### L1. The challenges of megacities

**Specification content:** The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs.

**Lesson objectives:**
- To know what megacities are and where they are located.
- To understand some of the challenges associated with the emergence of megacities.
- Describe a distribution from a map.

**Activities**

- **Get thinking...** Look at section of photograph showing a girl looking at a scene that is typical for our world in 2015. What would the rest of the photograph look like? Students draw a scene to show the whole image. Reveal whole image – how does it compare to what students have drawn? Why did they draw what they did? Define key term: **Megacity**.

  **TASK 1:** Can students twelve examples of megacities across the world and mark them on a world map? Race to see who can do this both quickly and accurately. Extension - Why do students think these cities have become so large?

- **Exam alert!** Look at the map produced. Describe the global distribution of megacities (3 marks).

  **TASK 2:** Discuss challenges associated with megacities. Watch clip about sewers of Mexico City – students think of 5 adjectives - [https://www.youtube.com/watch?v=goh8k4Zxbh4](https://www.youtube.com/watch?v=goh8k4Zxbh4)

- **Reflection...** Imagine that the floor is a map of the world. Where would each continent be? Stand somewhere where you think there is a megacity.

**Resources**

Kampala L1.pptx

### L2. The attraction of urbanisation

**Specification content:** Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase

**Lesson objectives:**
- Know what urbanisation is.
- Understand why some people choose to migrate from rural to urban areas.
- Calculate natural increase from birth and death rate figures.

**Activities**

- **Get thinking...** Look at information on first slide of ppt – how does this link to what students learnt about megacities last lesson? Define key term: **Urbanisation**.

- **Where to live?** Place labels for 4 locations around the room. Students take a life event from the pile of life events and move to the location which would be the best place to live. They should be ready to justify their choice. Once they have discussed their decisions take another life event - does this change their mind about where to live? Why?

  **TASK 1:** Students answer following questions:
  - Where did you decide to live?
  - What attracted you to that place?
  - Why didn’t you choose the other places?
  - How and why did your choice of where to live change over time?

**Resources**

Kampala L2.pptx

Print slides 6-9 at A4 or A3 size and place around room.

Print slide 10 & chop to make card sort.
<table>
<thead>
<tr>
<th>Define key terms: Rural-urban migration, push &amp; pull factors, natural increase, birth rate, death rate. Introduce Kampala – case study of a city in a Lower Income Country (LIC). <strong>TASK 2:</strong> Students calculate the rate of natural increase for 5 of the countries shown. What factors increase the birth rate? Decrease the death rate? Increase the death rate? <strong>Reflection:</strong>... Imagine that you are migrating from rural Uganda to Kampala. List 5 hopes you would have for your future. Which relate to push factors and which to pull factors? <strong>Homework:</strong> Produce revision cards or a poster to help learn the definitions of the key words studies so far – mega-city, urbanisation, rural-urban migration, push &amp; pull factors, natural increase, birth rate, death rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L3 Getting to know Kampala</strong> <strong>Specification content:</strong> A case study of a major city in an LIC. The location and importance of the city, regionally, nationally and internationally <strong>Lesson objectives:</strong> • To locate Kampala within Africa &amp; Uganda. • To understand why Kampala is an important city. <strong>Get thinking...</strong> Using iPads or atlases, students race to see who can accurately complete a fact file containing information for Kampala: continent, region of continent, country, region of country, natural features. <strong>TASK 1:</strong> Watch drone footage above the suburbs of Kampala without the volume - <a href="https://www.youtube.com/watch?v=6AufDM1hewk">https://www.youtube.com/watch?v=6AufDM1hewk</a>. Students describe what Kampala looks like, including as many of the key words shown on the ppt as possible (derelict, rural-urban fringe, pollution, social deprivation, LIC). <strong>TASK 2:</strong> Students investigate why Kampala is an important city using Thinglink - <a href="https://www.thinklink.com/scene/760556889644728321">https://www.thinklink.com/scene/760556889644728321</a> and complete resource. <strong>Reflection...</strong> 3 people come to the front and stand in front of the whiteboard. The teacher will draw a key term above each person’s head. Other people in the class must give each person clues to try and guess what’s on the board. Who can guess what’s on their mind first? <strong>Kampala L3.pptx</strong> Print slide 6 for students to complete as a worksheet resource. iPads or atlases for starter iPads or computers for Thinglink activity</td>
</tr>
</tbody>
</table>
## L4 Why is Kampala growing?

**Specification content:** Causes of growth: natural increase and migration.

**Lesson objectives:**
- Understand the contribution of natural increase and migration to Kampala’s growth.
- Explain two reasons for the fast rate of urban growth in Kampala.
- Extract information from news articles.

### Get thinking...
Students complete fill the gaps activity to recap work on mega cities, urbanisation & Kampala.

**TASK:** How many news article can students read in 20 minutes? Working in groups, students sort the articles into information related to natural increase in Kampala and information related to rural to urban migration in Kampala, then stick a post-it note on each article summarising its key points using at least 3 bullet points.

**Extension** - How reliable do you think these articles are? Can you identify any potential bias?

**Exam Alert!** Suggest and explain two reasons for the fast rate of urban growth in a named LIC. (6 mark) Peer or self-assess.

**Reflection...** Students put pictures on ppt slide together to make a short story that explains why urbanisation is happening in Kampala.

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## L5 Should James move to Kampala?

**Specification content:** How urban growth has created opportunities: health and education.

**Lesson objectives:**
- To compare the opportunities for access to health care, education, energy, water and economic activities in rural and urban areas.
- To justify a decision to either remain in a rural area or to move to the city.

### Get thinking...
How do these words connect to somebody who lives in rural Uganda? Economic opportunities, sanitation, social deprivation & inequalities.

**TASK 1:** James has decided that access to energy, healthcare, education, water & economic activities are his key priorities to make sure that he gives his family a good quality life. Students should write a sentence to justify each of James’ choices for priorities.

Introduce idea of village meetings be used to support people who need to make big decisions. Students will hold a village meeting to help James decide what to do – this will be organised as a circle time activity.

**TASK 2:** Give the class a set of information sheets. Students should use one sheet at a time to find out about the situations in Gomba and Kampala. They should take notes using the data capture grid & score each place on the scale (-5 being very little to no access, 5 being good and varied access).

**Village meeting** - Invite three students to take the role of elders and lead the meeting (could be most able students). The rest of the group should take it in turns to state their view about what James should do and why. After everyone has spoken the village elders
Kampala: Case study of a city in a LIC

Witts & Owen 2016

<table>
<thead>
<tr>
<th>L6 What challenges does James face in Kampala?</th>
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<tbody>
<tr>
<td><strong>Specification content:</strong> How has urban growth created challenges? Slums, water, sanitation systems, energy, access to services (health &amp; education), reducing unemployment, waste disposal, air &amp; water pollution, traffic congestion.</td>
</tr>
<tr>
<td><strong>Lesson objectives:</strong></td>
</tr>
<tr>
<td>• Know examples of challenges created by urban growth.</td>
</tr>
<tr>
<td>• Apply this knowledge to real world examples.</td>
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</tbody>
</table>

| Get thinking... Students mark their homework from last lesson using the mark scheme on the ppt. |
| TASK 1: Follow links on ppt to find out what 5 areas of Kampala are like. Students answer questions about each area:  |
| • Does the area look like it experiences social deprivation?  |
| • Can you see evidence of any social opportunities in the area?  |
| • Does the area look like it could be a squatter settlement?  |
| • Is there a high proportion of dereliction? |

Remind students about James (from last lesson) and his decision to move to Kampala. Students play a board game to find out what happens when James moves to Kampala. They should work their way around the board, stopping at each STOP HERE! square to make choices. Each choice should be made by taking the top 3 cards from the relevant pile and deciding which to buy. Students will also gain/lose money and time as they move around the board.

When students have made their way around the board and made their choices, show ppt slides 11-14. Students should adjust their money/time according to the instructions on the slides.

**TASK 2:** How has urban growth created challenges? Students should answer this question using their knowledge of what happened to James to inform their answer.

Define **informal & formal jobs.** Look at job cards – which are informal & which are formal?

**Reflection...** Kampala Capital City Authority (KCCA) are in charge of the regeneration of Kampala. What should their top 3 priorities be for regenerating the squatter Kampala?
### L7 What is it like to live in a squatter settlement?

**Specification content:** How urban growth has created challenges: providing clean water, sanitation systems and energy.

**Lesson objectives:**
- Understand how urban growth in Kampala has created challenges: providing clean water, sanitation systems and energy.
- Suggest how regeneration could improve the lives of people in squatter settlements in Kampala.
- Develop literacy skills – extended writing.

**Get thinking…** What is it like to live in a squatter settlement? Why are these the most important things to do?

**Skyping Kampala** – Students should research and plan a letter to KCCA to explain what they think their 3 priorities should be when regenerating the squatter settlements in Kampala. Students will have a skype conversation with someone who lives in a squatter settlement in Kampala to enable them to research this. Questions to ask are included on slide 5; students can also add their own questions in the final three rows of the grid.

**TASK:** Students write letters to KCCA using the information they have gained from their skype call, aiming to achieve the success criteria on the ppt.

**Reflection…** Swap letters with a partner – peer assess using success criteria – WWW & EBI.

### L8 What should the KCCA do to regenerate Kampala?

**Specification content:** An example of how urban planning is improving the quality of life for the urban poor.

**Lesson objectives:**
- To know examples of challenges in cities in LICs and how they can be tackled.
- To justify choices of priorities for urban regeneration programs.

**Get thinking…** Key word taboo – students choose a key word from the table to describe – can their partner guess it without them saying the word?

**TASK 1:** Students list the challenges that exist in slums and squatter settlements.

**TASK 2 - KCCA decision making exercise:** Students work in groups of 3-4 to decide how to spend 500 credits to regenerate the squatter settlements in Kampala. Options are provided on slide 6.

Define term: sustainable living.

**TASK 3:** Students work in pairs (from different groups) to discuss and justify their urban regeneration programs for Kampala, including completion of the sustainable living assessment from slide 8 and assessment of plans with WWW and EBI.
# Kampala: Case study of a city in a LIC

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## L9 What have you learnt?

**Specification content:** An example of how urban planning is improving the quality of life for the urban poor.

**Lesson objectives:**
- To evaluate the effectiveness of an urban planning scheme.
- To review the ‘Kampala: A case study of a city in a LIC’ topic, identifying areas of strength and areas for development.

### Reflection...

Students summarise the work they have done this lesson in either: 3 words, 2 sentences or 1 small paragraph.

### Get thinking...

- Review the one action the KCCA is taking to improve the squatter settlements by watching the clip on the ppt - [https://www.youtube.com/watch?v=vJR9uCSyGKM](https://www.youtube.com/watch?v=vJR9uCSyGKM). What are the advantages and disadvantages of this action? To what extent will it improve the lives of people in the squatter settlements?

**TASK 1:** Exam alert! Answer exam question - *Evaluate the effectiveness of an urban planning scheme you have studied.* (9 marks/3 marks SPAG)

**TASK 2:** Students complete a quiz to recap this topic - [https://play.kahoot.it/#/k/36cae8c1-6d87-4341-aeea-33c90a19404a](https://play.kahoot.it/#/k/36cae8c1-6d87-4341-aeea-33c90a19404a)

### Reflection...

Students think about how they got on in the quiz:
- Which are their areas of strength?
- Which are the areas they need to work on?
- What will they do to improve their knowledge and understanding of these areas?

If there is time they could start revising one of your areas for development.

**Homework:** Prepare to answer an exam question on this topic next lesson.

## L10 Revision & assessment lesson

**Lesson objectives:**
- Review key words from topic.
- Assess learning using specimen exam questions.

### Get thinking...

Students add key words from this topic to a grid, then come up with words that rhyme with each word. They can then use these ideas to create a revision rap for this topic.

**TASK:** Students should answer questions 1.1-1.4 from the AQA specimen exam paper 2 ([http://filestore.aqa.org.uk/resources/geography/AQA-80352-SQP.PDF](http://filestore.aqa.org.uk/resources/geography/AQA-80352-SQP.PDF)). This can be marked using the specimen mark scheme ([http://filestore.aqa.org.uk/resources/geography/AQA-80352-SMS.PDF](http://filestore.aqa.org.uk/resources/geography/AQA-80352-SMS.PDF)).

### Reflection...

Students look back at their key words grid from the start of the lesson. What have they learnt about each of these words over the last 10 lessons?