

**Adeyfield School: Foundation Subjects**

**Geography: Key Stage 3**

**Year 8**

**Extended learning Project: *Lower Level: N - 3***

**DUE IN: week commencing 3<sup>rd</sup> October, 2011**



**Name:** \_\_\_\_\_

**Form:** \_\_\_\_\_

**This work represents up to 15 hours of study over a period of three weeks.**

**The work can be word processed or hand written. You can cut out some of the diagrams and stick them in your project work.**

**Remember to ask your Geography teacher if there is anything that you don't understand.**

# Sleeping Rough in Britain



## *Pavement for a bed*

How do you think this young teenager is feeling?

What has happened to him today?

How have people treated him?

Write in the box below

.....

.....

.....

.....

.....

Why do you think he has ended up sleeping rough? What might his story be?

.....

.....

.....

.....

.....

# Poverty in Africa



[www.geography.about.com](http://www.geography.about.com)

## About the country of Malawi

What is the capital city of Malawi?

.....

Which ocean is to the east of Malawi?

.....

## Five more facts about the country of Malawi

1.....

2.....

3.....

4.....

5.....

## Poverty in Malawi

**Read** about one idea that has worked well for poor people who live off the land in Malawi

### **‘The Loan a Cow Scheme’**

The cow loan scheme is a simple idea that has a huge impact on hundreds of families in Malawi.

It works by lending a cow, not money, to the poorest families.

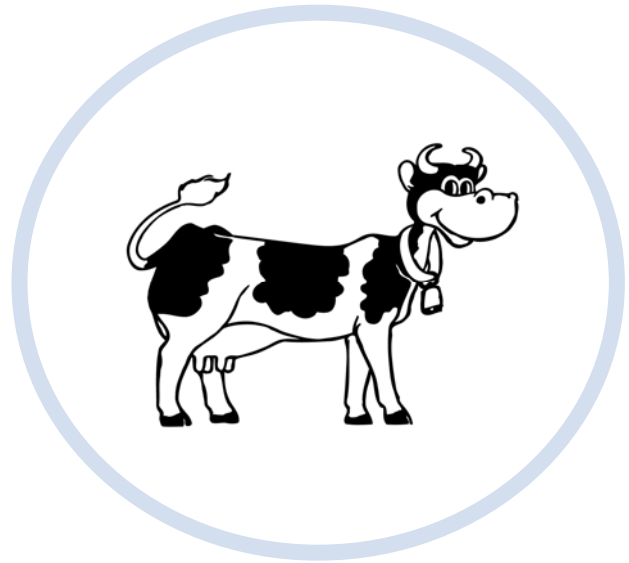
For one mother called Margaret, it means that they get milk to drink and her children are healthier.

She sells the milk that she doesn't need. She uses the money to buy other food and other basic requirements, like soap and salt for cooking.

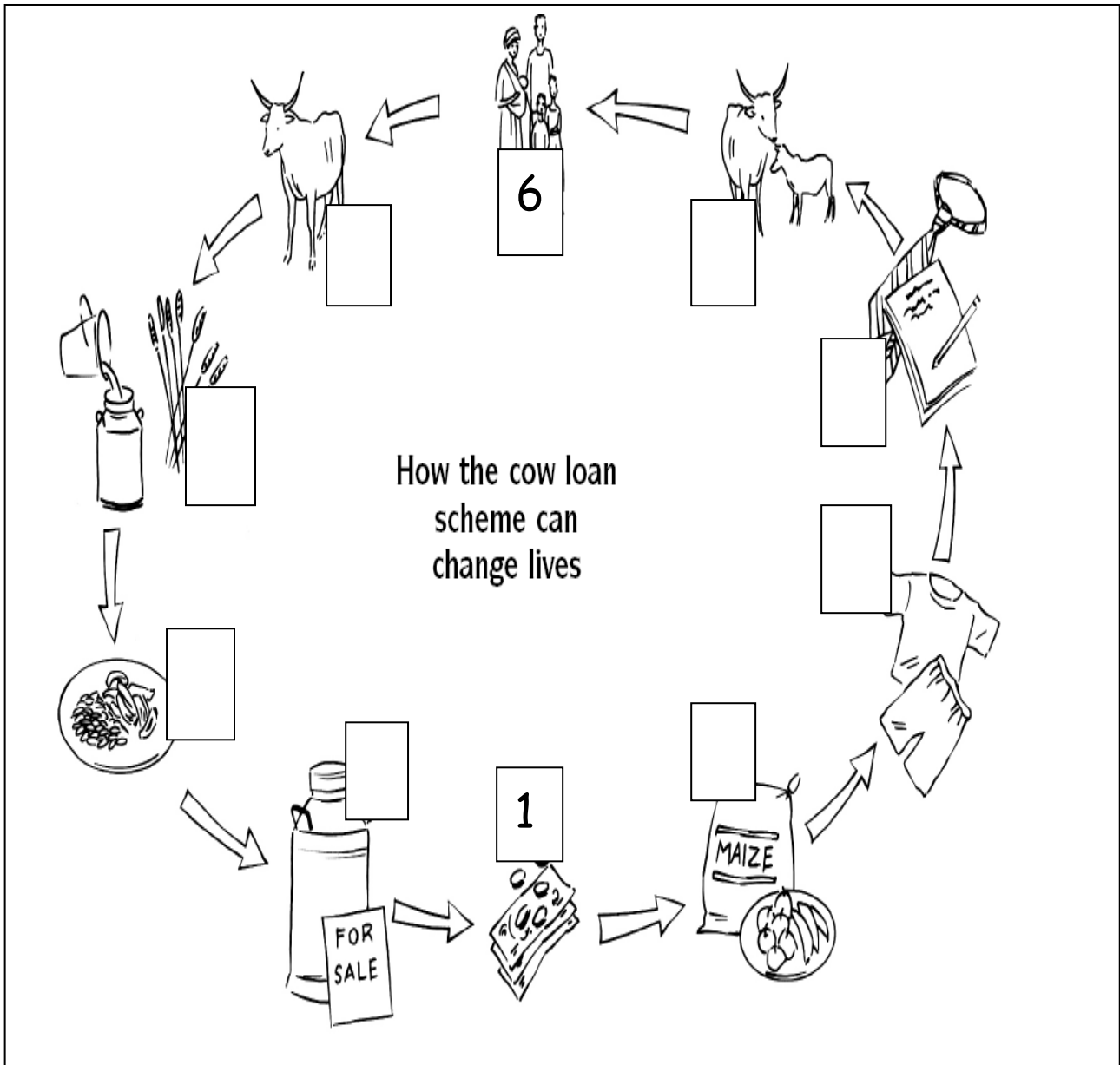
The cows also produce manure, which helps the soil to produce more crops. She has more to eat and can sell what she doesn't need.

She has more money to pay for clothes, medicine and school lessons for her children.

When the cow gives birth, the calf is passed onto another family and so the loan is repaid.



## The loan a cow scheme



**Complete** the diagram above by adding the correct number for each stage to show how the '**Loan a Cow Scheme**' works:

The first two have been done for you

- 1) A steady income from the milk
- 2) Family is given a cow from the loan scheme
- 3) Money to clothe the family
- 4) Improved diet for family from crops and milk
- 5) Female calves are returned to the scheme so another family can benefit
- 6) A family in need
- 7) Milk sold at the market
- 8) Enough money to buy food if crops fail
- 9) Cow produces milk and manure which is good for the crops and soil
- 10) Can now afford pens, paper and school uniforms so children can go to school

## Cyclone Disasters



Some of the poorest countries in the world, like Bangladesh, near India, are badly affected by powerful storms. The floods caused by these storms kill many people and make life even more difficult for the poorest families .

One way to help save lives is to build **cyclone shelters** that people can get to when the storm comes.



**A cyclone shelter in Bangladesh**

Key words:

*pillars*                      *thousands*  
*richer*                        *concrete*  
*villages*                     *stairs*  
*windows*

**Complete the sentences using the key words above:**

The shelter is paid for by money from \_\_\_\_\_ countries.

It is a very strong building made from \_\_\_\_\_.

It is raised up on \_\_\_\_\_. The people from the nearby \_\_\_\_\_ come to the shelter and climb the \_\_\_\_\_ to safety.

There is no glass in the \_\_\_\_\_ , but they have metal shutters.

The shelters have saved \_\_\_\_\_ of lives since they were built.

A cyclone shelter in Bangladesh has a number of special features. Fill in the boxes below.

Special feature:	Reasons why the shelter might be built like this:
Shelter built on concrete pillars	<p>.....</p> <p>.....</p>
Windows have no glass and are covered with bars and metal shutters	<p>.....</p> <p>.....</p>
The stairs are at the back of the building, with railings to hold on to	<p>.....</p> <p>.....</p>

**When disaster strikes:**

**Imagine** that you are in charge of the **relief operation** in Bangladesh and you have just arrived at the scene of the flood disaster. Below are some decisions. **Decide** whether they are **right or wrong** and **TICK THE BOX**

1: Immediately you receive the news of the disaster, you send out an urgent appeal for doctors, nurses, and other medical staff.  **Right**  **Wrong**

2: Through the press and TV, you ask people in Britain not to collect and send medicines, clothing and equipment.  **Right**  **Wrong**

3: The top priority must be gathering and disposing of dead bodies, because there is a danger that they will cause infectious diseases.  **Right**  **Wrong**

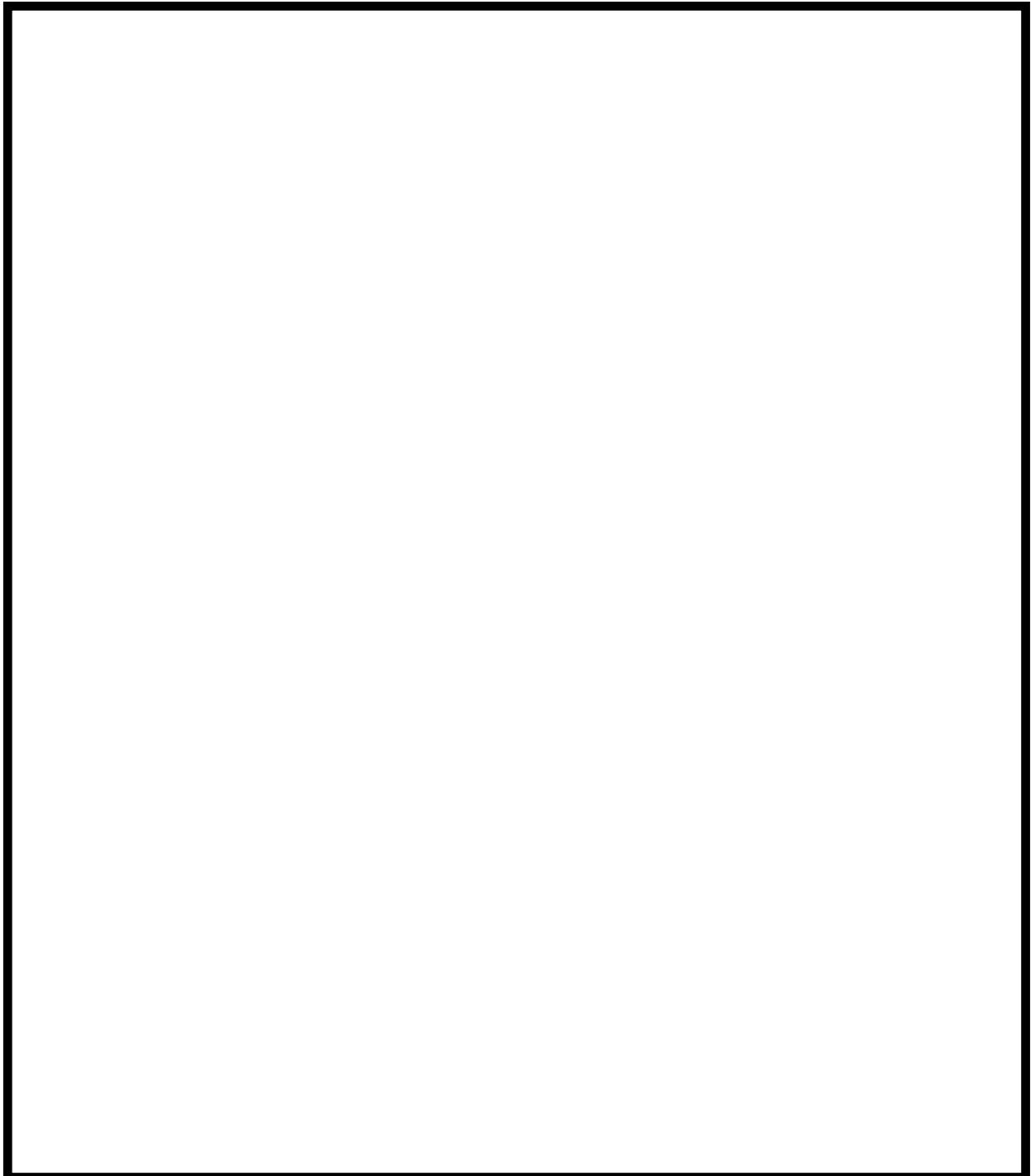
4: Food is a top priority after a major disaster, otherwise people will starve.  **Right**  **Wrong**

5: When there are limited food supplies, the young and the old should be given food first.  **Right**  **Wrong**

6: When disaster strikes the people who live in the area should take care of their own family and belongings first.  Right  Wrong

7: You ask the police and the army to guard homes, shops, and factories. This will stop people from stealing things while the owners are not there.  Right  Wrong

**TASK: Design a poster on the 3 most important things that need to be done when a disaster strikes a poor country.**

A large, empty rectangular box with a thick black border, intended for a student to design a poster. The box is completely blank and occupies the lower half of the page.

Explain your choices for the poster

.....

.....

.....

.....

### Extended Learning Project: Feedback

#### Pupil Self-Assessment:

What did you enjoy the most and why? .....

.....

What do you think you have learnt? .....

.....

What did you find difficult and why? .....

.....

#### Teacher Assessment:

.....

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Your Target:.....

.....

