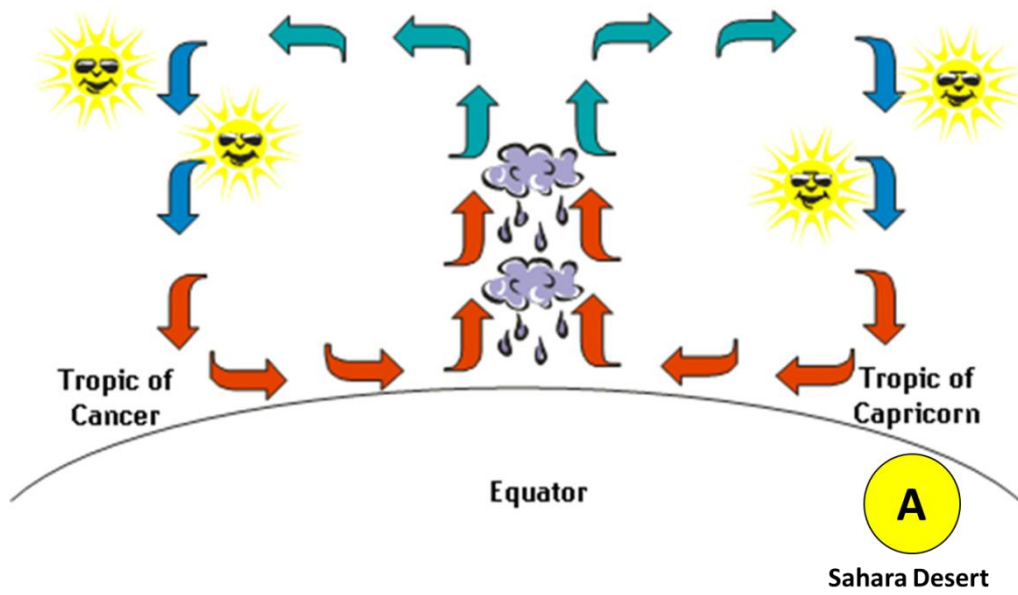
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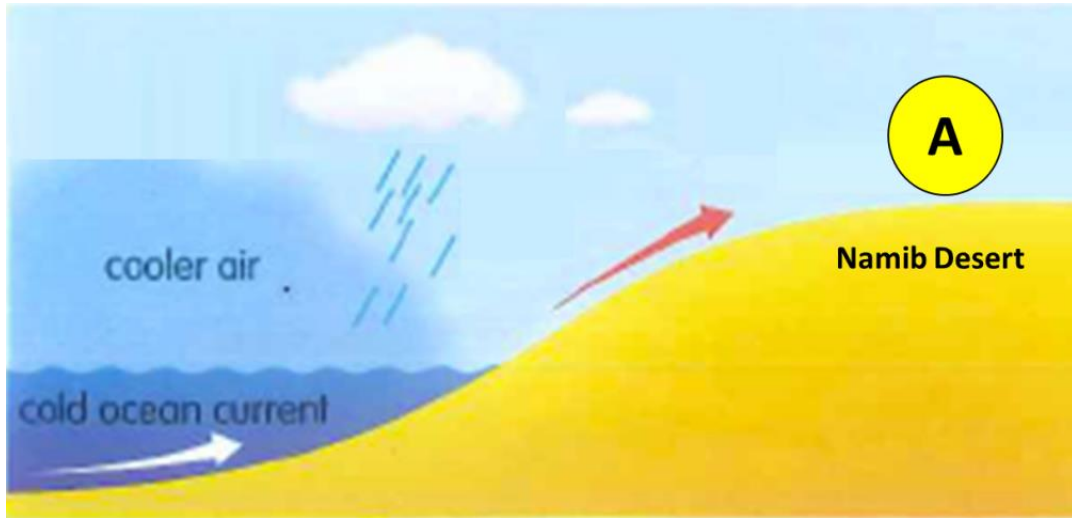
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## Desert adaptations

	<b>Lack of Water</b>	<b>Extreme Heat</b>	<b>Physical Adaptation</b>	<b>Defence system</b>
<b>Camels</b>				
<b>Desert Tortoise</b>				
<b>Fennec Fox</b>				
<b>Barrel Cactus (Xerophytic)</b>				
<b>Creosote Bush (Xerophytic)</b>				
<b>Joshua Tree (Xerophytic)</b>				

Using figure A, explain what happens to the climate and biomes in Africa, north and south of the equator.

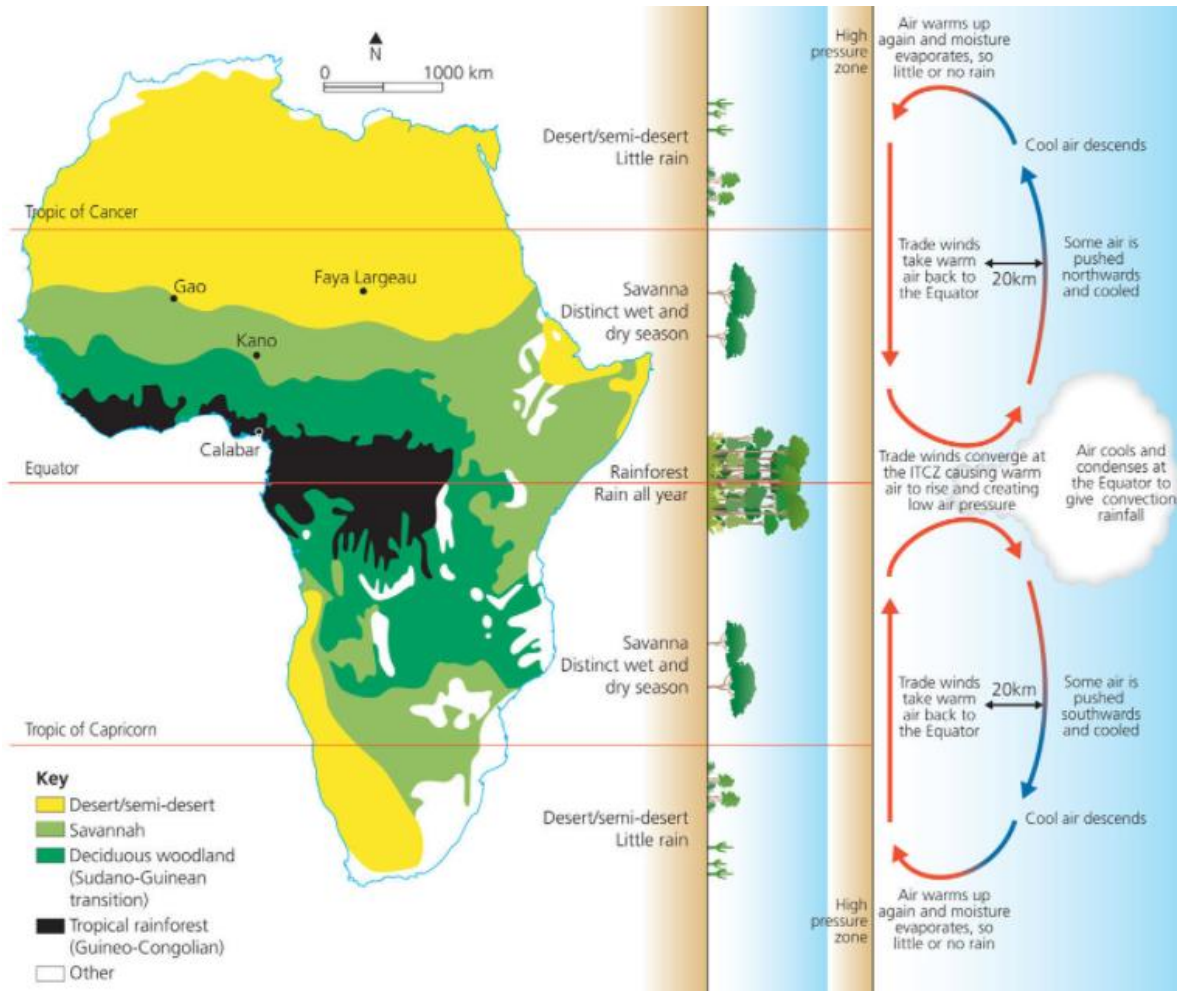


Figure A

## Lesson 6: Is everybody poor in Africa?

### Big Picture

L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can describe the differences in development across Africa		
Mastering	I can explain what the differences across Africa show about poverty and development		
Extending	I can make links between the different causes of poverty and apply that to the variations in development.		

### Do now: What do these images suggest about Ethiopia?

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### Starter: Graph skills

Tick (✓) five statements that are correct

	Tick (✓)
Mali is the richest country on the graph	
Mali is the poorest country on the graph	
Mali has the highest under 5 mortality on the graph	
Chad is the poorest sub-Saharan country on the graph	
Chad has 620 under 5 mortality and a GNI of US\$120	
Chad has 120 under 5 mortality and a GNI of US\$620	
There is no correlation between the two sets of data	
The best fit line shows a negative correlation	
The best fit line shows a positive correlation	
Richer countries have lower under 5 mortality	
Richer countries have higher under 5 mortality	
Countries in sub-Saharan Africa tend to be poorer and have lower infant mortality	
Countries in sub-Saharan Africa tend to be poorer and have higher infant mortality	
Countries in south Asia tend to be poorer and have lower infant mortality	

GNI -

GNI per capita -

**B** Bottom ten countries ranked in terms of GNI per capita, 2016

Country	GNI per capita	Population
Burundi	280	10,524,120
Malawi	320	18,091,580
Central African Republic	370	4,594,620
Niger	370	20,672,990
Liberia	370	4,613,820
Madagascar	400	24,894,550
Congo, Dem. Rep.	420	787,386,150
Gambia, The	440	2,038,500
Mozambique	480	28,829,480
Sierra Leone	490	7,396,190

How many of the bottom ten countries are African? .....

Country	GDP per capita	Primary GDP %	Secondary GDP %	Tertiary GDP %	Tank order
Seychelles	\$28,712	2.5%	13.8%	83.7%	
Botswana	\$18,146	1.7%	29.2%	69.1%	
South Africa	\$13,403	2.8%	29.7%	74.2%	
Tunisia	\$11,987	10.0%	25.9%	63.5%	
Nigeria	\$5,927	21.6%	18.3%	60.1%	
Ghana	\$4,605	18.3%	24.5%	57.2%	
Mauritania	\$4,474	22.5%	37.8%	39.7%	
Zambia	\$3,997	5.4%	35.6%	59.0%	
Ivory Coast	\$3,857	17.4%	28.8%	53.8%	
Kenya	\$3,496	35.0%	17.6%	47.7%	
Tanzania	\$3,283	23.4%	28.6%	47.6%	
Chad	\$2,433	59.0%	14.1%	27.0%	
Zimbabwe	\$2,277	12.5%	26.9%	60.6%	
Mali	\$2,169	40.9%	18.9%	40.2%	
Ethiopia	\$2,113	35.8%	22.2%	42.0%	
Rwanda	\$2,081	30.9%	17.6%	51.5%	
Sierra Leone	\$1,791	60.7%	6.5%	32.9%	
Gambia	\$1,686	20.4%	14.2%	65.4%	
Madagascar	\$1,554	23.7%	16.0%	60.3%	
Mozambique	\$1,266	24.3%	23.0%	52.8%	
Malawi	\$1,172	28.6%	15.6%	55.9%	
Niger	\$1,153	44.3%	14.9%	40.8%	
Burundi	\$808	40.0%	16.0%	44.1%	
DR Congo	\$785	21.1%	33.0%	45.9%	
Central African Republic	\$681	42.9%	15.9%	41.2%	

Should countries with more people working in the tertiary sector have a higher GDP? Why?

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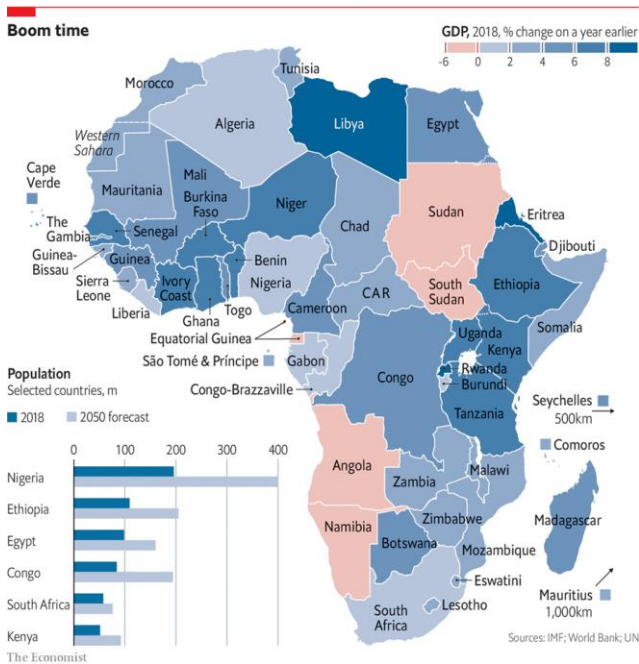
Does there seem to be a correlation (link) between the two?

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Identify 3 countries with the highest GDP growth:

Identify 3 countries with the lowest GDP growth:

Is there a pattern? Are there any areas where countries with the most growth clustered together? Try to use the TEAM structure

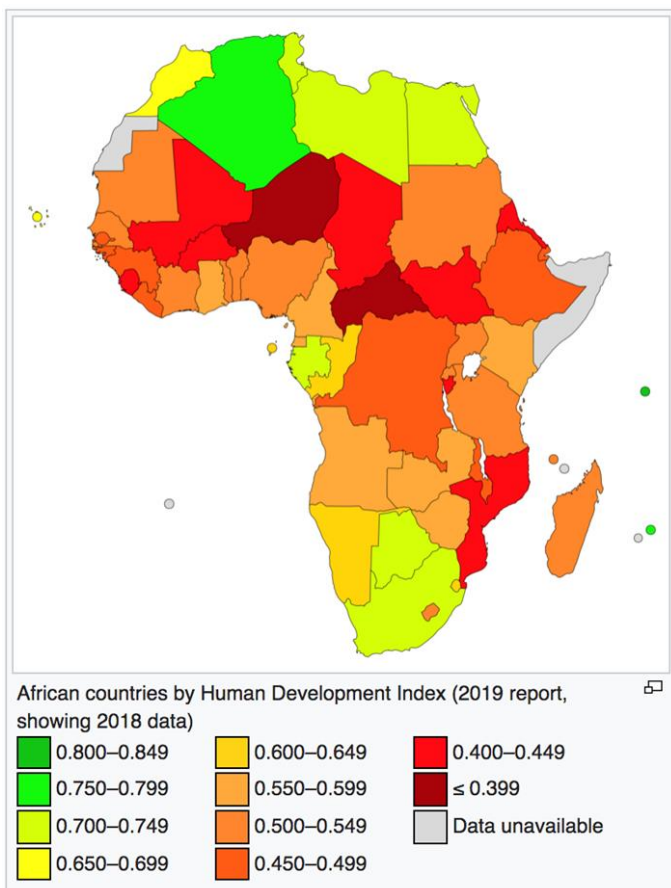
**TREND:** The pattern of GDP change is uneven. Countries with the highest GDP change tend to be...

**EVIDENCE:** For instance, ...

**ANOMALY:** However, an anomaly is...

**MANIPULATE:** The area with the highest GDP change is in eastern Africa.

**Stretch:** Can you explain the pattern?



Identify 3 countries with the highest values of HDI:

Identify 3 countries with the lowest values of HDI:

Is there a pattern? Are there any areas where high/low scores are clustered together?  
*High scores tend to be close to...*  
*Whereas lower scores are...*

Describe the pattern of HDI values across Africa using the TEAM structure:

**TREND:** The pattern of HDI values is uneven. Countries of the highest scores tend to be...

**EVIDENCE:** For instance, ...

**ANOMALY:** However, an anomaly is...

**MANIPULATE:** The area with the highest HDI scores is in northern/southern Africa.

**STRETCH:** Can you explain the pattern?

Challenge: Why might this data map be misleading?

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Using map C and an atlas, draw a table in your book dividing all the countries of Africa into three income groups: upper middle, lower middle and low.

Upper middle	Lower middle	Low

Write a paragraph to explain what the graph, maps and your table shows about poverty and development for countries in Africa.

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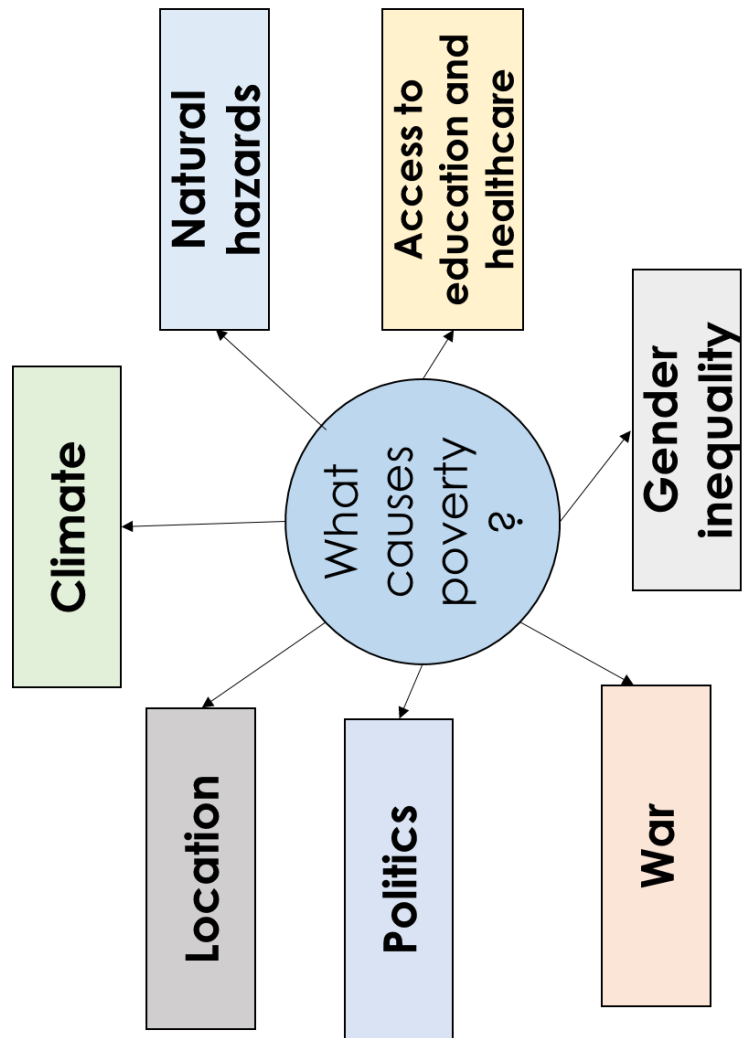
<p><b>Viewpoint 1: Joseph Amamoo, a Ghanaian author.</b></p> <p>Africa is blessed with abundant natural resources but plagued by poverty. The colonial period caused considerable damage to the self-confidence of the people, stifled the economic development and choked off growth in entrepreneurial skills. Manufacturing was vigorously discouraged so Africa would not compete with factories in the countries of colonial powers, such as France, Great Britain. For centuries, even up to now, Africa has been primarily an exporter of raw materials and natural produce.</p>	<p><b>Viewpoint 2: An aid worker's view on his first visit to North Africa.</b></p> <p>Going into our trip, I knew that the Human Development Index ranks countries like Mali and Niger at the very bottom of the list, but I wasn't really sure what that meant... I discovered families that were not talking about development or the future. Their only priority was figuring out how to get through the year. Have enough food. Keep their loved ones healthy. Keep their babies alive till the age of five, when statistically their chances of dying from water-related disease decrease dramatically. For people who don't have access to clean water, food – the most basic needs – survival alone is progress.</p>	<p><b>Viewpoint 3: A TV journalist's investigation into poverty in Africa.</b></p> <p>I was asked to investigate why it is that the vast majority of African countries are poor. In South Sudan it became clear. The people – most of whom are from the Murle ethnic group – are crippled by tribal conflicts related to disputes over cattle, the traditional store of wealth in South Sudan. Earlier this year several hundred people, many of them women and children, were killed in deliberate attacks on villages. And so the answer is: war makes you destitute.</p>
<p><b>Viewpoint 4: Ellen Johnson Sirleaf, former President of Liberia.</b></p> <p>Africa is not poor, it is poorly managed.</p>	<p><b>Viewpoint 5: Local fisherman on Lake Victoria.</b></p> <p>The gap between the rich and the poor in Africa is still growing. Our leaders, they just want to keep on being rich. And they don't want to pay taxes.</p>	<p><b>Viewpoint 6: David Attenborough's introduction to the television series, <i>Africa</i>.</b></p> <p>Africa! The world's greatest wilderness. The only place on Earth to see the full majesty of nature. It includes immense deserts, a vast rainforest, and for thousands of miles the most fertile savanna in the world.</p>

☐

Positive

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Negative



How do these causes begin to explain the differences we see here?

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**Time to reflect:**

The danger of a single story:  
Why is this image an inaccurate representation?

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## Lesson 7: Don't all Africans live in slums?

### Big Picture

L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can describe the distribution of urban populations in Africa.		
Mastering	I can explain the challenges and opportunities of urbanisation in Africa.		
Extending	I can analyse the solutions to the challenges and opportunities of urbanisation in Africa, suggesting alternative solutions.		

### Do now: Speak like a Geographer

The image below is from Kibera, a slum in Nairobi, Kenya.

Write your answer using as many of the key terms below as possible! In 5 minutes you will read your response to the person nearest you. They will add your point up and deduct any points if you use banned words – the aim is to get the highest score!





Push factors	Pull factors

How has the pattern of biggest cities changed?

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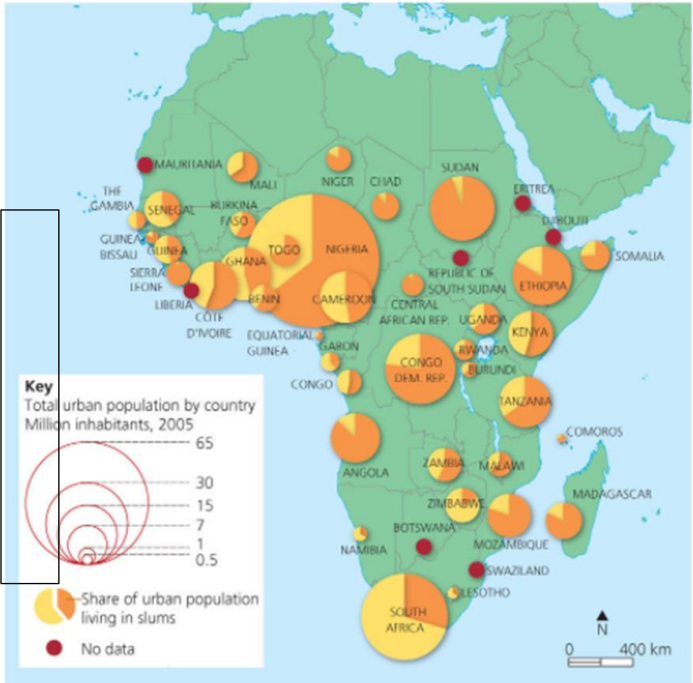
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**A** The share of the population living in slums, World Bank, 2011



List the 5 countries with the greatest urban populations.

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In which countries do the majority of city dwellers live in slums?

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What percentage of Ethiopia's population live in slums?

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Use CLOCC to describe the location of Ethiopia

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Ethiopia has the second largest population in Africa with over 100 million people. The government is trying to develop the economy of this landlocked country. While 80% of the population is still rural, urbanisation and economic development are accelerating fast. Much of this is focused on the capital city, Addis Ababa, which is centrally located in the country. This urban growth is occurring due to push and pull factors. People move to the cities because they expect to be better off, but the reality is this doesn't always happen. Slums are a big problem. Often built illegally, they offer cheap rents for people as they arrive in the city. Life in a slum is tough. This can lead to frustration and violence. There are a lot of problems for the government to solve.

Summarise the section above into no more than 5 sentences.

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**C** Slums in Addis Ababa: many new migrants live in informal housing constructed in the backyards of existing housing stock

Discuss the image with your partner.

Where is this place?

Why is it like this?

How is it changing?

Who is affected by the changes?

How do I feel about it?

Imagine you live in this slum. Write a paragraph to describe the daily issues you face. Think about jobs, housing, sewage, waste, crime, violence and health.

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## Government projects

**Building:** Hundreds of thousands of apartments are built every year. These new houses are bought-to-own, and opportunities to live in them are distributed by a public lottery.

**Infrastructure:** The Light Rail Transit, the first in Africa, opened in 2015. Built with Chinese support, it cost US\$475 million.

**Business:** Attract multinational companies to build factories in the city offering incentives and cheap labour.

- Write a list of the government projects.
- In pairs, discuss how these projects might improve the city. Write your suggested improvements next to each project in your list.
- In your pair, identify other things the government could do.
- Share your ideas with the class.
- Summarise and explain the best ideas.

### **B** Government projects to solve some of the problems in Addis Ababa

#### **How is Ethiopia using urbanisation to stimulate economic growth?**

Write a paragraph to answer the question.

At present, 80% of Ethiopia's population live in rural areas. However, Ethiopia aims to develop its economy by focussing on urbanisation. Urbanisation means...

To do this, Ethiopia are...

Complete the rest of your answer using the keywords below.

Keywords: homes, capital city, Addis Ababa, investment, infrastructure, incentives, TNCs, cheap, labour

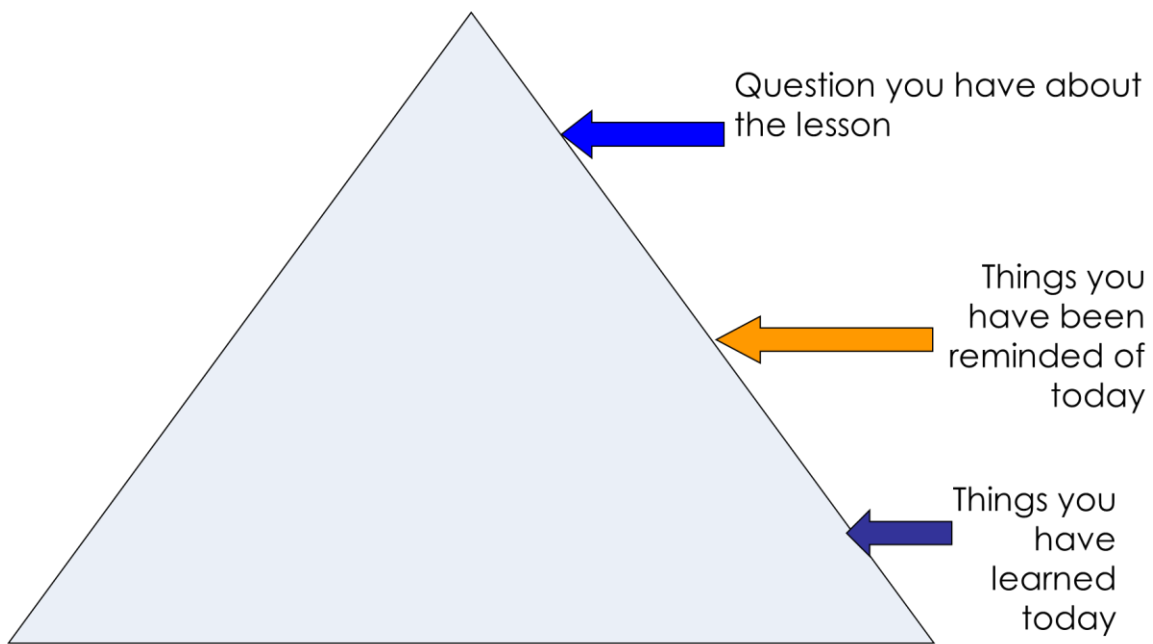
Think:

Why is urbanisation crucial for development?

What are the advantages of urbanisation?

Include your thoughts on these questions in your answer.

## Time to reflect



## Lesson 8: Africa is a continent of conflict

### Big Picture

L/M/E		I think I can ...	My teacher thinks I can ...
Learning	I can explain what blood diamonds are.		
Mastering	I can why child soldiers are used.		
Extending	I can understand the effects of this experience has on these children.		

### Do now: Geog your memory

What is the capital of South Africa?	
Where is Addis Ababa?	
What is proxy data?	
What do contour lines indicate?	

### Starter: With your talk partner discuss why you think diamonds can be linked to conflict

What is a blood diamond?

Blood Diamonds are also known as "Conflict Diamonds ". They are stones that are produced in areas controlled by rebel forces that are opposed to internationally recognized governments. The rebels sell these diamonds, and the money is used to purchase arms or to fund their military actions.

Blood Diamonds are often produced through the forced labour of men, women and children.

The stones are then smuggled into the international diamond trade and sold as legitimate gems. These diamonds are often the main source of funding for the rebels; however, arms merchants, smugglers, and dishonest diamond traders enable their actions. Enormous amounts of money are at stake, and bribes, threats, torture, and murder are modes of operation. This is why the term "blood diamonds" is used.

What is a blood diamond?

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What do the rebels do with the diamonds?

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How are the diamonds produced?

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What happens when the diamonds are sold?

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Why is the term blood diamond used?

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Describe the location of Sierra Leone, Democratic Republic of Congo and Angola.

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The diamond fields in Sierra Leone were originally controlled by the government and a company called DeBeers	In Sierra Leone a rebel group called the Revolutionary United Front (RUF) tried to gain control of the diamond mines.	The resource curse is when a not very developed country has a lot of natural resources that lead to conflict.	The RUF attacked villages which supported the government and killed those in opposition.	The RUF began to attack the areas of the country with diamond mines in order to gain control.
One of the RUF's most notorious ways to terrorise was to amputate 1 or both arm using machetes.	The RUF abducted children aged 8 and over and trained them to be soldiers.	The RUF said it amputated people's arms so that they could no longer work in the mines..	A civil war is when one or more groups want to take control of the country.	The child soldiers were expected to kill in villages – and possibly even kill their own friends and family.



5 How does a necklace fund a rebellion?

6 What are "Geneva's rules"?

10 Why do jewellers sell these diamonds?

1 What could "get their mine on" mean?

2 What does paragraph 2 mean?

3 Why wouldn't anyone think twice about their diamonds?

4 Why doesn't the writer think this will affect him directly?

## Diamonds from Sierra Leone

Cecil Rhodes sold war and genocide to the countryside just to get his shine on!

I fear what De Beers and his peers use to do, before the world really knew, just to get their "mine" on!

Making paper with slave labour and hittin' little kids with life time bids making 'em cut and shine stones.

Inflating the price and making 'em look nice and I wasn't thinking twice when I was putting mine on.

About a young shorty in Sierra Leone or other conflict countries that people call home.

I figured I would never go to Angola so it never did affect me that maybe indirectly.

That my necklace was funding a rebellion or a military coup,

Started by militias that don't believe in following none of Geneva's rules. I was brushing off the haters, trying to be cool.

Didn't have a clue that the rapper was helping the rapers, raiders of the villagers, pillagers of the schools.

Shooters of the innocent, torturers of the witnesses, burners of the businesses

And my bracelet was the fuel. Uhh, I ain't pushing an agenda homie,

I'm just pushing the facts. Cuz there's people doin' worse on this earth and they're black, I took it for years now let me bring it back,

We all know on foreign shores that they finance wars, but asks yourself do they finance yours.

When I first got mine I took 'em out on tour, they only lost half the value when I took 'em out the store.

Or it was full of moissanites and cubics but the jeweller knew I was stupid and that I couldn't prove it.

Feeling like I need it because I do music, to impress the groupies and the interviewers.

So I didn't appraise it, nor did I loop it, even gave 'em to my girl, thinkin' I was cupid.

11 Why did the writer feel he needed the diamonds?

12 How does the writer feel about blood diamonds?

9 Why did the diamonds lose half of their value?

7 Why is the rapper having a negative impact?

8 Why is his "bracelet the fuel"?

*For every hand taken in marriage, another hand is taken away.*



To secure that their enslaved workers wouldn't steal them, conflict diamond Guerilla's would often cut off one of their hands. Beauty isn't worth death.



How effective is this poster?

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What is a child soldier?

The internationally agreed definition for a child associated with an armed force or armed group (child soldier) is any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes.

It does not only refer to a child who is taking or has taken a direct part in hostilities.

(Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups, 2007.)

Write your own definition?

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Core	Stretch	Challenge
Why are children recruited as child soldiers?	Why are children recruited as child soldiers? What impact might this have on their lives?	Why doesn't this occur in all countries? Where does this usually happen?

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### A long way gone- Ishmael Beah

"When the rebels finally came, I was cooking. The rice was done and the Okra soup was almost ready when I heard a single gunshot that echoed through the town...The town became very quiet, and no gunshots were heard for more than fifteen minutes. I went back to the kitchen and started to dish out the rice. At that instant several gunshots, which sounded like thunder striking the tin-roofed houses, took over town. The sound of the guns was so terrifying it confused everyone. No one was able to think clearly. In a matter of seconds, people started screaming and running in different directions, pushing and trampling on whoever had fallen to the ground. No one had time to take anything with them. Everyone just ran to save his or her life. Mothers lost their children, whose confused sad cries coincided with the gun shots. Families were separated and left behind everything they had ever worked for their whole lives. My heart was beating faster than it ever had. Each gunshot seemed to cling to the beat of my heart."

"A soldier wearing civilian clothes, which a whistle around his neck, stepped up to a rack of AK-47s and handed one to each of us. When the soldier stood in front of me, I avoided eye contact, so he straightened my head until my eyes met his. He gave me the gun. I held it in my trembling hand. He then added the magazine, and I shook even more."

"My face, my hands, my shirt and gun were covered with blood. I raised my gun and pulled the trigger, and I killed a man. Suddenly, as if someone was shooting them inside my brain, all the massacres I had seen the day I was touched by war began flashing in my head. Every time I stopped shooting to change magazines and saw my two young lifeless friends, I angrily pointed my gun into the swamp and killed more people. I shot everything that moved, until we were ordered to retreat."

"My squad was my family, my gun was my provider and protector and my rule was to kill or be killed. The extent of my thoughts didn't go much beyond that. We had been fighting for over two years and killing had become a daily activity. I felt no pity for anyone. My childhood had gone by without my knowing, and it seemed as if my heart had frozen."

"A young soldier came by with a plastic bag of some kind of tablets. They looked like capsules, but they were plain white. He handed them to each of us with a cup of water. "The corporal said it will boost your energy", the soldier announced with a secretive smile on his face."

Using the quotes from the autobiographical story from Ishmael Beah answer the following questions in your book:

What was Ishmael's life like before he became a child soldier?

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How did Ishmael become a child soldier?

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What did Ishmael have to do as a child soldier, why did he do it?

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How did he feel when he was a child soldier?

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What happened next?

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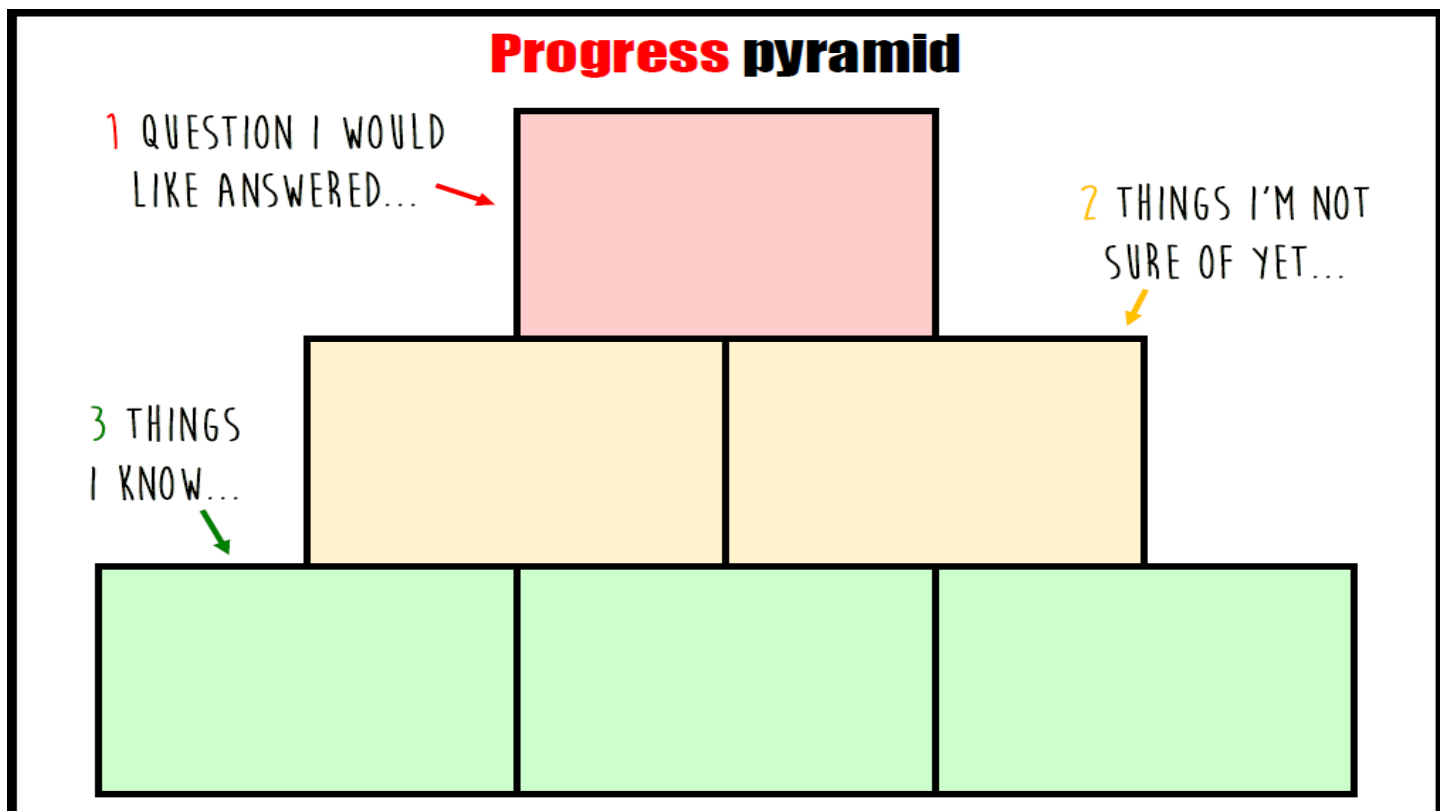
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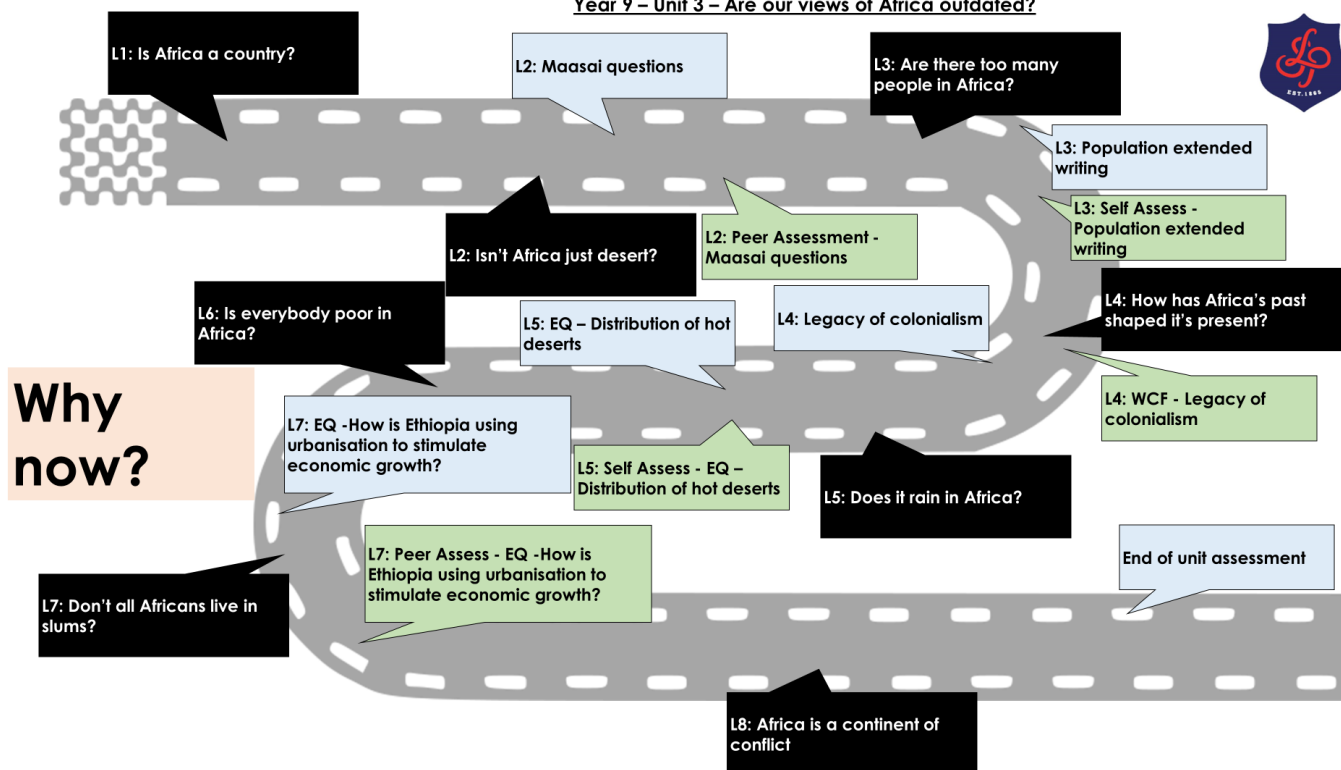
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Year 9 – Unit 3 – Are our views of Africa outdated?



What have you learned about Climate change? Top 3 pieces of information	
Why were you studying this topic? Why is it important?	
Out of the 8 lessons in the journey above, which lesson did you learn the most from?	
What is the 1 key message/ fact that you will remember from this topic?	
When we teach this unit again next year, what else do you think we should teach about? What was missing from this unit?	