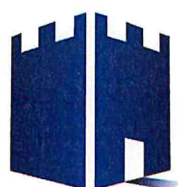


PONTEFRACT

ACADEMIES TRUST

**OUT OF LESSON
WORK
TERM 1
YEAR 9
GEOGRAPHY**



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Inclusion Booklet – Year 9

Geography

Term 1 – Unit 1 – A Divided World

Year 9 Term 1 A Divided World

1. **Where is the world's money?**
2. **Why are some countries rich and others poor?**
3. **Why is global inequality a problem?**
4. **The causes of conflict**
5. **The impact of conflict on geography – Cities & Countries**
6. **The impact of conflict on development**
7. **N/S Korea – Location and Geography**
8. **N/S Korea – Causes of conflict**
9. **N/S Korea – North Korea v The World**
10. **What is life like for a resident of North Korea?**

Planner

Please have your planner open on today's date

Date: 29 September 2020



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Do

Lesson 1 - Where is the World's Money?

Who is richer?



Learning Focus:

What and where are LICs NEEs & HICs

Key Terms: Developed, LIC, NEE, HIC

Learning Outcomes:

I can explain what a LIC / NEE and HIC are

I can identify where the richer and poorer parts of the world are using choropleth maps.

I can utilise TEA to describe where these countries or regions are

Big Question

What makes us
rich?



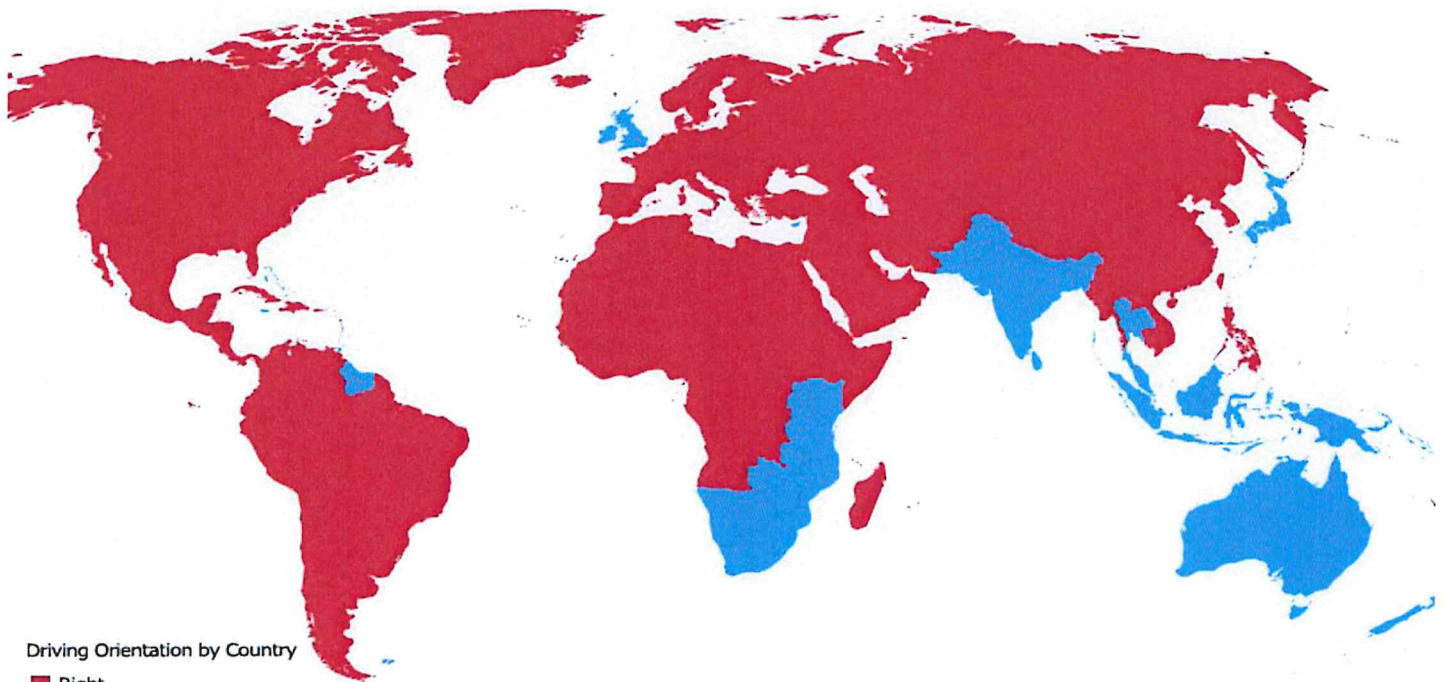
Big Question

What does rich
mean?



What can maps teach us?

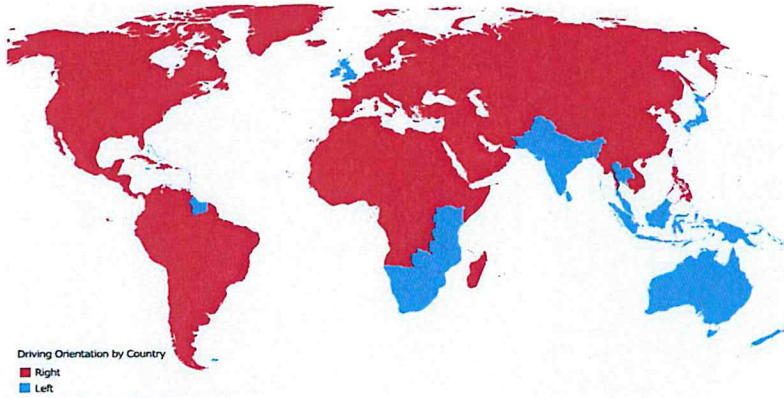
Worldwide Driving Orientation



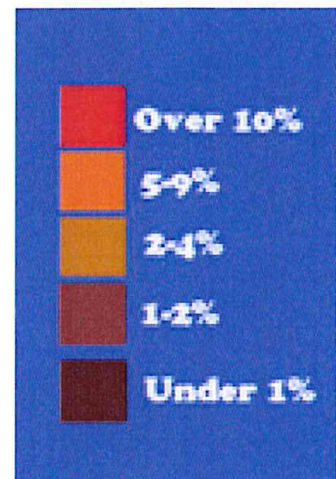
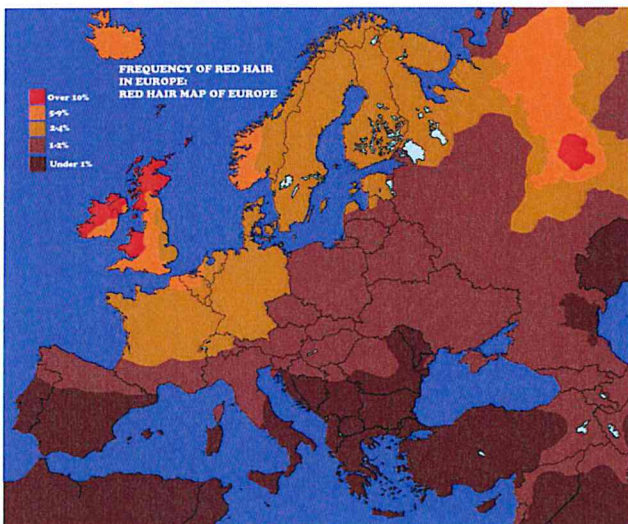
Driving Orientation by Country

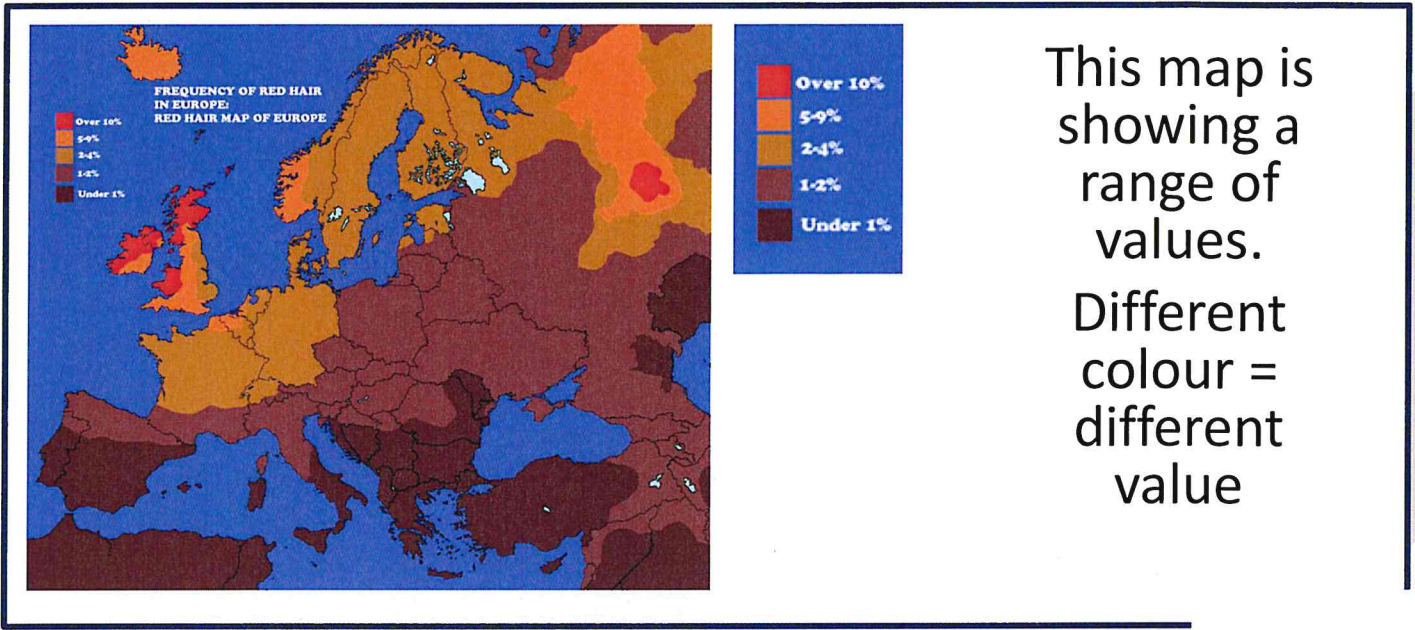
- Right
- Left

Worldwide Driving Orientation



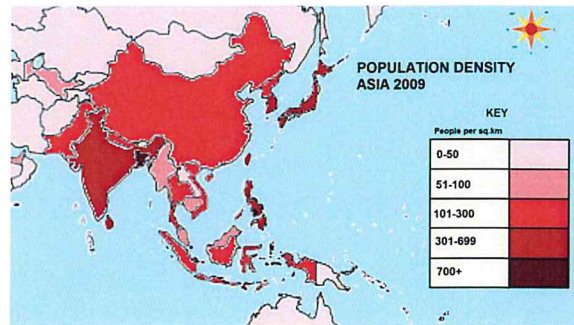
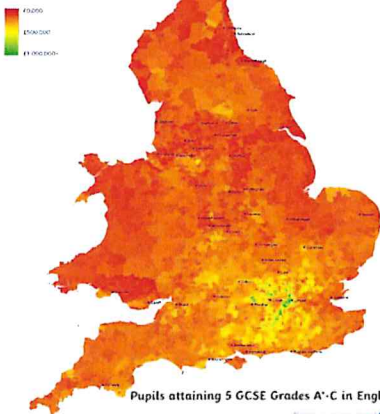
But this map just tells us a left / right
Yes / no answer about each country





This map is showing a range of values. Different colour = different value

Average house prices in England and Wales 2014 (all dwelling types)

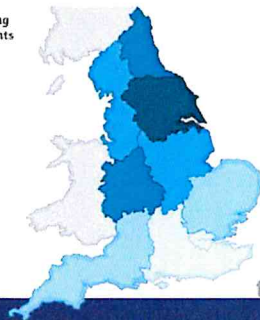


These are called choropleth maps

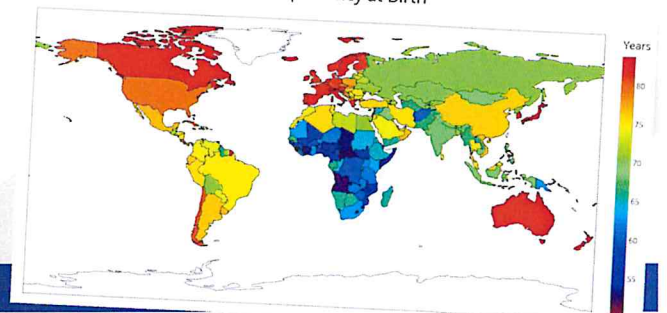
Pupils attaining 5 GCSE Grades A*-C in England

% of pupils achieving at GCSE & equivalents

- 46.1-47.5
- 47.6-49.0
- 49.1-50.5
- 50.6-52.0
- 52.1-53.5



Life Expectancy at Birth



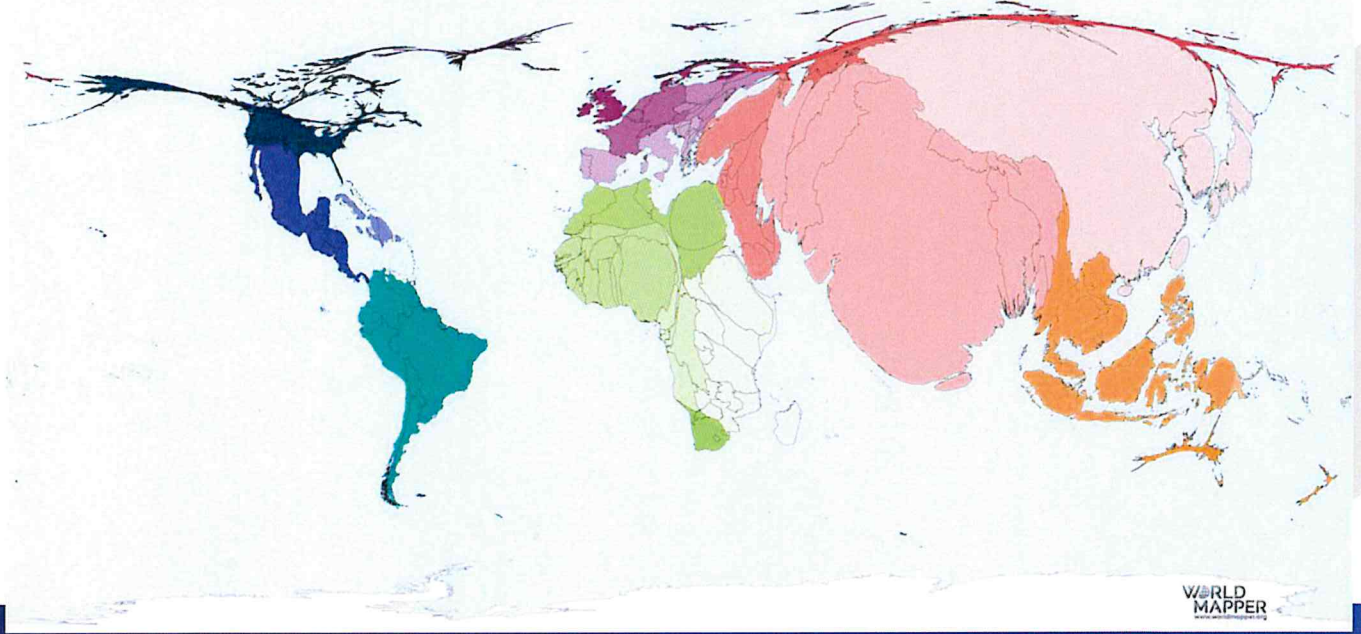
What do we think this is showing?



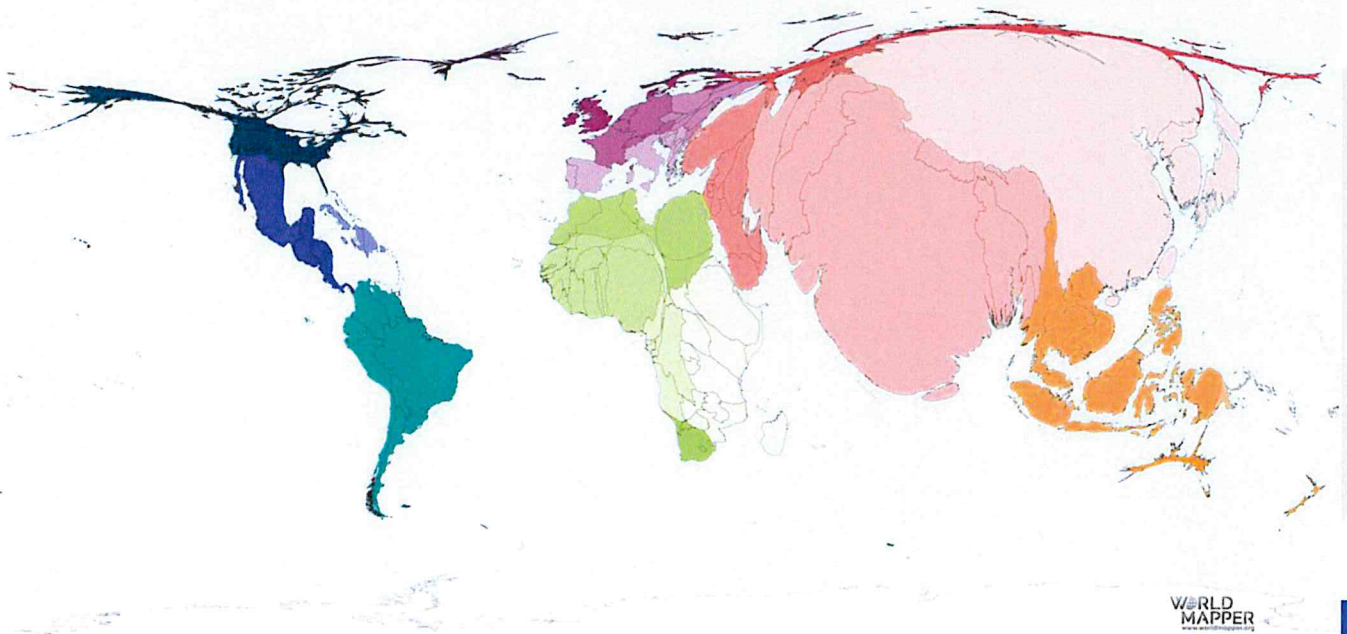
Covid-19/Coronavirus deaths

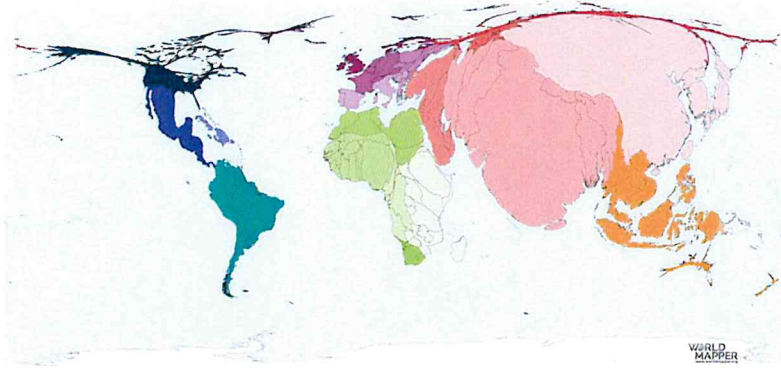


What do we think this is showing?



Life Expectancy Growth 1950-2015

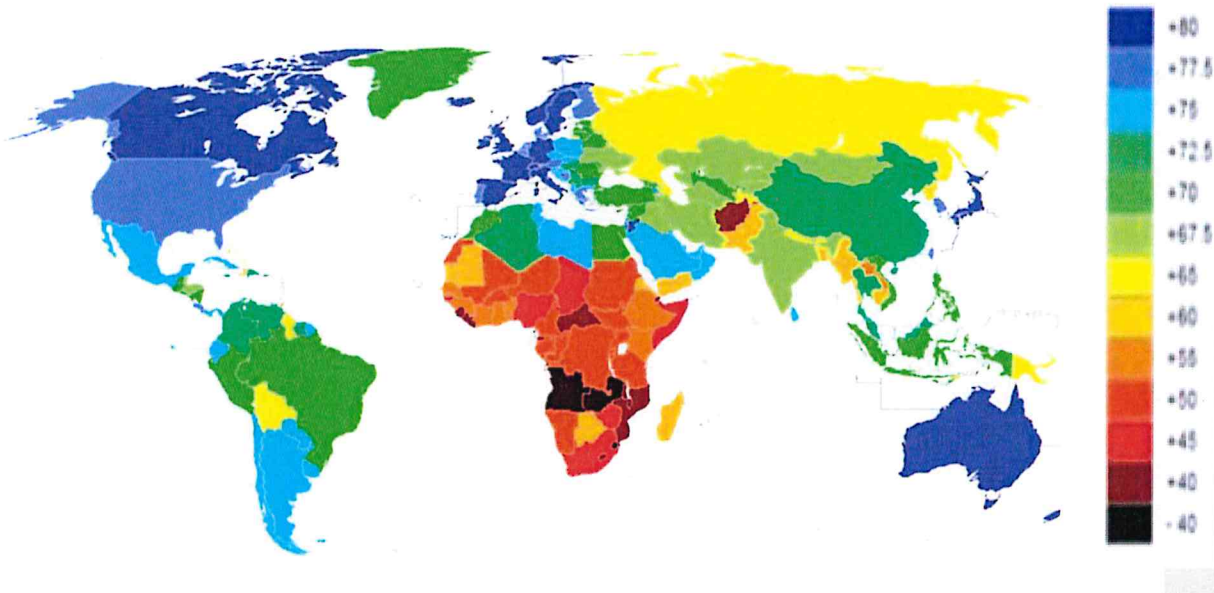




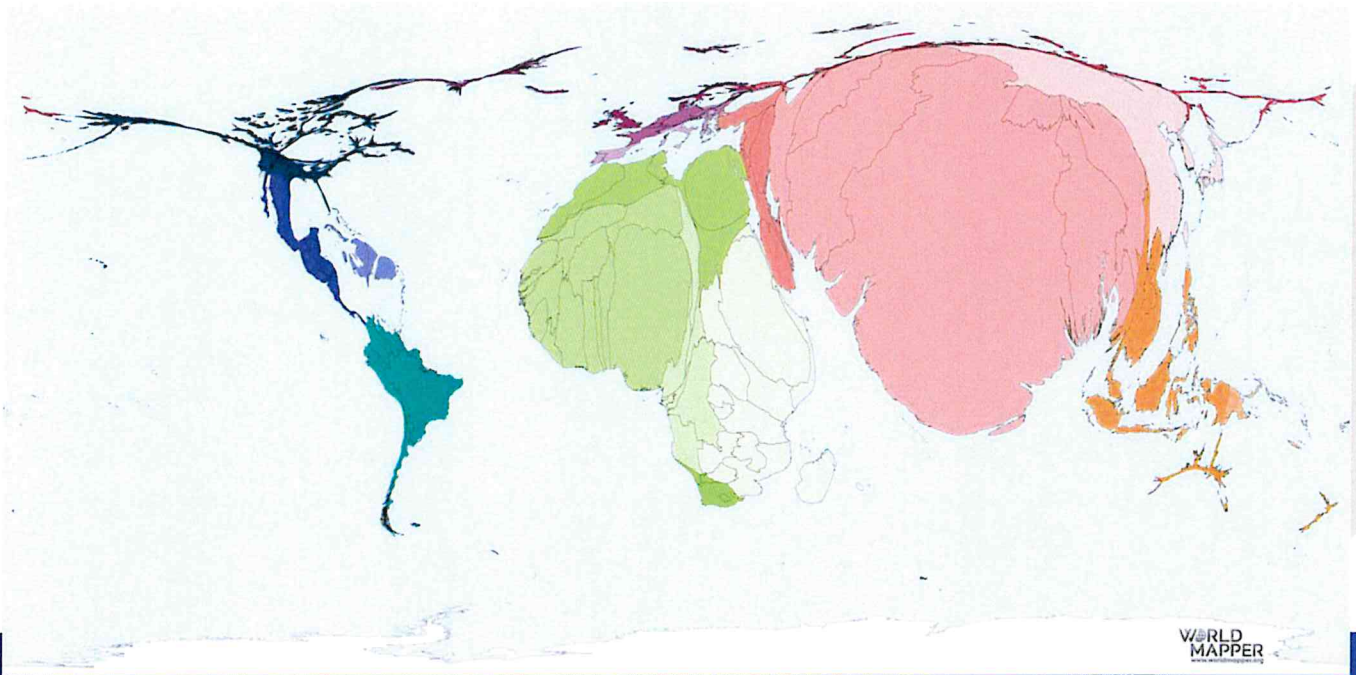
These are called cartograms



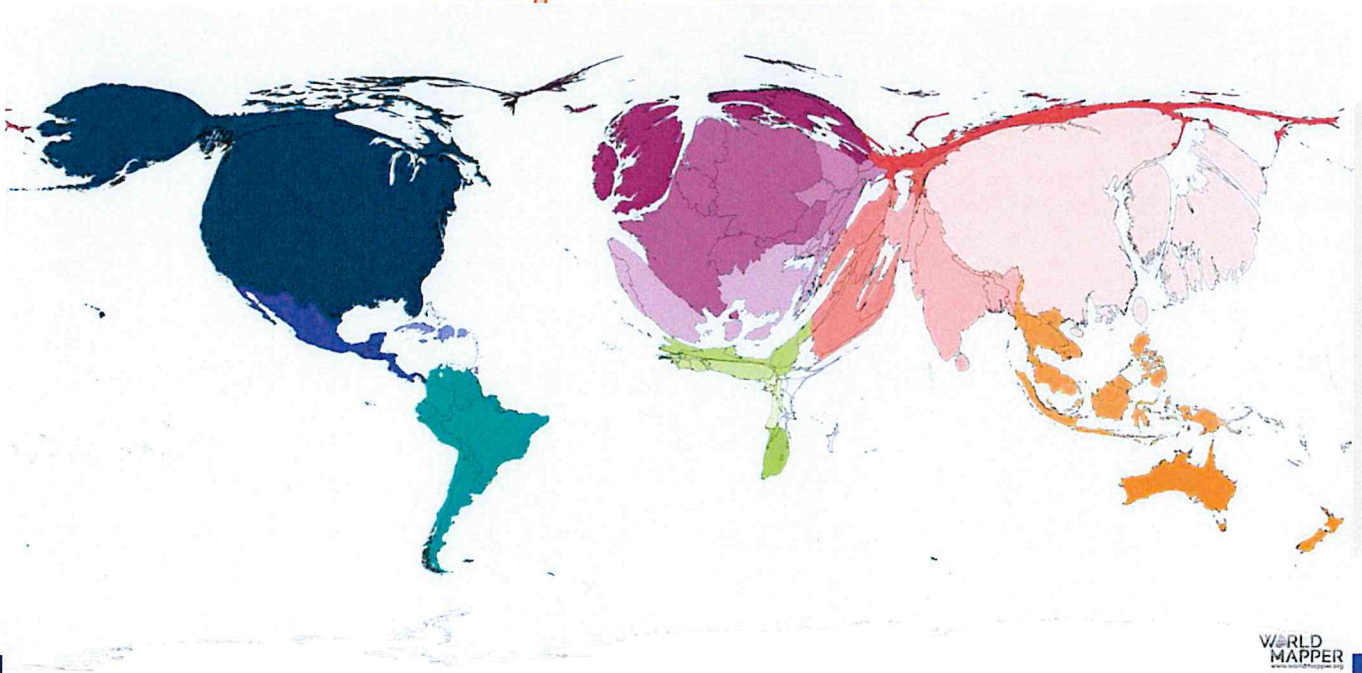
Map 1 - Life Expectancy



Map 2 - Adult Illiteracy



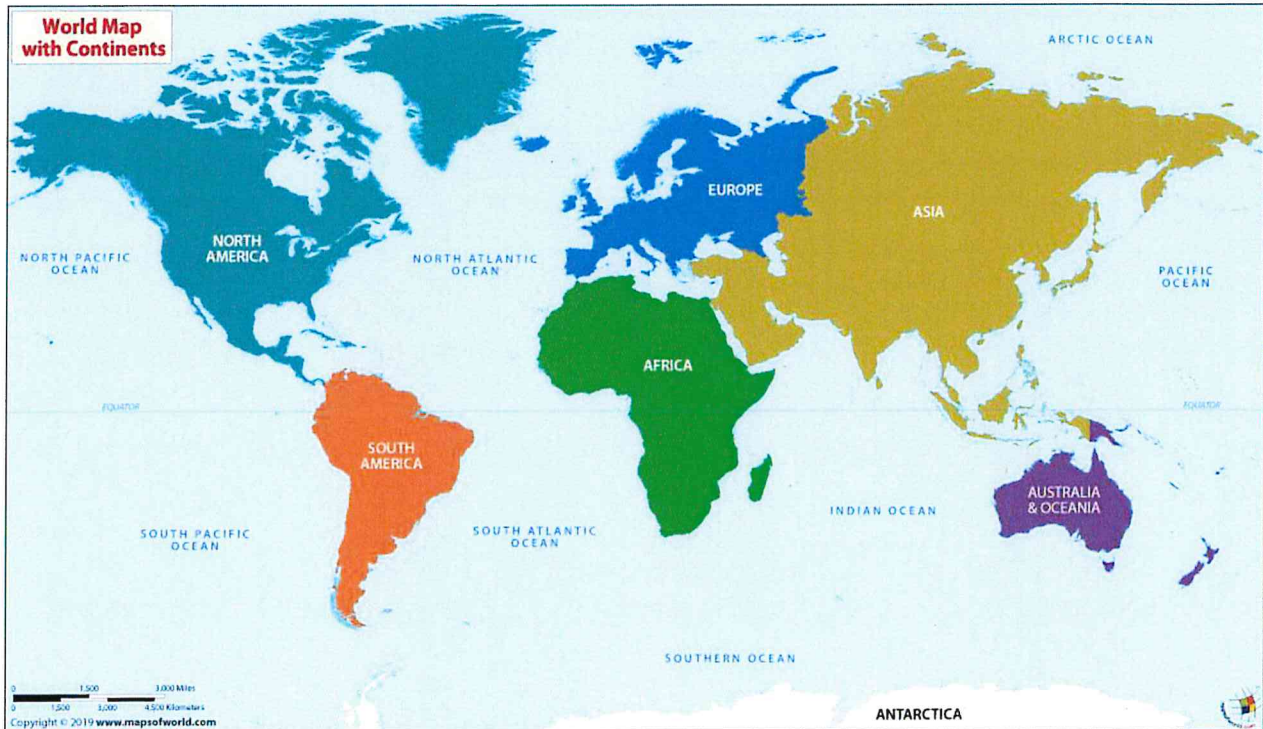
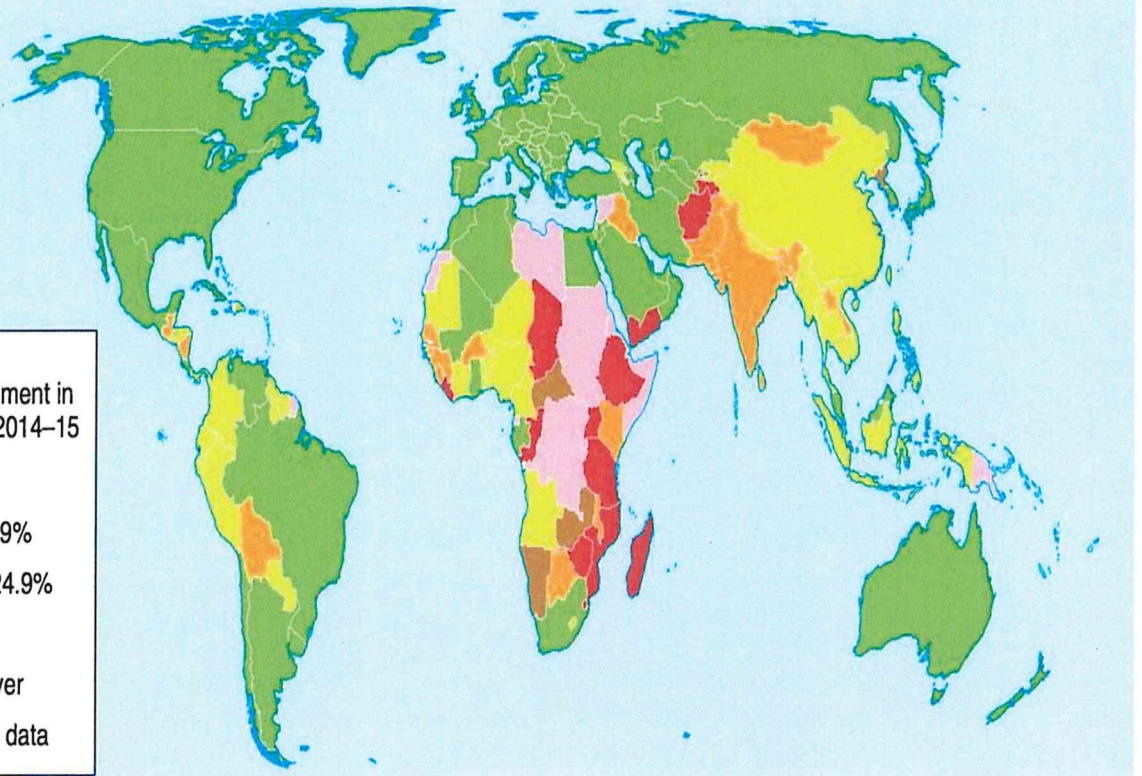
Map 3 - Income



Map 4 – World hunger

Key
Prevalence of undernourishment in
the population (percent) in 2014–15

- Very low <5%
- Moderately low 5–14.9%
- Moderately high 15–24.9%
- High 25–34.9%
- Very high 35% and over
- Missing or insufficient data



Task – You should all have

- 1) an atlas
- 2) A sheet with various world maps on

Task – using the maps and the atlas you are going to describe variations (differences) around the world.

Who is rich and who is poor?

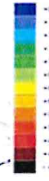
Use this map to help you describe places



Trend - What is the overall pattern?

Evidence - Can you quote some evidence or give an example?

Anomalies - Are there any areas of the world that do not fit the pattern described in the Trends section? These are anomalies.



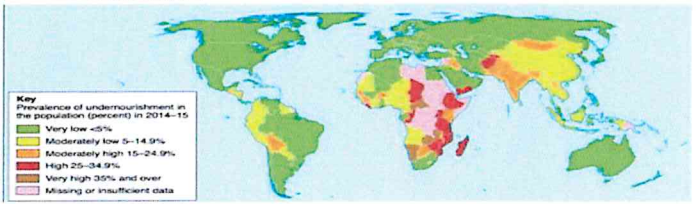
Map 1 – Life Expectancy



Map 2 –Adult Illiteracy

Map 3 –Income

Map 4 – World hunger



Trend

Evidence

Anomalies

You must use TEA to describe what your maps are showing

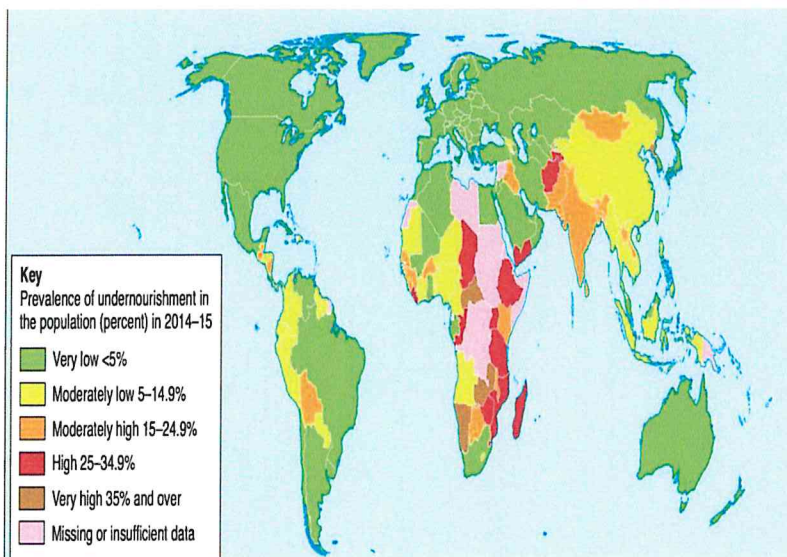


You must use TEA to describe what your maps are showing

Trend What is the overall pattern?

Evidence Can you quote some evidence or give an example?

Anomalies Are there any areas of the world that do not fit the pattern described in the Trends section? These are anomalies.



• Lets do the first one together

1. The overall **trend** is there is very low levels of undernourishment in _____. However, people living in _____ areas suffer from high levels of undernourishment.
2. Some **evidence** to back this up is _____.
3. There are some **anomalies** such as _____.

Summary

1. Name all 7 continents
2. Name all 5 oceans
3. What does Life Expectancy mean?
4. Name an area of the world where the average life expectancy is low
5. What do we call the amount of adults that can read and write?
6. In some less developed areas of the world, there are many adults that cant read or write. Why might this be?

Planner

Please have your planner open on today's date

Date: 29 September 2020



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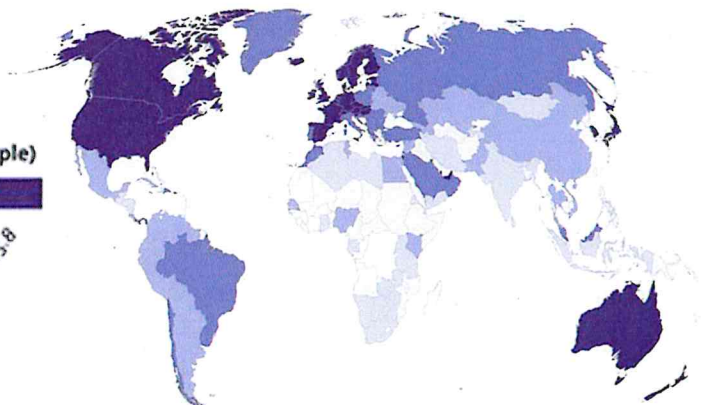
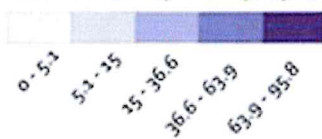
Lesson 2 - Why are some countries rich and others poor??

What does this map tell us about different areas of the world?



Do

Internet Users (per 100 people)



Learning Focus: Living in a divided world

Key Terms: Developed, LIC, NEE, HIC, Conflict, Climate, Disparities

Learning Outcomes:

I can explain what a LIC / NEE and HIC are

I can identify where the richer and poorer parts of the world are using choropleth maps.

I can utilise TEA to describe where these countries or regions are

I can state why some countries to be more developed than others.

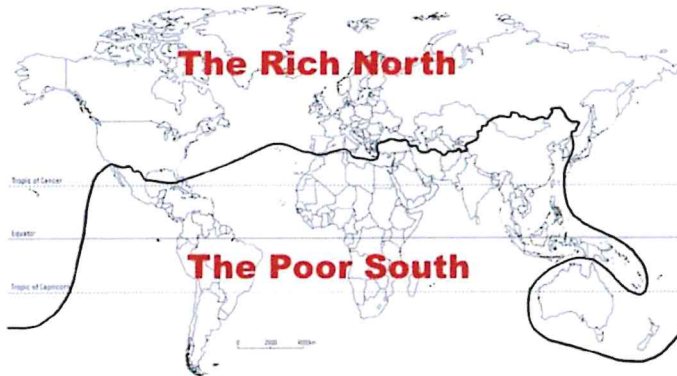
World Mercator Projection Map with Country Outlines



1. If you had to draw a line to split the rich and poor parts of the world where would you put it?

Bradt Line – 1980s

1. Is it still valid / correct
2. Were there any differences with your line?



Why are some parts of the world 'richer' than others?



Key Terms

HIC – High Income Country

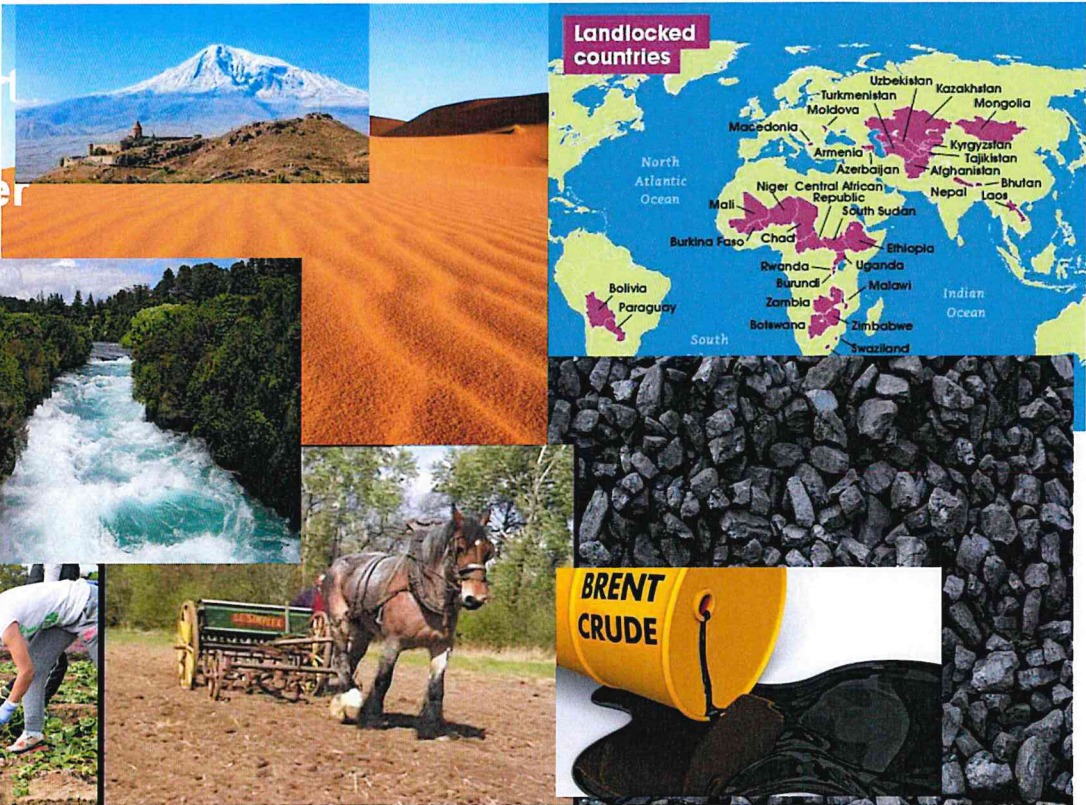
LIC – Low Income Country

NEE – Newly Emerging Economy

Disparity – Differences between 2 things



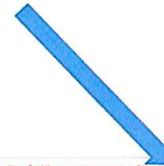
There is a big disparity in height



1. Read through the factors that would affect the development of a country or area

1. Landlocked
2. Terrain
3. Access to natural resources
4. Navigable waterways
5. Wildlife that can be tamed
6. Climate
7. Natural Disasters
8. Farming conditions

Explain why these factors make one country more or less developed than another



Causes of Global Inequality → Why are some parts of the world richer and more developed than others?

| Factor | Explanation | Negative impact | Positive impact | Explain why this factor affects the development of a country. |
|--------|---|-----------------|-----------------|---|
| | Landlocked or not landlocked Some countries around the world are landlocked. If they are landlocked this means that they do not have a coastline. Many countries use their coastline to build ports to import and export goods. | | | |
| | Terrain —If you have flat land it makes it easier to farm and grow food to feed your population. Some food may also be available to sell to other countries, this will make you money! If your country is mountainous, it is extremely difficult to grow things and travel around. | | | |
| | Natural Resources —If your country is lucky enough to have natural resources such as coal or oil, these can really help you. They can be used to make electricity, to power factories. Also, if you have enough you can sell it to other countries around the world and make money! | | | |
| | Navigable waterways — Rivers and lakes can be really important for a country to be able to transport things and people around. Before the arrival of cars and trucks, successful countries had rivers that they could move people and things around on. If you didn't have rivers or they were non-navigable this put you at a big disadvantage. | | | |
| | Wildlife that could be tamed and used — In many European countries we had horses and cattle that could be tamed and used in farming. This was a massive benefit as it meant we could grow food to support our population. Unfortunately for many countries, such as those in Africa, they didn't have such animals. This left them at a disadvantage. | | | |
| | In the UK we have what is called a temperate climate. This means that it is not too hot, not too cold, not too wet and not too dry! Other parts of the world have extreme climates, this might mean extremely hot, cold, wet or dry. | | | |
| | Explain why an area that has lots of natural disasters may struggle to develop. | | | |
| | Farming conditions — Some countries may have access to very fertile farmland, with access to clean water and a suitable climate. | | | |



Causes of Global Inequality → Why are some parts of the world richer and more developed than others?

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Planner

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Lesson 3 - Why is global inequality a problem?

These are some of the factors that we looked at last lesson that can affect the development of a country. Can you write them down, and decide whether they are social, economic or environmental factors.



Environmental

Social

Economic

Landlocked
 Terrain
 Natural Resources
 Navigable Waterways
 Wildlife
 Climate
 Natural Disasters
 Farming Conditions

Planner

Please have your planner open on today's date

Date: 29 September 2020

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Title: Why is global inequality a problem?

These are some of the factors that we looked at last lesson that can affect the development of a country. Can you write them down, and decide whether they are social, economic or environmental factors.



Environmental

Social

Economic

Did you put any down as social factors?

Can you think of any social factors that might affect how developed a country is?

Learning Focus:

What are the main impacts of global inequalities?

Key Terms:

Social

Economic

Environmental

Migration

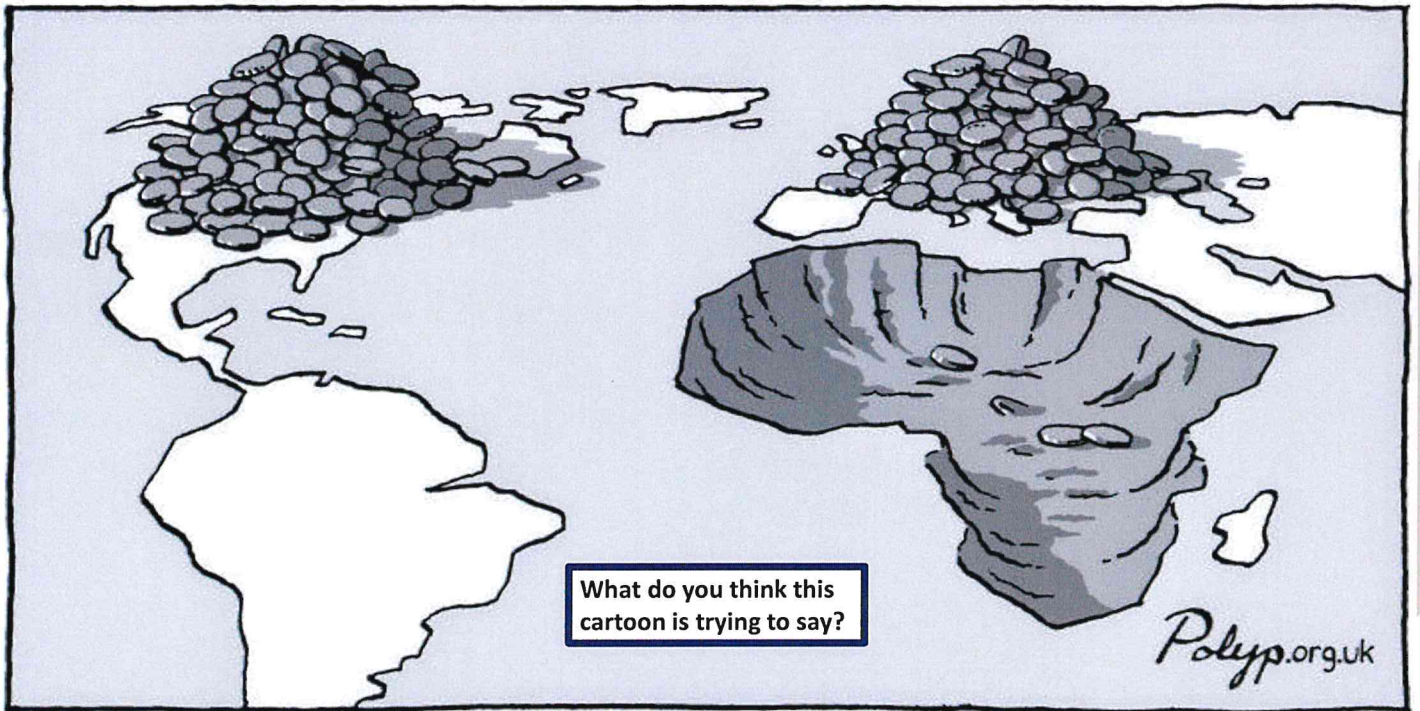
Learning Outcomes:

I can describe the effects on people and the environment of a country being less developed.

I can explain why these impacts occur, and explain why this would be an issue for people, the economy and the environment

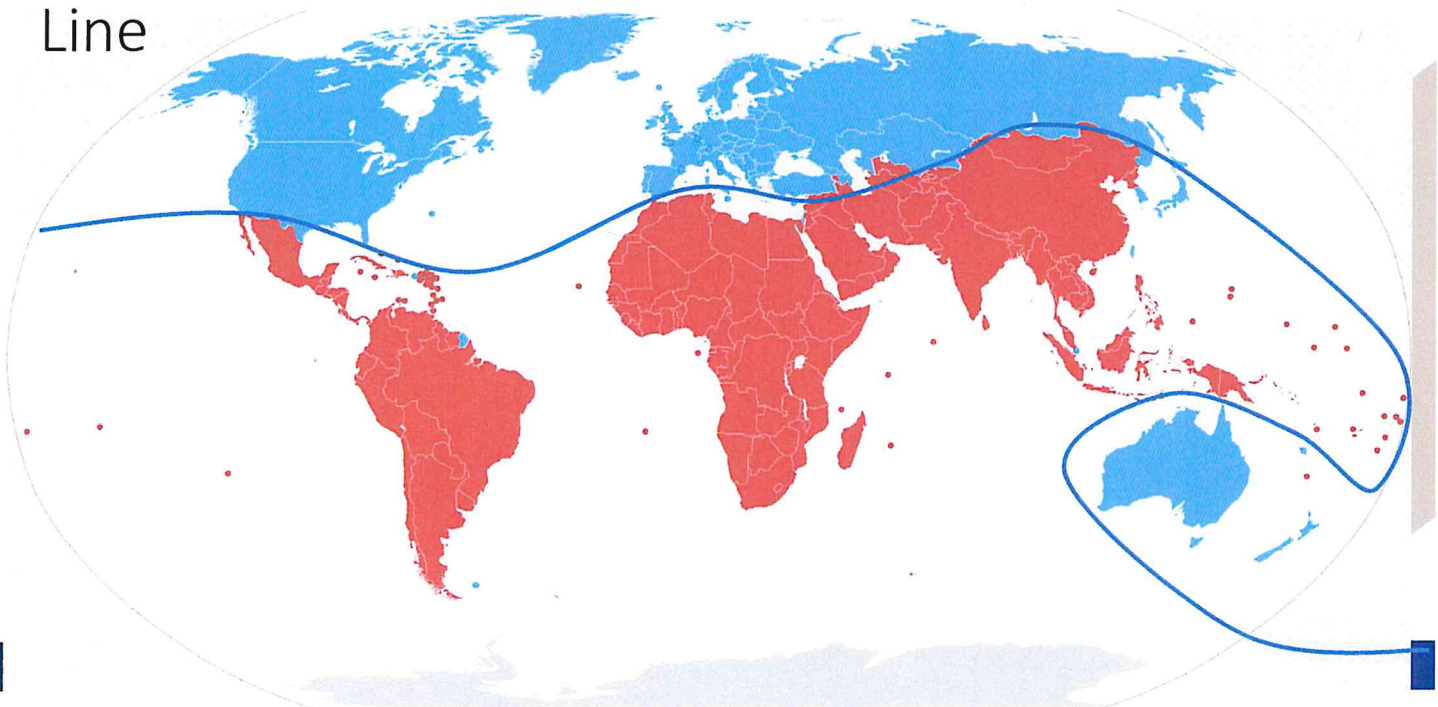
Home Learning

- You will have a VIP Test next lesson
- Your Home Learning this week will be to prepare for this.
Complete task 2 on the knowledge section of your VIP sheet
“Create revision cards for the unit”
You should create some cards on the VIP points 1 2 & 3
If you don't have cards, fold up a piece of paper into 3 and use that.
Someone at home could test you on questions 1 – 10 on the VIP questions section



'GOLD DIGGERS'

The North-South divide: The Brandt Line



Some countries are rich, some countries are
poor

Some countries are rich, some countries are
poor

So What?

Can you write down some reasons why it is a problem
that some countries are rich and others are poor?

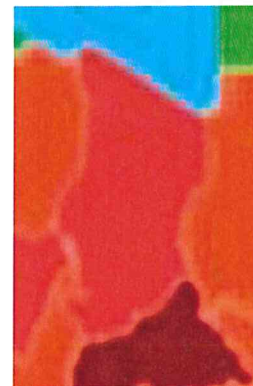
We are going to consider two contrasting parts of the world

We are going to look at a High Income Country

We are going to look at a Low Income Country

We will answer the question **SO WHAT?**

We are going to compare 2 countries



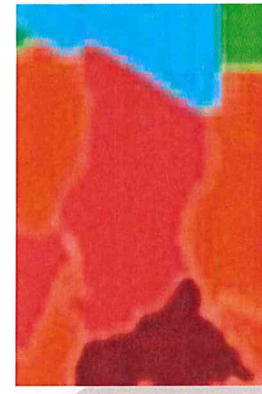
Which countries are they?

We are going to compare 2 countries



France

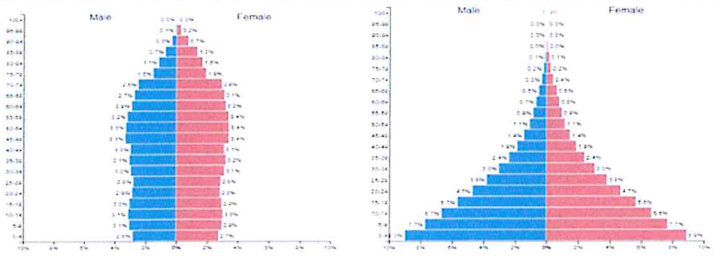
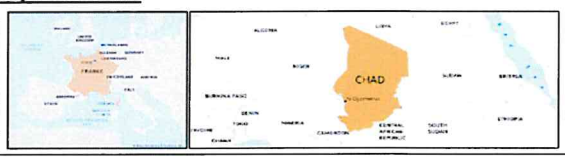
countries



Chad

Why is global inequality a problem?

Task 1 – Describe the location of France and Chad
 France |
 Chad



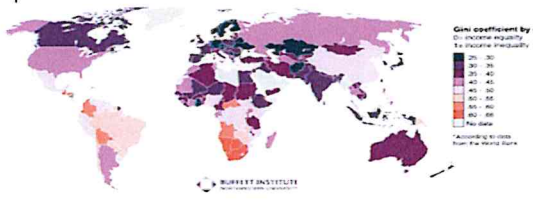
Task 2 - Health –

- 1) Compare the life expectancy of people living in France and Chad.
- 2) Compare the population pyramids of France and Chad

Explain how the development of these countries has affected people's health

Task 3 - Wealth – The GDP of France is \$48,640. The GDP of Chad is \$2,603.
 So what?
 What does the Gini coefficient tell us about the wealth of people within France and Chad?

Task 4 - Migration – Using what we have learnt so far, explain how uneven development around the world might lead to someone migrating.



Key terms
 Migration -
 Economic Migrant -
 Refugee -



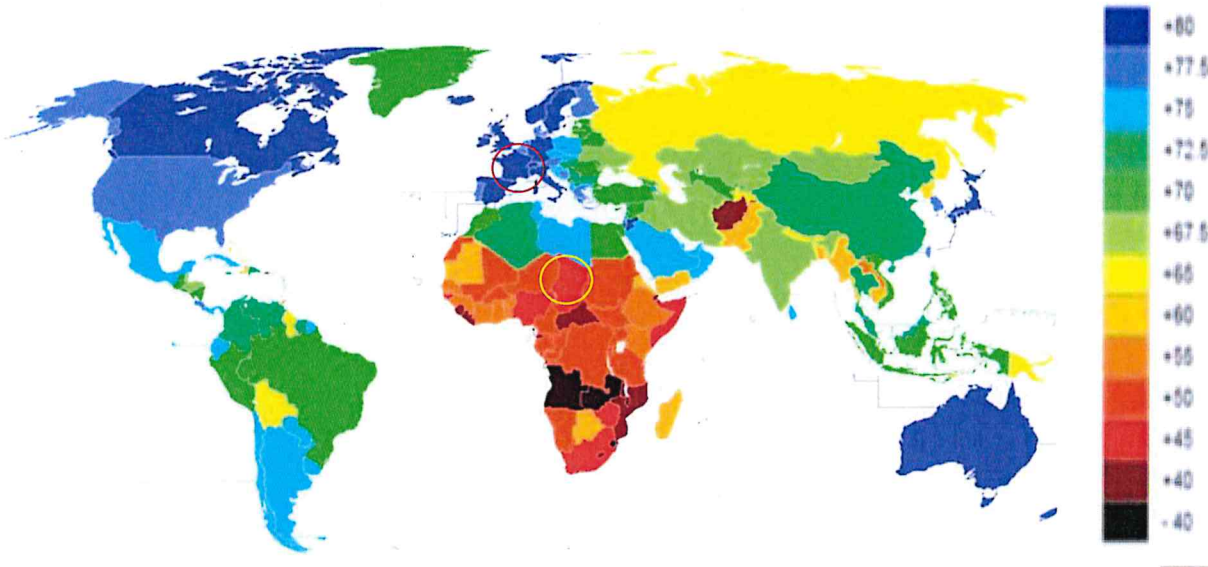
Task 1 – Describe the location of France and Chad.

You must discuss

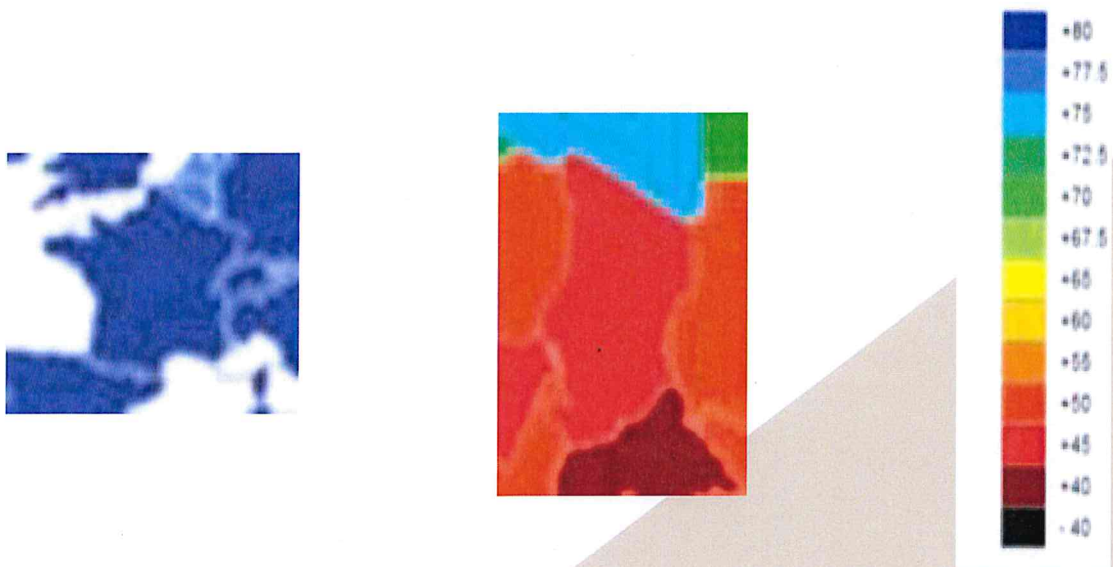
- Continent
- Compass Direction in that continent
- Location in comparison to other countries
- Can you spot anything that may affect the development of these countries?

Health

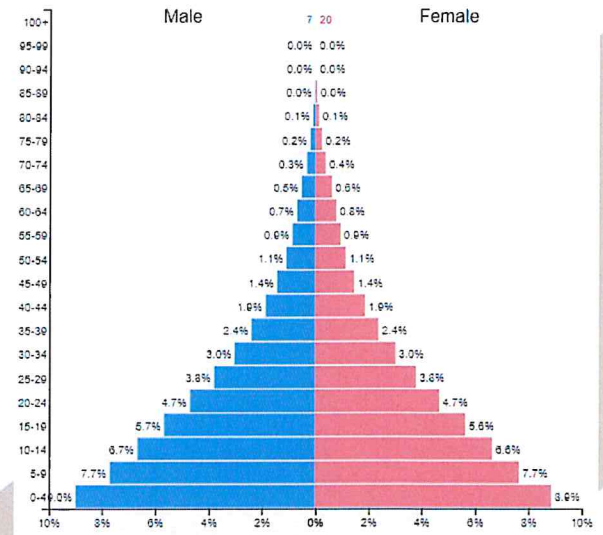
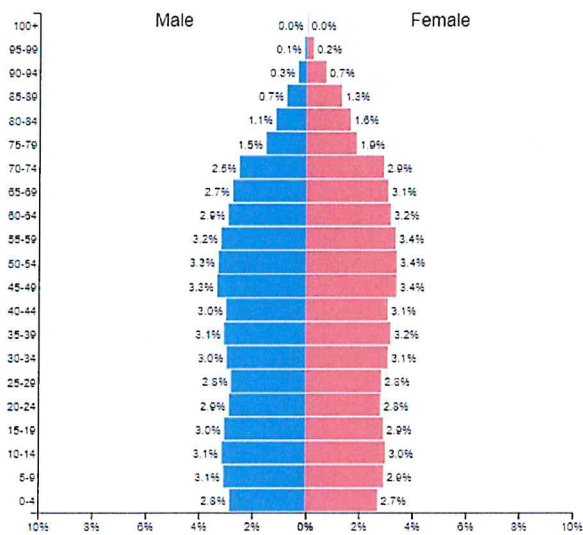
Life Expectancy



Life Expectancy



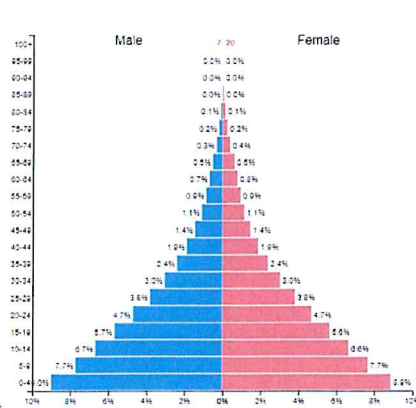
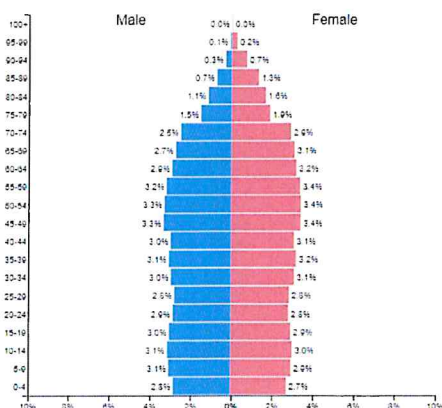
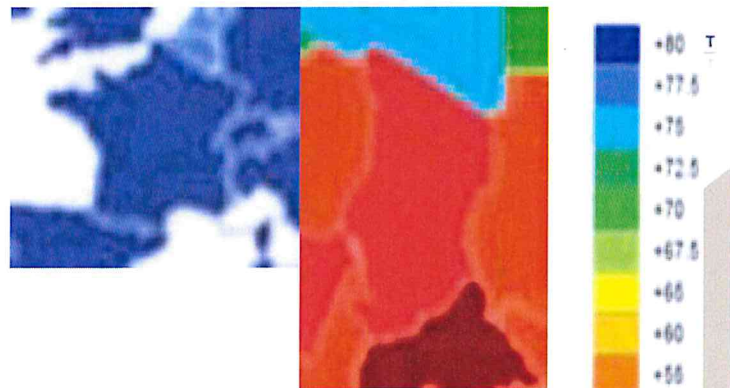
Population Pyramids



Task 2 - Health

Compare the population pyramids of France and Chad

Explain how the development of these countries has affected people's health





Wealth

France

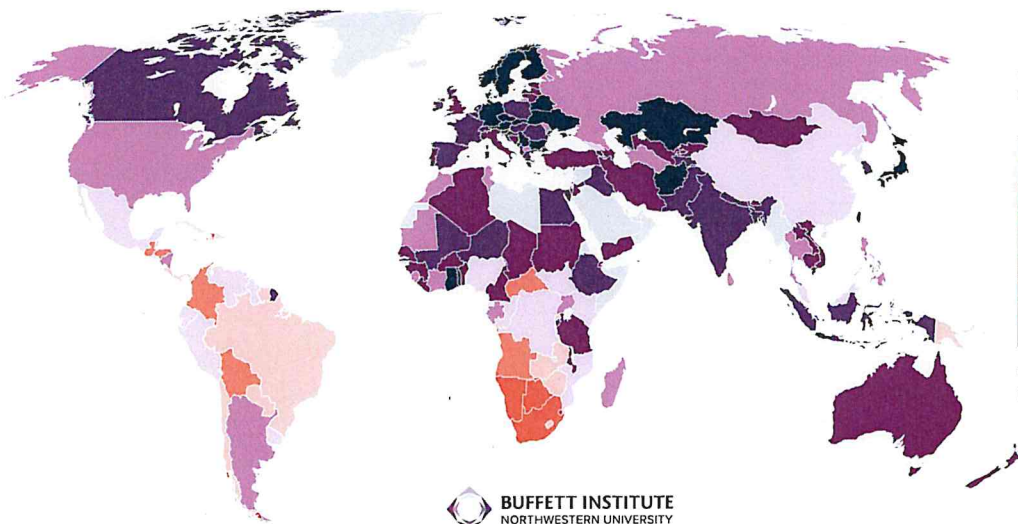
\$48,640

Chad

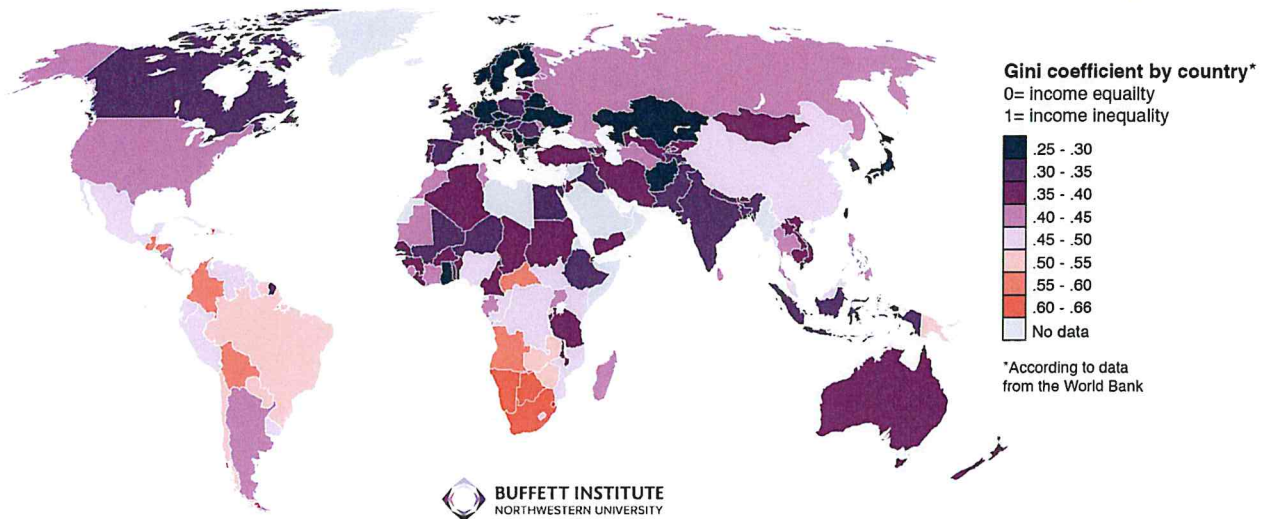
\$2,603

Consequences of uneven development

- Disparities in wealth
- Disparities in health
- International migration



Some people think we should look at wealth another way.
Warren Buffett – Famous Economist and is extremely Rich!!
He thinks we should look at differences of wealth within a country



GINI: This is a ratio between 0 and 1.0

Gini = 0 means that everyone has the same income

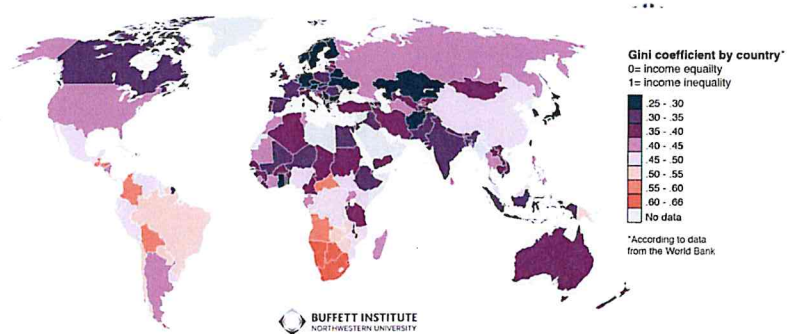
Gini = 1 means that all of the wealth in that country is controlled by only one person!

1. Describe the map (TEA)
2. Which areas/continents have the least disparity (difference between rich and poor)?
3. Which areas/continents have the lowest disparity?

Task 3 - Wealth – The GDP of France is \$48,640. The GDP of Chad is \$2,603.

So what?

What does the Gini coefficient tell us about the wealth of people within France and Chad?



GINI: This is a ratio between 0 and 1.0

Gini = 0 means that everyone has the same income

Gini = 1 means that all of the wealth in that country is controlled by only one person!

Mystery

- Play 1st minute of video
- Who do you think the man is?

<https://www.bbc.co.uk/news/av/magazine-22847065/mystery-of-the-man-who-fell-to-earth>

The man who fell from the sky

<https://www.bbc.co.uk/news/av/magazine-22847065/mystery-of-the-man-who-fell-to-earth>

Migration – What does it mean?

Migration – Permanently moving from
one location to another

Refugee vs Economic Migrant

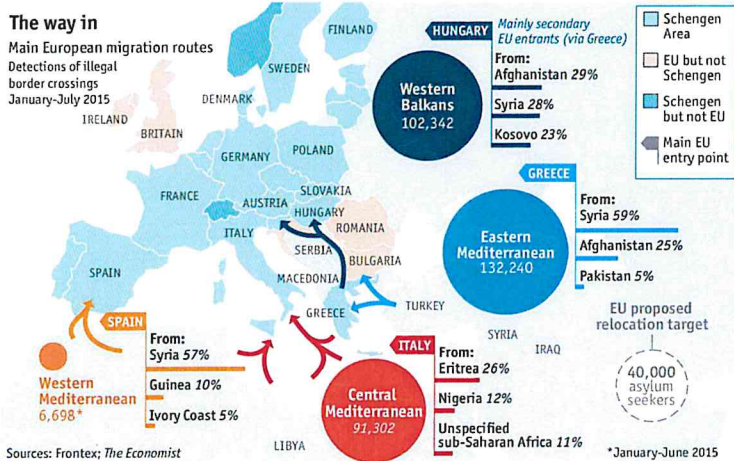
Refugee – A person forced to flee persecution, conflict or disaster.

Economic Migrant – Someone who moves voluntarily in search of a better life.

Refugee – A person forced to flee persecution, conflict or disaster.

Economic Migrant – Someone who moves voluntarily in search of a better life.

What is the pattern of illegal migration to Europe?



Task 4 - Migration – Using what we have learnt so far, explain how uneven development around the world might lead to someone migrating.

Summary Task

1. Which has longer life expectancy, France or Chad?
2. Which country is a HIC and which is a LIC?
3. Why would people live longer in a HIC?
4. What is the difference between a refugee and an economic migrant?
5. Name 5 factors that can affect the development of a country (from last lesson)

Planner

Please have your planner open on today's date

Date: 29 September 2020

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Lesson 4 - What are the causes of conflict?

Do



Title: What might link these pictures?

Learning Focus:
Why do wars and conflict occur?

Key Terms:

Conflict
Inequality
Argument
Resources
Religion
Geographical Landscape
Barrier

Learning Outcomes:
I can explain what conflict is

I can explain why conflict occurs

Why might this cause a conflict?



What is conflict?






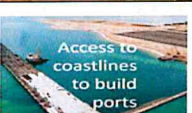

Can you write down a definition of what you believe is meant by conflict

I think that conflict is...

Conflict can be defined as a state of difference of views caused by the actual or perceived opposition of needs, values and interests.

In pairs, can you think of any reasons why there might be conflict between countries

Causes of conflict

| Factor | Explain why these factors could lead to or have led to conflict |
|--|---|
|  <p>Access to natural resources</p> | |
|  <p>Access to water</p> | |
|  <p>Access to fertile farmland</p> | |
|  <p>Access to coastlines to build ports</p> | |
|  | |



Access to natural resources



Access to water



Access to
fertile
farmland



Access to
coastlines
to build
ports



Planner

Please have your planner open on today's date

Date: 29/09/2020



Copy



Do

Lesson 5 - Nicosia – A divided City

1. Where in the world do we tend to find richer HICs?
2. Where in the world do we tend to find poorer LICs?
3. Give 1 reason the UK was able to develop to become a HIC?
4. Give 1 causes of conflict.

Learning Focus:

What effect does conflict have on human geography - Cities?

Key Terms:

Nationalism, coup

Learning Outcomes:

Describe the location of Nicosia.

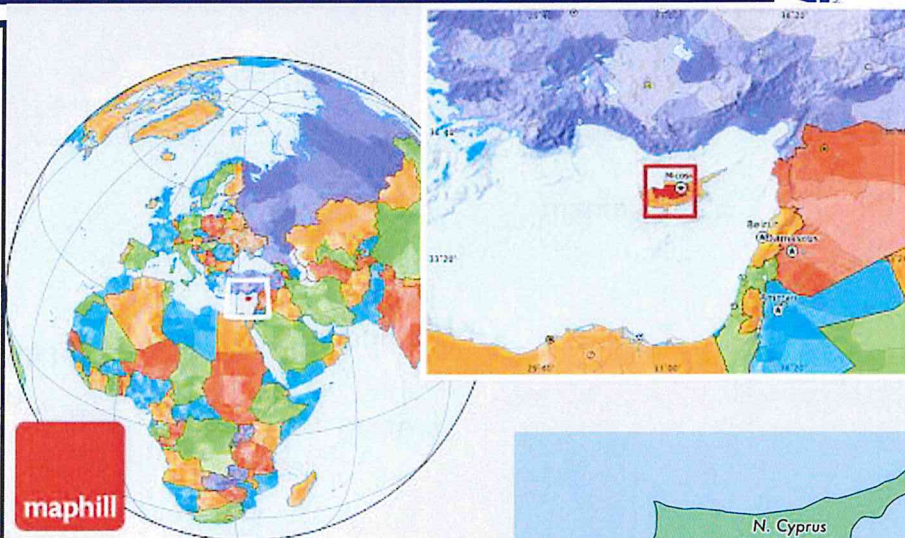
Explain the causes of the divide

Describe the impact of the divide on the city.

Nicosia – A divided city

Describe the location of Nicosia.

Include: continent, compass points, country, seas, Island



Why is Nicosia divided?

<https://www.youtube.com/watch?v=d4-SylwgiBw>

(Watch to 4:29)

While watching the documentary make notes on why the city became divided?

Why is Nicosia divided?

Key Terms

Nationalism: The idea and movement that promotes the interests of a particular nation

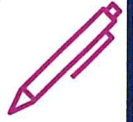
Coup: A sudden, violent and illegal take over of a government

In your books explain why the city of Nicosia is divided?

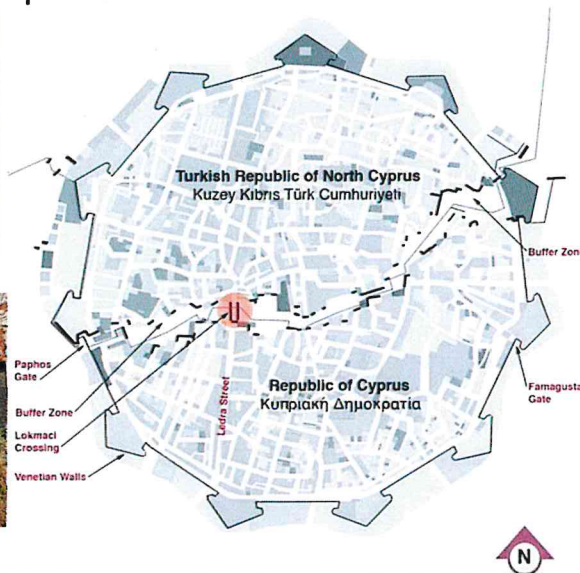
Key words to include:

| | | | | | |
|-------------|---------|----------------|---------|----------|-------|
| Nationalism | coup | Ayoka | 1974 | divided | Greek |
| Cyprus | Turkish | Turkey | Cypriot | invasion | |
| | | UN buffer zone | | | |

- 1974 – Fighting divided city
- Greek nationalism was growing - Ayoka group staged a coup with the support of Athens in Greece. Their aim was to join Cyprus with Greek.
- Turkish military arrived on the island in July.
- Greek Cypriots saw this as an invasion. However, Turkey said they were there to protect the Turkish Cypriot minority on the Island.
- A UN buffer zone was set up between the north and south to protect both sides and prevent conflict.

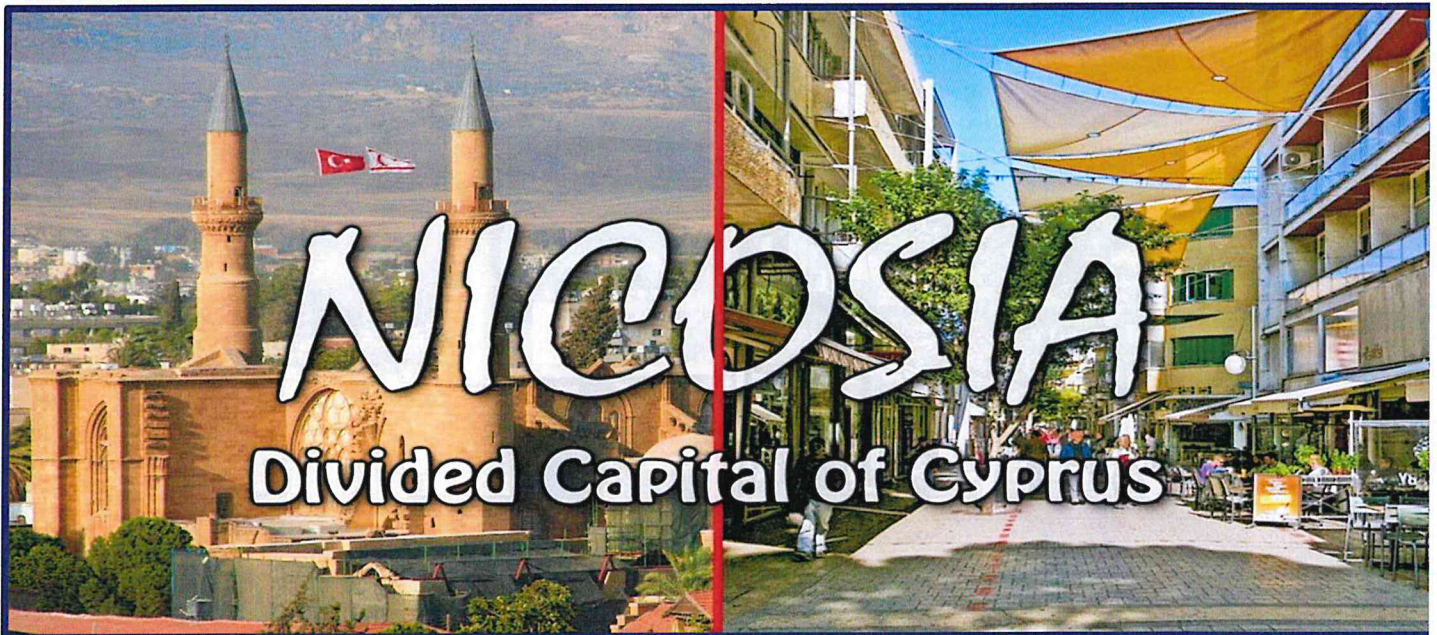


How has the border impacted the north and south of the city?



Famagusta

Famagusta was a well know beach resort often visited by the rich and famous. It was the first resort to have a 6 star hotel.





Street art in the Turkish side of the city



Main street on the Greek side of the city

<https://www.youtube.com/watch?v=yr3bY1ybkGs> (Watch the first 5 mins)

The video will take you on a tour from the south to the north of Nicosia through the buffer zone.

Make notes on what the city is like on either side of the buffer zone and the crossing between them.



What does the street art in Nicosia tell us about how the younger generation feels about the division?



You are a travel blogger who has arrived in Southern Cyprus to experience the divided city of Nicosia. Your journey starts in the south because there are no international flights into the north. The only flights here are from Turkey.

Activity: Write a blog describing your walk around South Nicosia, the crossing of the buffer zone and then what it is like in North Nicosia.

Be descriptive. What do you see, hear, smell, taste, touch, feel?

Planner

Please have your planner open on today's date



Lesson 6 The impact of conflict on geography – countries

Date: 29 September 2020

Copy

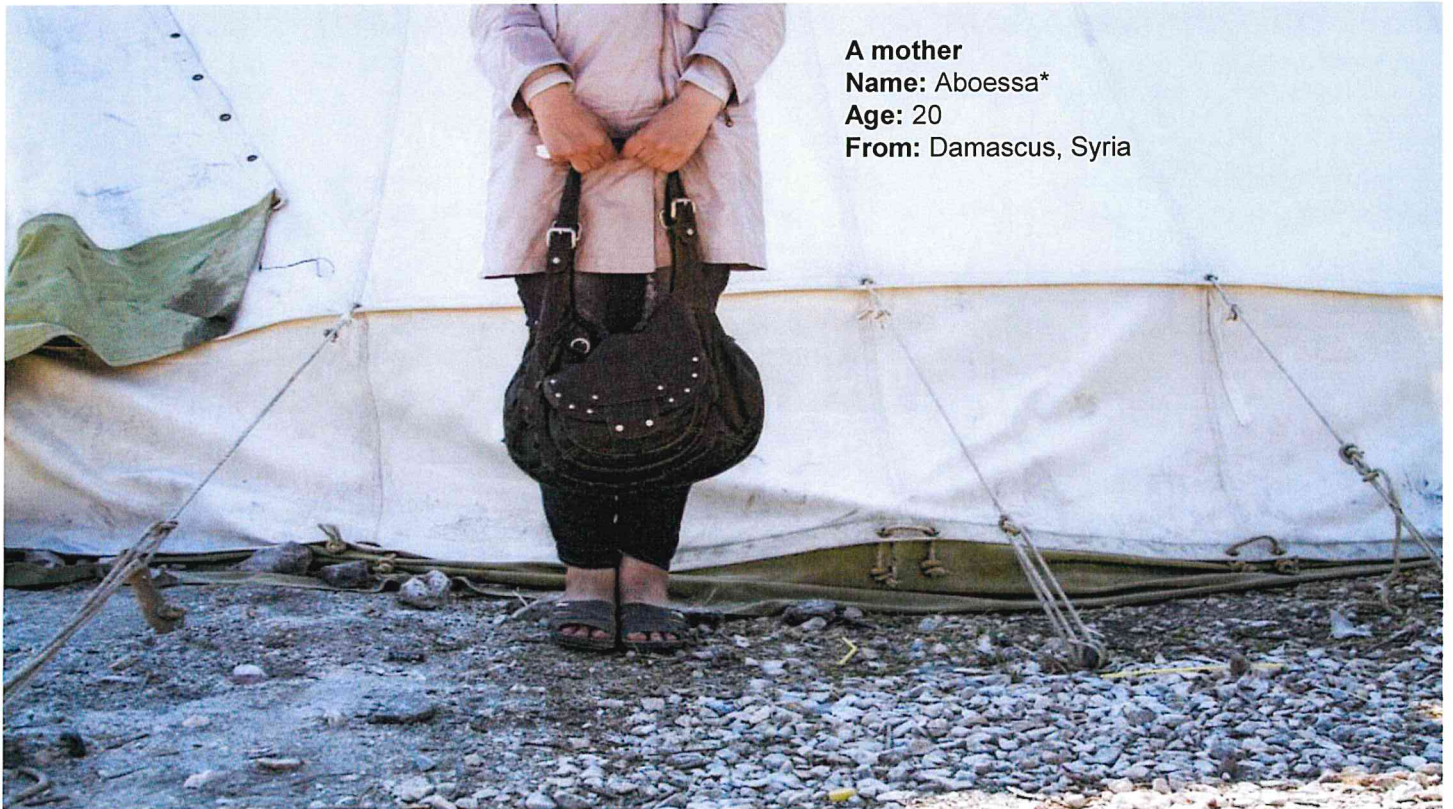
What is in my bag?



Do



Who do you think this is and what is in their bag?



A mother
Name: Aboessa*
Age: 20
From: Damascus, Syria



- Hat for the baby
- An assortment of medication, a bottle of sterile water, and a jar of baby food
- A small supply of napkins for diaper changes
- A hat and a pair of socks for the baby
- Assortment of pain relievers, sunscreen and sunburn ointment, toothpaste
- Personal documents (including the baby's vaccination history)
- Wallet (with photo ID and money)
- Cell phone charger
- Yellow headband



A child
 Name: Omran*
 Age: 6
 From: Damascus, Syria



- 1 pair of pants
- 1 shirt
- A syringe for emergencies
- Marshmallows and sweet cream (Omran's favorite snacks)
- Soap, toothbrush and toothpaste
- Bandages

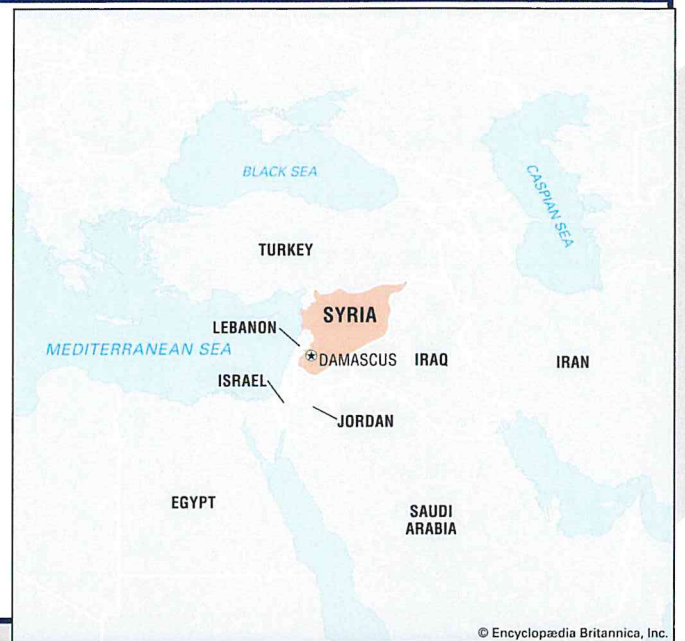
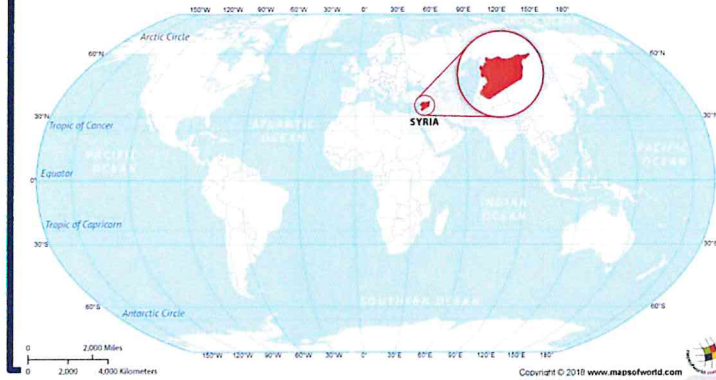
• These people are refugees who have fled Syria.

• What is a refugee?



Syria

**Describe the location of Syria.
Include: continent, compass directions,
bordering countries and seas.**



Syria

Watch the video and answer the question

Why is there conflict in Syria?

Video <https://www.bbc.co.uk/newsround/16979186>

Syria



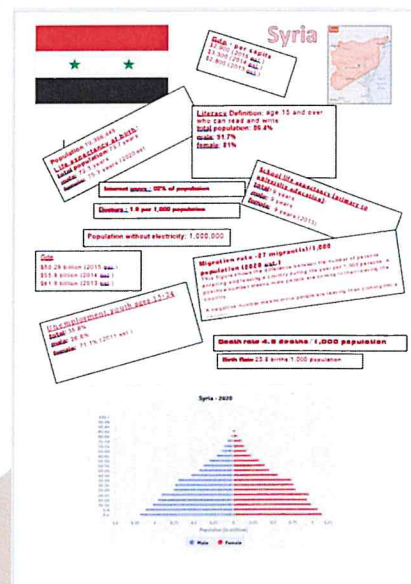
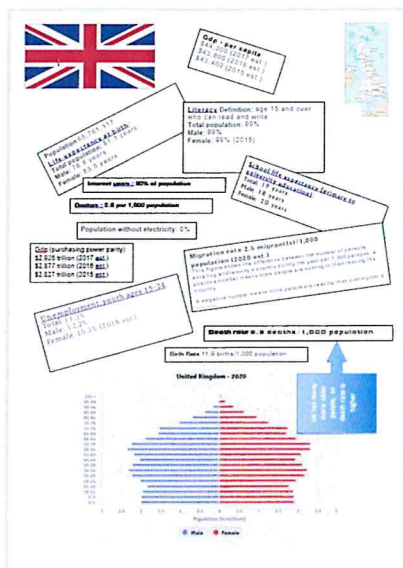
There's been a civil war in Syria for the last eight years, with different groups trying to seize control of the country.

The fighting has been between:

- Soldiers who support the Syrian president Bashar al-Assad
- Fighters known as *rebels*, who don't want Assad to be in power anymore
- The group that calls itself **Islamic State (IS)**

In the chaos of fighting between the government and anti-government fighters, IS took over large parts of Iraq and then moved into eastern Syria, where they were able to gain land and power.

You are going to receive some information about Syria and also The UK



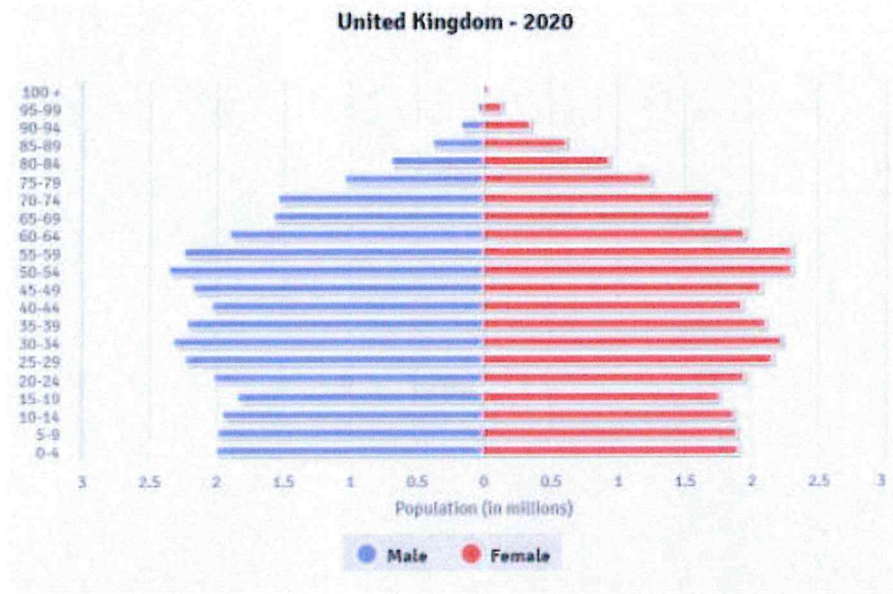
Some of the information includes population pyramids

What are they

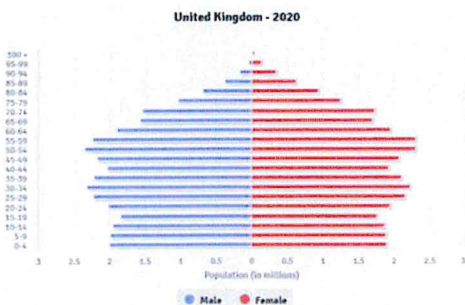
Elderly

Middle aged – Working people

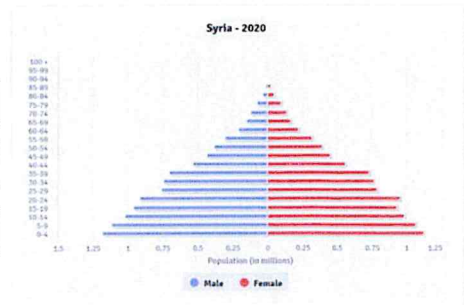
Young people



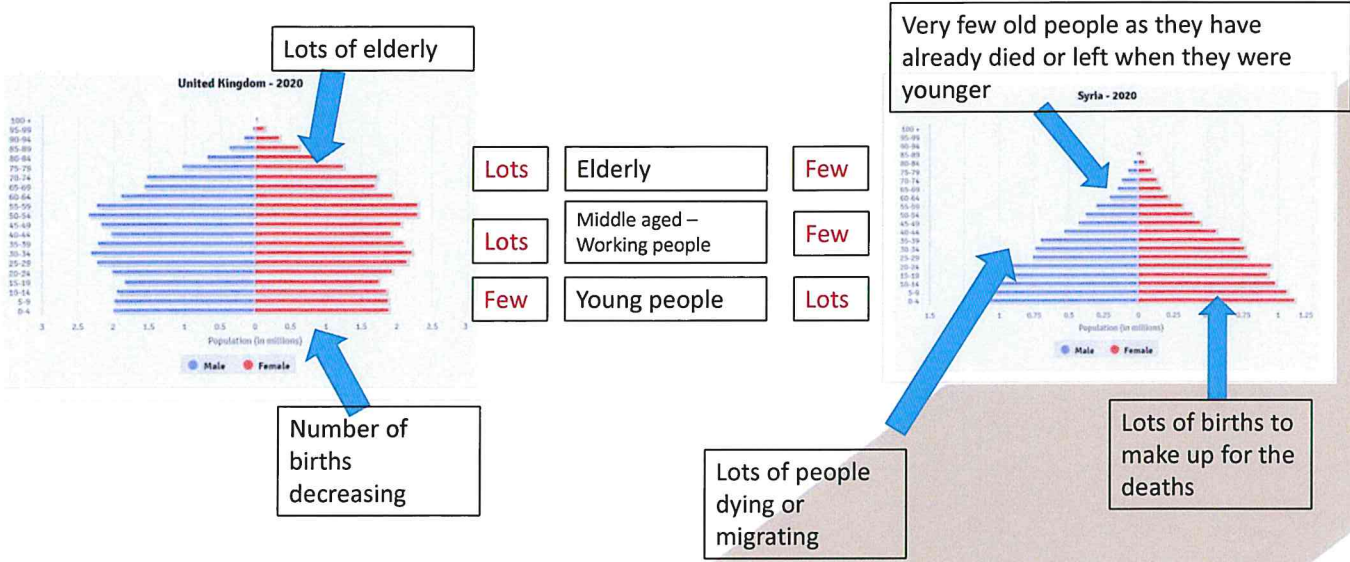
How do the UK and Syria compare?



| | | |
|------|------------------------------|------|
| Lots | Elderly | Few |
| Lots | Middle aged – Working people | Few |
| Few | Young people | Lots |



How do the UK and Syria compare?



Gdp - per capita
 \$44,300 (2017 est.)
 \$43,800 (2016 est.)
 \$43,400 (2015 est.)



Literacy Definition: age 15 and over who can read and write
 Total population: 99%
 Male: 99% (2015)
 Female: 99% (2015)

Population: 65,761,117
Life expectancy at birth:
 Total population: 81.1 years
 Male: 78.8 years
 Female: 83.5 years

School life expectancy (primary to university education):
 Total: 17 years
 Male: 18 years
 Female: 20 years

Internet users: 86% of population

Doctors: 2.8 per 1,000 population

Population without electricity: 0%

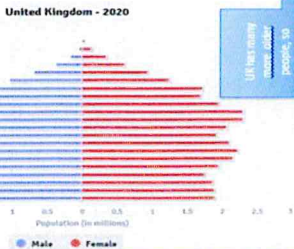
Gdp (purchasing power parity):
 \$2.925 trillion (2017 est.)
 \$2.877 trillion (2016 est.)
 \$2.827 trillion (2015 est.)

Migration rate (2020 est.)
 population (1,000 persons)
 This figure shows the difference between the number of persons entering and leaving a country during the year per 1,000 persons. A positive number means more people are coming in than leaving the country. A negative number means more people are leaving than coming into a country.

Unemployment, youth ages 15-24:
 Total: 11.3%
 Male: 12.2% (2018 est.)
 Female: 10.3% (2018 est.)

Death rate 9.5 deaths / 1,000 population

Birth rate 11.8 births / 1,000 population



With many more people, the death rate is higher



Explain how conflict has impacted the lives of people in Syria.

Include how it has impacted:

Healthcare

Life expectancy

Education

Housing

Family

Economy (jobs, businesses, income £)



If you lived in Syria and had to flee your home because of conflict and you were no longer safe what would you take with you to the refugee camp?

You can only take what you can carry.



Planner

Please have your planner open on today's date

Copy

Lesson 7 - The impact of Geography on conflict

Date: 29 September 2020

Do

Read this poem about the Battle of Hastings. How did Geography affect the battle?

'Twere a beautiful day for a battle
The Normans set off with a will
And when both sides were duly assembled
They tossed for the top of the hill



The Normans had nowt in their favour
Their chance of a victory seemed small
For the slope of the field were against them
And the wind in their faces 'an all



King 'Arold he won the advantage
On the hill-top he took his stand
With his knaves and his cads all around
him

On 'is 'orse with 'is 'awk' in 'is 'and



The Battle of Hastings

'Twere a beautiful day for a battle
The Normans set off with a will
And when both sides were duly assembled
They tossed for the top of the hill



The Normans had nowt in their favour
Their chance of a victory seemed small
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King 'Arold he won the advantage
On the hill-top he took his stand
With his knaves and his cads all around him
On 'is 'orse with 'is 'awk' in 'is 'and



Folksong by Marriott Edgar

Spring 2016 - site of the Battle of Hastings 1066, Battle, East Sussex by Flickr user Jim Linnard, Battle Abbey by Flickr user Howard and Faicenny at the Battle of Hastings reenactment October 2004 #4 by Flickr user Tancred. All licensed for reuse under Creative Commons licence.

Today's Lesson

Learning Focus: How does the physical geography of a country or region impact conflict

Key Terms: Desert, Hill, River, Marsh, Forest, Flat land, mountains, climate

•Learning Outcomes:

•I can identify physical geographical features that may impact on conflict.

•I can explain how these features may impact conflict.

Geography that affects conflict - Cut out the cards

Match up the factor to the explanation of how that factor may affect conflict

Glue them in

| | | | |
|---------------|---|------------------|--|
| Desert | This feature is remote and temperatures are very hot during the day and very cold during the night. There are very few features so navigation is difficult. | Forest | This feature can be useful in modern conflicts as the environment can be used as camouflage. It is possible to creep up on your enemy without them suspecting. |
| Hill | This feature gives an advantage as gravity helps attack. Many settlements are built on this feature as they are so defensive. | Flat land | This feature provides little cover and so can be a disadvantage when engaging in conflict. In particular, if the opposition are located on a higher relief then they are likely to have the advantage. |
| River | This feature is difficult to cross, making conflict challenging. Many settlements are built on banks in this feature as they are so defensive. It is also important to consider the depth and velocity of this feature. | Mountains | This feature makes conflict very difficult. In particular it makes it difficult for the mass migration of refugees. |
| Marsh | This feature is difficult to cross, making conflict challenging. As the ground is not stable it is also difficult to set up camp in these areas. | Climate | It is suggested that mass migration caused by a change to this factor may cause increased levels of conflict. Many think the war in Darfur, Sudan is mainly caused by this factor. |

Are there any other factors that you can think of?

| | | | |
|---------------|---|------------------|--|
| Desert | This feature is remote and temperatures are very hot during the day and very cold during the night. There are very few features so navigation is difficult. | Forest | This feature can be useful in modern conflicts as the environment can be used as camouflage. It is possible to creep up on your enemy without them suspecting. |
| Hill | This feature gives an advantage as gravity helps attack. Many settlements are built on this feature as they are so defensive. | Flat land | This feature provides little cover and so can be a disadvantage when engaging in conflict. In particular, if the opposition are located on a higher relief then they are likely to have the advantage. |
| River | This feature is difficult to cross, making conflict challenging. Many settlements are built on banks in this feature as they are so defensive. It is also important to consider the depth and velocity of this feature. | Mountains | This feature makes conflict very difficult. In particular it makes it difficult for the mass migration of refugees. |
| Marsh | This feature is difficult to cross, making conflict challenging. As the ground is not stable it is also difficult to set up camp in these areas. | Climate | It is suggested that mass migration caused by a change to this factor may cause increased levels of conflict. Many think the war in Darfur, Sudan is mainly caused by this factor. |



Iraq

A model to show the physical landscape of Iraq and how it has affected conflict in the country.



<https://www.youtube.com/watch?v=5fsVu3ulW7E>



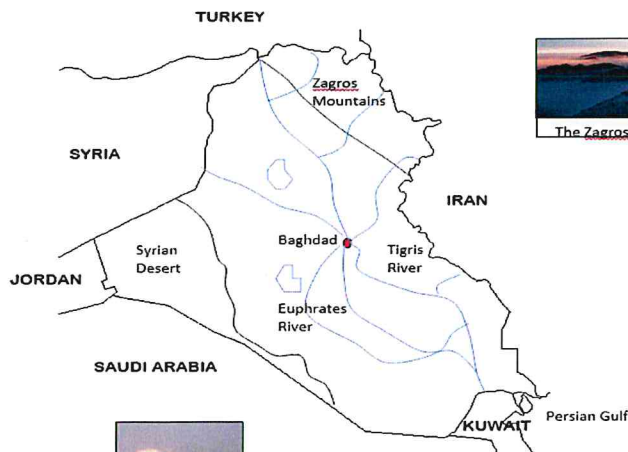
Geography Teaching Today



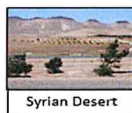
Model of Iraq



Iraqi Kurds



The Zagros Mountains



Syrian Desert



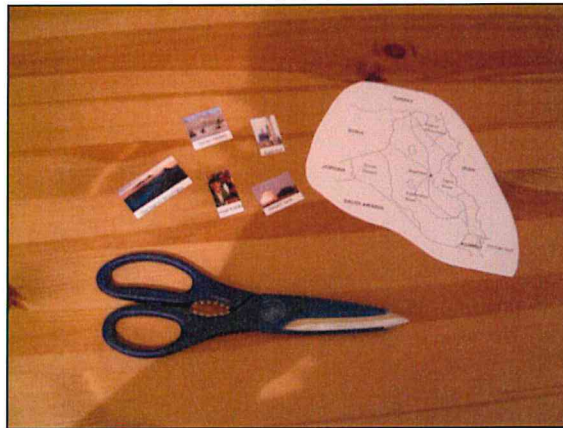
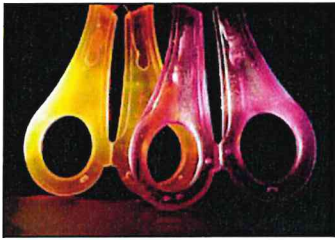
Desert tank



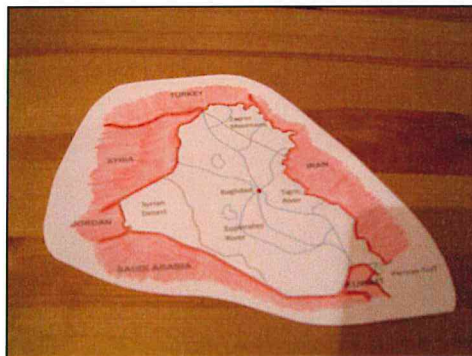
Baghdad

Kind Kurdish 2 by flickr user Hamed Masoumi, The Syrian desert by flickr user Hovic, Iraq tank by flickr user myglesias, The Mountain View by flickr user ris579 and Baghdad by flickr user Jeff Weimer. All licensed for reuse under Creative Commons Licence.

Cut out the base map and the pictures.



Make sure you don't cut the tabs off the pictures!



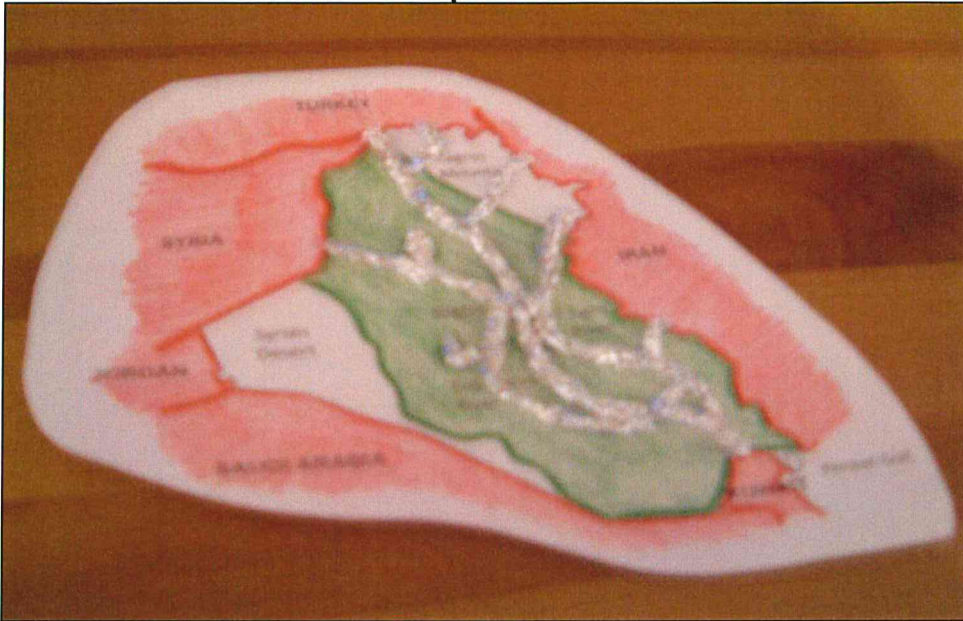
Take some different coloured colouring pencils and shade in Iraq's neighbouring countries.



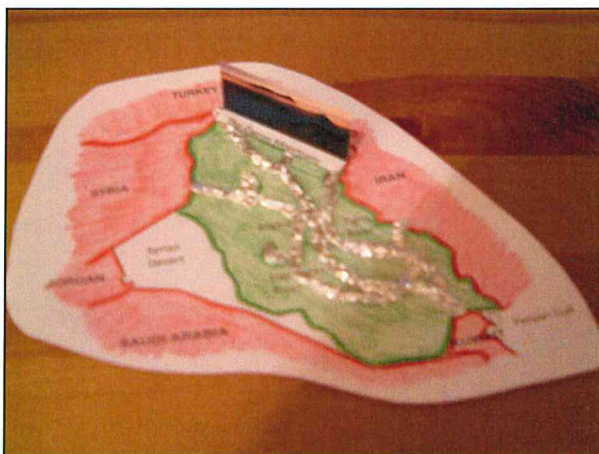
The central part of Iraq (not the mountains or desert) can be shaded green.

Shade the rivers in blue

Be careful not to cover up the names of the rivers.



Fold back the tab on the Zagros Mountains and stick in the labelled area.

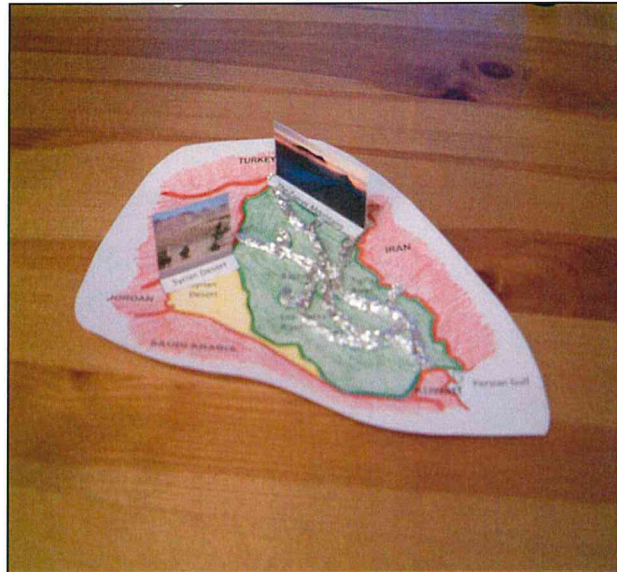


You could shade the area under the tab brown.

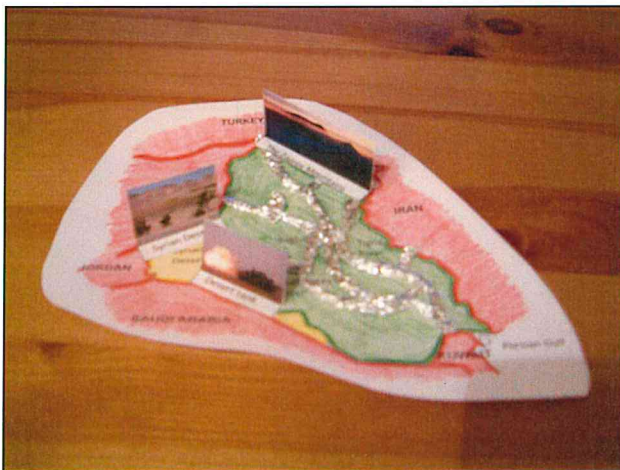
Now, colour the desert in yellow.



Fold back the tab on the Syrian Desert and stick in the labelled area.



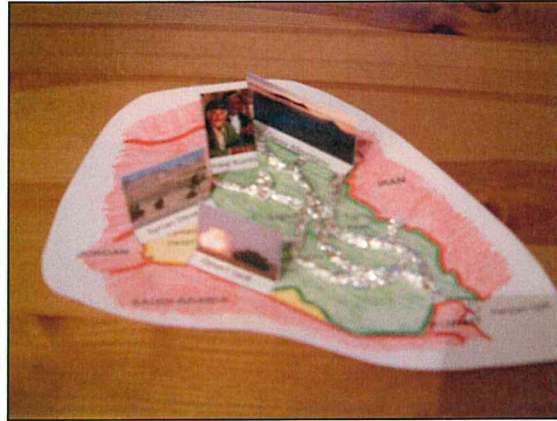
You also need to stick the desert tank tab in the same area.



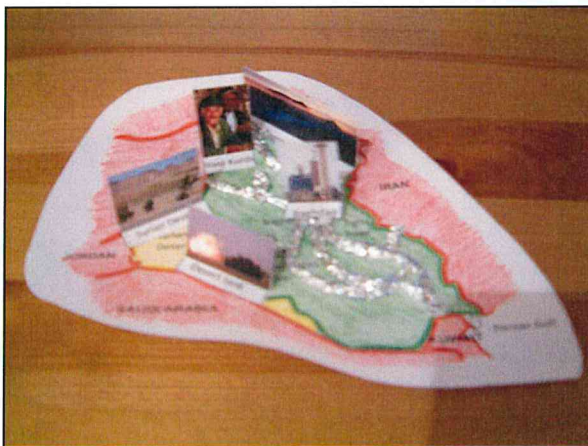
Fold back the tab on the picture of the Iraqi Kurds and stick in the northern part of Iraq, near the Zagros Mountains.



Kind Kurdish 2 by Flickr user Hamed Masoumi.



Locate the tab showing Baghdad in the area between the River Euphrates and River Tigris.



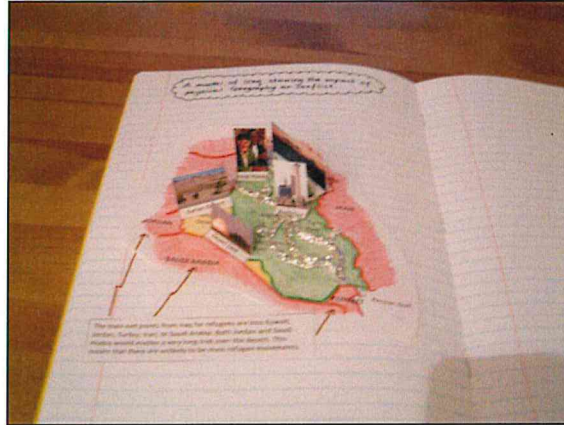
Baghdad by Flickr user Jeff_Werner.



Finally, stick your model in your book and glue the statements around it.



Draw arrows to locate the statements – turning them into annotations.



Iraq article statements

It's very difficult to travel in the desert because it's remote, cars overheat, and the daytime temperatures can get very high—especially in April and May.

The main exit points from Iraq for refugees are into Kuwait, Jordan, Turkey, Iran, or Saudi Arabia. Both Jordan and Saudi Arabia would involve a very long trek over the desert. This means that there are unlikely to be mass refugee movements.

Traditional problems, such as navigation in featureless desert terrain or targeting in a flat landscape, are now aided by GPS systems and laser range-finders.

There is a continuous mountain system, known as the Zagros, which stretches in an arc from Turkey eastwards through northern Iraq and into Iran. Any mass movement of refugees to the north out of Baghdad will run into the Kurds who live in the mountainous area, so that is not a good option.

There are some advantages to conflict in the desert. The flat, even terrain encourages a rapid pace of advance, while the lack of cover favours coalition forces because their equipment has a greater range.

Iraq's population is very unevenly distributed. Most people live in the areas between the Tigris and Euphrates Rivers. The capital, Baghdad is in the centre of this area. Large areas of western and southern Iraq are uninhabited. Nearly 70 percent of Iraqis live in urban areas, and over one out of every five Iraqis lives in the capital.

A major problem of conflict in the desert is the fact that the weather is variable and can be troublesome for all concerned, as evidenced by recent sand storms that blotted out sunlight and made afternoons feel like night.

The desert to the south and west of Iraq offers a variety of challenges and opportunities to conflict.

The Geography of Iraq may mean that there are small pockets of refugees rather than mass migrations of refugees.

It is the areas where there are dense population which are likely to become the centre of the ongoing conflict in Iraq. Major cities such as Baghdad may prove tough obstacles for coalition forces to overcome as avoiding civilian casualties is very difficult.

Explain how Geography can affect conflict

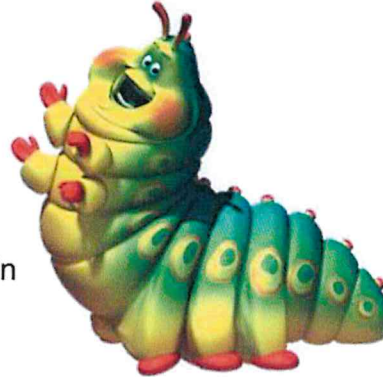
Use B.U.G.S. on every question!

Box the command word

Underline key terms

Go over the question again

Start your answer



Explain how Geography can affect conflict

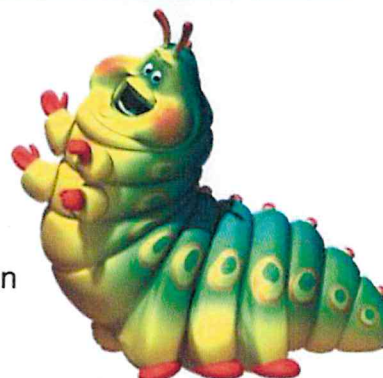
Use B.U.G.S. on every question!

Box the command word

Underline key terms

Go over the question again

Start your answer



Explain how Geography can affect conflict

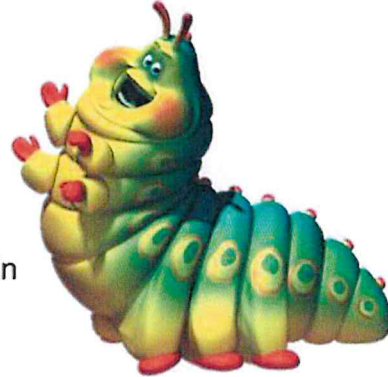
Use B.U.G.S. on every question!

Box the command word

Underline key terms

Go over the question again

Start your answer



Planner

Please have your planner open on today's date

Date: 29 September 2020



Copy



Do

Lesson 8 - North and South Korea – Location and Geography



Do it now: Why might you want to defect (run away from) North Korea?

Learning Focus:

The location and Geography of North and South Korea

Key Terms:

Defected

Continents

Relief

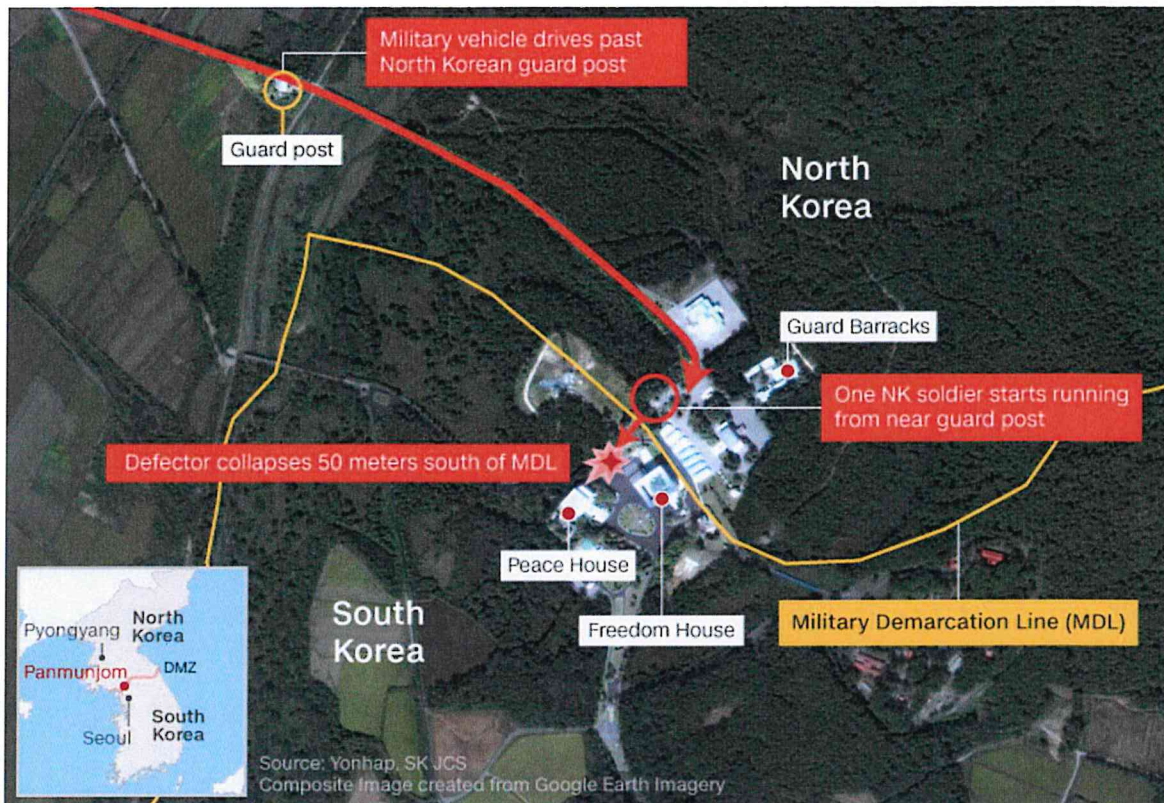
Learning Outcomes:

I can describe where North & South Korea are?

I can describe the Geography of both countries



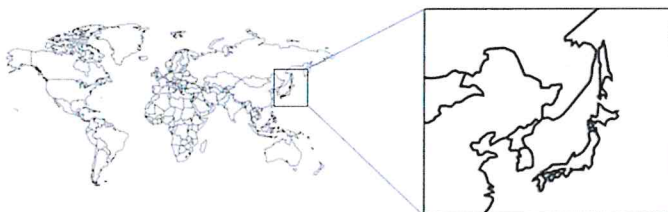
Why would he do that?



A Divided World – North and South Korea

Task 1 – Location On the maps below shade in North Korea, South Korea, China, Russia and Japan

TASKS MAY NEED TO BE AMENDED DUE TO SHARING OF ATLASES ACROSS BUBBLES



Task 2 – Describe the location of North and South Korea on a global scale. You need to think about where it is in the world in terms of the continent / direction / seas and oceans. Make sure you use full sentences and capitals for place names.

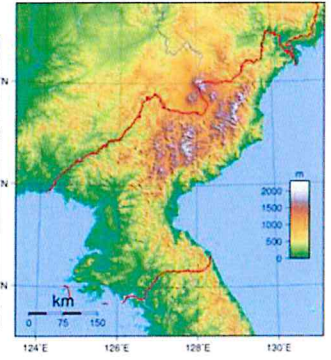


Task 3 – Describe the location of North and South Korea on a regional scale. Think about the location in terms of other countries, direction, seas and oceans. Remember to use capital letters for place names.



Task 4 Map of North and South Korea. Use the atlas

- 1) Shade in the mountainous and lowland areas. Create a key to identify these.
- 2) Label the seas
- 3) Use your atlases to locate the two capital cities



Task 5 - Describe the geography of North Korea. Think about the borders of the country

What is the relief of the country like?

Describe where the mountainous areas are, is it steep there?

Describe where the lowland areas are, is it flat?

Task 1 - Location



On your world map, shade in and label

- North Korea
- South Korea
- Russia
- China
- Japan

Task 2 - Location on a global scale



Which continent is Korea in?

Which direction is it in?

Seas / Oceans

Task 3 - Location on a Regional scale



Which continent is Korea in?

What borders North and South Korea (countries + ocean)?

Use Geographic terminology to describe in detail location in the world.

Geography and Relief



From Year 7 - What does relief mean?

Geography and Relief



This means the shape of the land.

It is related to the height and steepness.

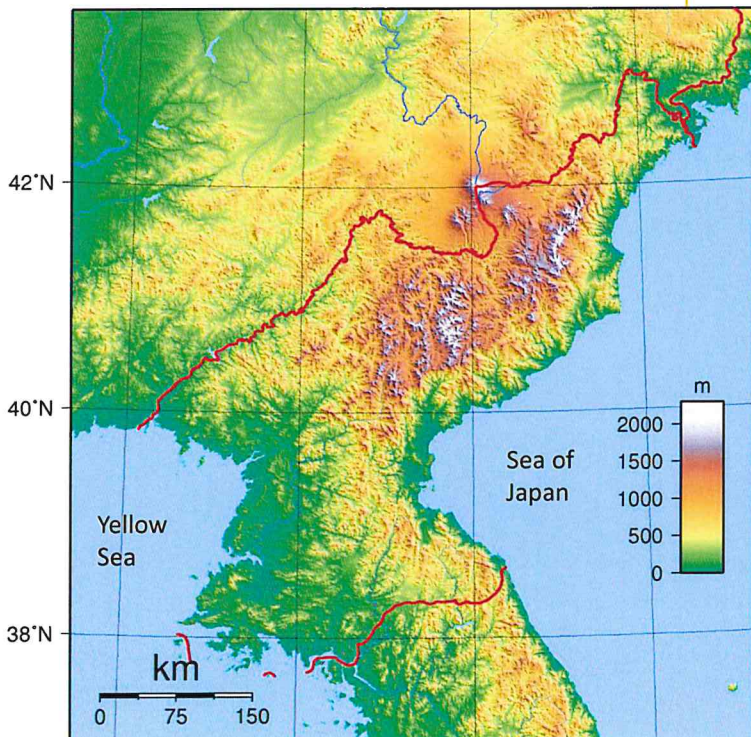
Task 4 - Geography and Relief



Use page xxx of the atlas

(Note to teachers – if no atlases available due to bubbles, either photocopy maps or use map on next slide)

Geography and Relief



Shade in the mountainous and lowland areas.
Create a key to identify these.

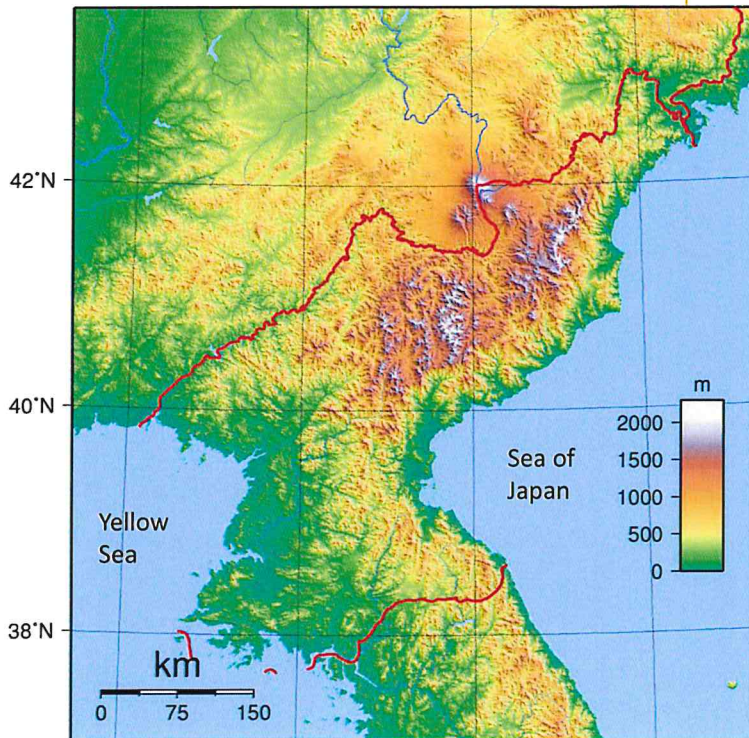
Label the seas

Use your atlases to locate the two capital cities

Geography and Relief

Task 5 - Describe the geography of North Korea
Think about the borders of the country

What is the relief of the country like?
Describe where the mountainous areas are, is it
steep there?
Describe where the lowland areas are, is it flat?



What is life like in North Korea

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

Time to reflect:

Which 3 countries border North Korea?
What is the line of latitude that the border is on between North and South Korea?
Which seas does North Korea have a coastline with?



Planner

Please have your planner open on today's date

Date: 29 September 2020

Copy

Lesson 9 - North and South Korea – Location and Geography

Do

Read these quotes about North Korea. What do you think life is like there?

- "All of North Korea is a jail" Kim Y Sam
- "The greatest threat to the security of the people of North Korea comes from the government of North Korea" Ari Fleischer
- "I look up to the night sky but I see no moon
All I see is the sweet face of Kim Jong-un"

Learning Focus:

The location and Geography of North and South Korea

Key Terms: Dictator, parallel, demilitarised zone

Learning Outcomes:

• I can explain why there is conflict between the two countries.

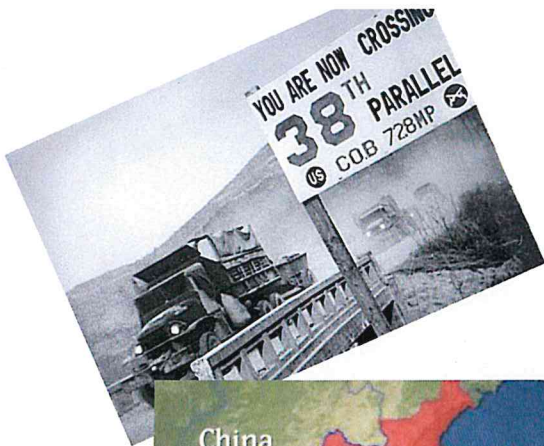
• I can explain why there is conflict between NK and the rest of the world.





Task 1 - What have these pictures got to do with it?

What do you think these two images are about?



After the Second World War

10th August 1945

American government in an all night meeting about Japan



Two junior officers looked at a National Geographic (magazine!) map and decided that Korea should be split across the 38th Parallel (38 degrees north line of latitude)

- **Kim** IL-Sung, who now ruled the north became convinced that the people in the south would welcome being ruled by his government.
 - At dawn on 25th June 1950, the North Koreans launched a surprise attack on South Korea. Three days later, communist forces captured the South Korean capital, Seoul.
 - This really upset the USA, who despite pulling out of the area a year earlier, did not fancy the communist north having control in the south too
 - The Korean War started!
-
- Just short of 3,000,000 lives over 3 years
 - The dividing front line between the communist north and the allied troops fighting with the USA pinged north and south over that time settling at the end of the war, exactly where it started!
 - Kim il Sung – major general in war declared himself “The Great Leader” of the country stating that he would not accept the separation of Korea and was still at war with the USA stating “let us intensify anti-imperialist anti-US struggle”
 - The DMZ (demilitarised zone marking the truce line between the north and south of Korea is one of the most dangerous strips of land in the world

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Task 2 - What was the cause of the Korean War?

Don't just regurgitate (repeat) what is written here. Why do you think Kim Il-Sung attacked the south? Why did USA intervene?

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What is life like in North Korea?

- North Korea is under communist rule
- You need permission to live in a city
- People work doing hard manual labour in either construction, factories or in the military.
- Radio and TV's are pre tuned to show communist propaganda
- People are poor and their life expectancies are not high (66 men, 72 women)
- People live under constant fear from state retribution

- Population of about 25 million (approx 5 times that of Scotland)
- As of 2013, with 9,495,000 active, reserve, and paramilitary personnel, North Korea has the largest military organization on earth. This number represents nearly 40% of the population of North Korea, and is the numeric equivalent of the entire population between ages 20 and 45.
- *How would this effect the county's economy?*

- It is not a poor country and has huge natural resources however much of the country's resources are taken up in funding the huge army
- *Emphasis on military might rather than economic stability*



- **A Satellite view of North Korea**

- **What can we tell from a photograph?**

What is life like in South Korea?

- High income country
- Human Development Index = 0.903
- 11th largest economy in the world
- GDP: \$32,046
- Life expectancy: 82 years
- People live freely and have a democratic government
- The country is involved in global politics through the United Nations and World Trade Organisation

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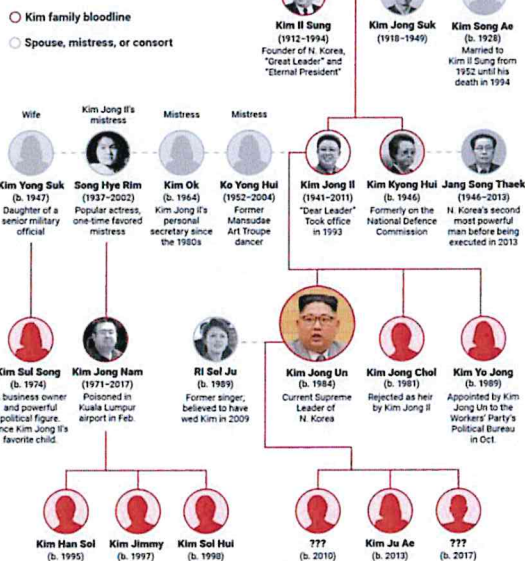
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So why has nobody done anything about Kim?!

Not that Kim!

So why has nobody done anything about Kim?!

The Kim family tree



China – supports North Korea.
They fear if they don't there will be mass migration into China.
They don't want a war with USA who support the South

So why has nobody done anything about Kim?!

South Korea – They do not want to unify Korea, as this will affect the prosperity and wealth of the country



USA – have 30,000 troops stationed in South Korea. They don't want to leave and send out wrong message. They don't want to attack North Korea as this could set off a huge war.