



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Why do so many people in the world live in Megacities?	4	Spring 2	9 hours

What knowledge and skills will children have gained by the end of this unit?

- Understand what a Megacity is.
- Locate Megacities on a World Map.
- Explain why cities are classed as Megacities.
- Describe the changes in population of a city over time.
- Explain why population increases or decreases – focusing on human and physical Geography.
- Create bar graphs showing population changes in cities.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1/2	2 hours	What are megacities and where are they located?	Ask the pupils to look very carefully at the 10 images in Resource 1 . What can they identify and recognise in each photograph? What features do they all have in common? What do we call places such as this? Spend time encouraging the pupils to describe what they can see. Make a list on the board of all the features of <i>human geography</i> (created by people) and <i>physical geography</i> (largely natural or semi natural) that they can identify. It is likely that at some point a pupil	Collins Teacher Notes Resources 1-6	City Megacity Human geography Physical geography

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Describe what a megacity is. • Identify locations of some Megacities. 	<p>will identify all of the places as <i>cities</i>. Spend time discussing what the pupils think a city is? What things do we find in cities that we don't in other places? Do they live in a city? If not then what kind of place is it? (<i>village</i> or <i>town</i>?) and how do we know? Where is the city closest to where they live? Explain to the pupils that all of the images in Resource 1 are of the top 10 largest cities in the world – referred to as <i>megacities</i> as they each have more than 10 million residents.</p> <p>Resource 2 is a table containing information about the top 10 megacities in the world. Can the pupils identify which photograph matches the city in the table? This task is a very difficult one as the pupils will quickly realise that all large cities in the world, wherever they are, all look very much the same. Why is this, do they think? For reference the numbers of the images 1–10 in Resource 1 correspond to the cities 1–10 in the table in Resource 2.</p> <p>Using the maps in Resource 3 and Resource 4 the pupils can fill in the second column in the table (country). Having completed this exercise, discuss with the pupils what they notice about the distribution of the top 10 cities? All but one is in the continent of Asia. The final column in the table shows the <i>population density</i> of each city (the average number of people living in each sq km). The first figure for Tokyo has been completed by dividing the population total by the land area of the city. The pupils can now complete the calculation (using calculators) for the remaining nine cities. Then they can compile their own rank order 1–10 (highest to lowest) of the cities in terms of population density. How does this change the ranking? Why do cities have such high population densities? How is it that so many people are able to live in such small areas? Encourage the pupils to look again at the images in Resource 1 and think particularly about the high-rise buildings of apartments and</p>	<p>Video clips embedded within notebook.</p>	<p>Locate Residents Population</p>
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flats, which are very high but are built on very small plots of land. The pupils can then complete the final sentence in [Resource 2](#).

The map in [Resource 5](#) shows data about the distribution of megacities in the six inhabited continents for the pupils to study. Using the key, the pupils can complete the table in [Resource 6](#) and then write below the table three bullet points describing what they have observed from the map. For example, *Asia has the most megacities; Oceania has no megacities; After Asia, North America has the next largest number of megacities.*

[Resource 5](#) is a map where the population density is shown. Crowded areas have over 100 people per square km, quite crowded has 10–100 people per square km. Ask the pupils to consider how the information in this map helps to explain why there are more megacities in Asia than in any other continent and none in Oceania. This is because Asia has a much larger population (65 per cent of the world's population) than any other continent and relatively few people live in Oceania (just 0.005 per cent of the world's population). As two out of every three people on Earth live in Asia then it will be more likely that most megacities will be found here – and the opposite will be true for Oceania.

Having discussed this, pupils can write a few sentences to complete the final question in [Resource 6](#). For reference the total population by continent is:

Asia	4 557 000 000
Africa	1 130 000 000
Europe	739 000 000
North America	461 000 000
South America	411 000 000
Oceania	36 000 000

Children, working with topic partner, use pictures to make a list of human and physical features.

			<p>Then cut up photos of megacities and write a few sentences about each picture- including location, size and population density using information already given.</p> <p>Children can produce an information leaflet about either Tokyo or Shanghai (both megacities) on Purple Mash</p>		
Lesson 2	2 hours	<p>Why did Baghdad become the first city in the world with one million people?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Locate Baghdad on a map. • Compare Baghdad to England. 	<p>Print off copies of the map and engraving showing Baghdad in AD 900 (over 1100 years ago) in Resource 7. Encourage the pupils to look very carefully at the images. What can they identify from both? What clues can they see to help create a picture of what this city must have been like? River; bridges; districts; canals; palaces; mountains; ships; wall etc. If desired, this could be an appropriate time to link to History and a study of early Islamic civilisation and to compare and contrast with what was occurring at the same time in Britain. It is relevant here because in AD 925 Baghdad was the first city in the world to reach one million inhabitants. Work began on the city in AD 762 and it grew rapidly in size over the next 150 years as the capital of the early Islamic empire. This rapid growth took place because, at the time, it was the main centre of learning, medicine and trade in the world.</p> <p>The Historical Association has a scheme of work with associated resources at www.history.org.uk/resources/primary_resource_8155.html and an additional source of support for this enquiry can be found at www.keystagehistory.co.uk/KS2/teaching-early-islam-baghdad-KS2.html</p>	Collins Teacher Notes Resources 7	Baghdad River Bridge District Canal Palace Mountain Inhabitant
Lesson 3	1 hour	<p>Why is Milton Keynes the United Kingdom's fastest-growing city?</p>	<p>Distribute copies of Resources 8 and 9 to the pupils. Resource 8 shows the 10 cities with the largest populations in the United Kingdom. Resource 9 shows where these cities are located across the country.</p> <p>Explain to the pupils that you are now going to give them a second 'top 10' list of cities – those cities in the United Kingdom where the number</p>	Collins Teacher Notes Resources 8-11	Population Location Country Bar graph Histogram

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Discuss why the population in Milton Keynes has increased significantly. • Create a bar graph showing the change in population over time. • Understand why populations rise and fall in Cities. 	<p>of people living there (i.e. its population) is growing faster than other cities in the UK. The table in Resource 10 has this list.</p> <p>Take some time to explore with the pupils what a percentage increase means. For example, if the number of people living in a place has increased by 17 per cent then this means that for every 100 people living in that city in 2001, there are now 117. The pupils can draw a histogram or bar graph to present this data.</p> <p>Then using the map in Resource 11, they add the location of the 10 cities in the table to a copy of the map in Resource 9. They can also add a new symbol to the key to represent these 'fastest-growing cities'.</p> <p>Explain to the pupils that the city of Milton Keynes has seen an increase of 43 000 in the number of people living there since 2001 and now has a population of 255 700. What is more, the city council expects this to increase by at least another 50 000 by 2026 – they are planning to build 28 000 new homes for these extra people! Ask the pupils what they think is the main cause of this growth in the number of people? Why are people moving to Milton Keynes in their thousands? Explain that you are now going to show them a film, which contains the answer to this question. Can they work out what the answer is? Now show the film at www.youtube.com/watch?v=TQfNLBtHlZQ</p> <p>Discuss with the pupils what the main message of the film is. Why are so many people moving to Milton Keynes? Jobs! It is important for the pupils to understand that the most important reason for anyone moving anywhere in the world is to find work. If a city has lots of work opportunities, then people will move to it. When they have a job and are earning a salary they can afford to rent or buy a home and use the local amenities such as shops and cinemas.</p> <p>There are 11 000 companies and businesses in Milton Keynes that need workers. So people move to the city to take up the vacancies in such companies as John Lewis, which has its main distribution centre in</p>	<p>Amenities</p>
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			<p>Milton Keynes (employing 470 people) from where it supplies both shops and online orders. See the film at www.youtube.com/watch?v=6vAXs2gHsGg</p> <p>Children will be drawing a simple bar chart to show the change in population in Milton Keynes</p> <p>2nd Hour -</p> <p>Children will be designing a poster- Come and live in Milton Keynes- will need to make sure that they include all the positives and amenities.</p>		
Lesson 4	2 hours	<p>Why is Brasília the fastest-growing city in Brazil?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Create a bar graph showing the population changes of Brazil's capital cities. • Explain why the govt of Brazil decided to 	<p>Give each pupil a copy of the political map of South America in Resource 12. Spend some time with the pupils discussing and reflecting upon the map of countries and cities. How many countries are there? Only two countries do not share a border with Brazil – which are they? Which two countries are entirely landlocked? Which are the capital cities of each of the countries? Using the scale line what is the approximate extent of the continent in kilometres from north to south and east to west?</p> <p>Draw the pupil's attention to the city of Brasília in Brazil. This is the fastest-growing city in Brazil – increasing by 3 per cent a year. If its current population is 2 852 000 how many people will be living there in 10 years time?</p> <p>Now show the pupils the film of Brasília at www.youtube.com/watch?v=m8fZeZTNOTE Also project the images in Resource 13. Ask the pupils to observe the city and all of its buildings carefully. What do they notice about them? Encourage speculation and discussion. Then support the pupils to present the data in Resource 14 as a simple line graph. What happened to the number of people in the city around 1960? What might have caused this to happen?</p>	<p>Collins teacher notes</p> <p>Resources 12-18</p> <p>Videos embedded within note book.</p>	<p>Political map</p> <p>County</p> <p>City</p> <p>Border</p> <p>Continent</p> <p>Kilometer</p> <p>Population</p> <p>Government</p> <p>Parliament</p> <p>Destination</p>

		<p>move the capital city.</p>	<p>In 1960 the government of Brazil decided to build a brand-new capital city – until then the capital had been Rio de Janeiro. So, from 1960 the country’s parliament, government buildings, law courts, main sports stadiums, banks, finance centres such as the Stock Exchange and 124 embassies were moved from Rio de Janeiro to Brasília. Hundreds of thousands of people whose jobs were affected in some way were also moved. Once the new city was established, a new airport was constructed and many shops and hotels set up creating thousands of new jobs particularly for people working in construction. The pupils will hopefully have noticed from the film and photographs that all of the buildings are modern with very few more than 50 years old. So, this is a city that is growing very quickly because of a decision made by the government of the country.</p> <p>But why would a government decide to build a new capital city and move thousands of people from the old one? Ask the pupils to imagine what it would be like in the United Kingdom if the government decided that it was going to build a new capital and that London was no longer going to be the capital city. Encourage the pupils to think why this might happen? Tell the pupils that you are going to give them a series of clues as to why the government of Brazil moved its capital city. The first is the night-time satellite image of South America in Resource 15. The second piece of evidence is the map of South America environments in Resource 16. The third is the map showing the distribution of population in Brazil (population density of the different states within the country in Resource 17). The final piece of information is the five photographs of the shanty towns or <i>favelas</i> in Rio de Janeiro in Resource 18. From these clues can the pupils work out why the government of Brazil decided to move its capital to a new location?</p> <p>Brazil is the fifth largest country in the world, both in terms of land area and population (208 million), but two-thirds of this population is</p>		
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			<p>found in a very small area of the southeast coast between São Paulo, Rio de Janeiro and Belo Horizonte. Overcrowding and the development of favelas, which house tens of millions of people, are commonplace in these cities. The interior of the country (mainly pampas grassland and tropical rain forest) is under exploited with a relatively low population density. In an attempt to encourage more businesses and people to move to the central areas of Brazil and away from the coast, the government moved the capital city away from the coast and over the mountains of the Brazilian Highlands to a more central location – leading by example.</p> <p>1st Hour Task</p> <p>As a summative piece to this ancillary question, the pupils could produce in pairs a three-minute television news report as it went out in 1960 announcing that Brazil was going to have a new capital city, where it would be located and why it was happening. They could use a PowerPoint presentation of a maximum of five slides to accompany their broadcast and the slides could include maps and photographs. The objective here is for the pupils to describe and explain the decision.</p> <p>2nd Hour Task.</p> <p>Children will complete a bar graph to show population changes over time.</p> <p>Children will write a newspaper report from the 1960s explaining why the govt of Brazil decided to move the capital city. This could be done in 2Publish+ on purple mash using the newspaper report format</p>		
Lesson 5	1 hour	How do the advantages of living in cities compare with the disadvantages?	<p>Talk to the pupils about living in cities. Many will be able to draw upon their own experiences. Others will be able to base their feelings on visits or the experience of other members of their family or older adult friends and acquaintances. What do they feel are the best things about living in large cities? There must be attractions as the number of</p>	Collins Teacher notes Resources 19-23	Advantage Disadvantage Population Growth

		<p>people choosing to live in cities goes up every year, so what are they? Take feedback and begin to make a list on the board.</p> <p>Resource 19 is an extract from an online article by Alison Bryant at http://lifestyle.allwomenstalk.com/amazing-advantages-of-city-living</p> <p>Distribute copies of this to the pupils and read through it with them, taking time to explain vocabulary as it arises. Alison clearly enjoys living in a city. How many of these things did the pupils consider initially?</p> <p>Now show the pupils the images of city life in Resource 20 and encourage them to think about the disadvantages of living in cities. What disadvantages come to mind? A particular kind of pollution known as <i>smog</i> (formed when moisture droplets in the atmosphere combine with particles of smoke and chemicals) often occurs in cities. This can affect people's health and quality of life, particularly if they are walking around outside.</p> <p>Congestion from both crowds of people in the streets or trying to use the transport systems such as the underground or metro, and driving vehicles on roads is common. As a result it may take a very long time to travel only very short distances. Because cities contain many more people than in the countryside, crime rates tend to be greater in cities than in rural areas. There are also many people looking for a place to live so the availability of accommodation is often scarce and very expensive. This can lead to people becoming homeless if they are unemployed or unable to work for one reason or another.</p> <p>Having discussed these alternative scenarios with the pupils and summarised on the board, the pupils could now use their notes on the disadvantages of city living to create a discursive piece of writing. For each of the points in favour of city living outlined by Alison Bryant they can now add to each paragraph an alternative view using the conventions of discursive writing in Resource 21. As a preliminary exercise the pupils could assemble the various sections of a discursive</p>	<p>City Megacity Country Pollution Smog</p>
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			<p>piece of writing about the pros and cons of school uniforms in Resource 22 into the correct order, making note of the conventions used as they do so to use in their own writing. Resource 23 can be used as a scaffold to structure and guide the pupils' writing</p> <p>Children will work with topic partners to read the advantages and write the disadvantages. Children need to show a balanced view. Could use Purple Mash 2Publisher+</p>		
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Links to the National Curriculum

Human and Physical Geography:

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Locational Knowledge:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Geographical skills and fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Place Knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America