	Geography	# Why do so many people live in megacities?	**Year 3** **Unit 2**

Intent:

This investigation supports pupils to develop their understanding of the important geographical concepts of settlement and urbanisation through the study of the world's megacities (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent. During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. - *David Weatherly (Connected Geography)*

Deal, where our children live, is expanding and growing in population and many of the children haven't experienced a busy city environment, especially on the scale of a megacity. However, as they grow up they may move to live, work or visit such megacities and will need to be informed when making their choices.

Pupils should be taught to:

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 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

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 Human and physical geography

describe and understand key aspects of:

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

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior learning:

ELG	Year 1	Year 2			
People, culture and communities	Cities, towns, villages	Kampong Ayre			

Key Vocabulary:			
Tier 2 - Multiple meanings or high frequency			
map	Transport	population	country
city	Capital city	advantages	disadvantages
Tier 3 - Subject specific			
megacity	Human geography	Population density	Baghdad
continent	Physical geography	urban	

Etymology and morphology		
Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.	
City	City derives from a French word meaning citizenry. A city is a large or important town. In Great Britain, a borough with a bishop's seat is called a city. _Grammarly_ A city is defined as an urban center with a larger geographical area and population than a town. It is a densely populated area with a legally defined boundary and whose population are engaged in non-agricultural activities as sources of livelihood. _Worldatlas.com_	
Megacity	A city which has more than 10 million residents.	
Population density	The average number of people living in each sq km.	

Idioms and colloquialisms	
	Meaning

Misconceptions	
Not true	Teach this

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	**What are megacities and where are they located?** L.O. Tbat identify the key features of cities. L.O. To know what population is.	• Look at images of large cities from around the world (Connected Geography photos, online images – you could use images specific to the 10 most highly populated cities in the world) - The images and tables in the Connected Geography scheme are based on 2015 figures. Top 10 most highly populated cities – Nov 2021: Tokyo, Delhi, Shanghai, Sao Paulo, Mexico City, Cairo, Dhaka, Mumbai, Beijing, Osaka. Top 10 cities by population - Nov 2021 World Population Review - population of countries What do the children observe in the pictures? What features do they have in common? Make a list of human (created by people) and physical (largely natural or semi natural) features on the board. Can any of the children identify these as cities? What do we find in cities that we don't find elsewhere? Can the children discuss any cities that they have been to? • Use the link above to identify the Top 10 cities in the world by population. Use an atlas to locate these on maps and children can colour their own map to show the location of these cities. Discuss what can be noticed about the distribution of these cities. • Complete a table to show the names of the top 10 megacities in order from biggest to smallest; the continent they are in; their populations. • How can so many people live in such a small area? Look at the images again and discuss high-rise buildings of apartments and flats. There may be an	1-4

		opportunity to discuss comparisons with our local area in Deal.	
2	**What are megacities and where are they located?** L.O. Tbat describe and begin to explain the distribution of megacities across the world.	Continuing to build upon the work from the previous lesson and extend the children's learning and understanding further. • What conclusions can the children draw from the information in their tables? Children can record these conclusions in their books. • Use the internet / atlases to find out the land area of each megacity in sq km and the population density (population divided by land area). Look at Connected Geography plan and resource 5 section. • Rank the cities again according to population density – does the order change? • Why are there more megacities in Asia than any other continent and none in Oceania? *Asia has a much larger population (65% of the world's population) than any other continent and relatively few people live in Oceania (just 0.005% 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 true of Oceania.* • Research the total population of each continent. World Population Review - continent populations (scroll down quite a bit to find the continent totals) and record in a table.	5-7

			• Children explain why Asia has the greatest concentration of megacities related to its population and why Oceania doesn't have any.	
3	**Why did Baghdad become the first city in the world with one million people?** L.O. Tbat identify and explain some of the reasons why the population of Baghdad grew. Teacher notes: There are historical links in this lesson to draw out the children's understanding as to **why** the population of the city grew so significantly.	Connect Geography Ancillary Question 2. • Use a map atlas or online to locate Baghdad. What country is it in? Which continent is it on? Have the children heard of Baghdad before? Do they know anything about it? • Look at copies of the map and engraving showing Baghdad in AD 900 – resource 7. *As a period of time, this was known as the Golden Age of Islam.* What can the children 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.* • Use the link below to a BBC class clip BBC Class Clips - Baghdad in 900AD • Some extra sites and info that may support your knowledge and teaching and the children's learning: Khan Academy - Golden Age of Islam The School Run - Top 10 facts and the About section Baghdad facts - some history, not always child accessible vocab Some brief info on Baghdad's growth • *In AD 925, Baghdad became the first city in the world to reach one million inhabitants as the capital of the early Islamic empire. The rapid growth took place because at the time, it was the main centre of learning, medicine and trade in the world.* Why	8-9

			would people want to live there? What would be the advantages of living there?	
			• Give the children small, reduced size copies of the resources in resource 7. Annotate with features in observations. Explain what Baghdad had as a city which caused it to grow and its population to increase.	
4	**Why do city populations grow?** L.O. Tbat understand what life in a city can be like and why people might want to live there.		• Discuss with the children what a city is and what features it has – record their ideas on the board or flipchart. Links to their learning so far. • As a class, find out the top 10 most populated cities in the UK and locate them on a map. What are their populations? Look at pictures of these cities and discuss / compare what they see. • Discuss with the children that city populations can change from year to year. What might cause this? Birth and death rates? People moving in or out? Why might they move? House prices? Jobs? Trasport? Access to services like doctors, hospitals, shops, leisure facilities? etc • Watch the clip about two children; one living in London and one in Tokyo and discuss what the children find out about their city lives Living in London and Tokyo Teacher note: There are other videos here that compare the lives of children living in different UK cities and cities around the world which you may want the children to watch too. • Discuss why people would want to live in a city. What do cities offer that more rural locations don't? Do people move to live in cities? Why would they do that? Emphasise the traditional element of more job	10-13

			opportunities, however, this trend is changing as a result of the pandemic and more and more people being able to work from home now. • Children could complete a similarities and differences chart or double bubble map to compare the information about living in the two cities.	
5	**Why do people choose to live in cities?** L.O. Tbat identify, describe and explain some of the main geographical features of one of the biggest cities in the world.		• In groups, children can research in greater depth one of the top 30 or 40 most populated cities in the world <u>World city populations</u> Teacher note: you may want to decide on the city for each group prior to the lesson to ensure that the information they research is accessible and suitable. • Children can produce an information poster, leaflet, advert, PowerPoint presentation, about their city. Things to include: geographical location – country and continent; map; population; projected population growth; attractions to city; disadvantages / negatives of the city e.g. homelessness, smog and air quality.	14-15
6	**Why do so many people live in large cities?** L.O. Tbat compare and contrast the advantages and disadvantages of city life. L.O. Tbat form and express their own opinion / judgement.		• Talk with the children about living in cities – what do they think are the best things about living in larger cities? There must be attractions because so many people live in them – what are they? Create a list on the board. • Look at the article in Connected Geography resource 19 or use this link to access the online article <u>Advantages of city living article</u> Read through it as a class, discuss the vocabulary as it arises. Are there any advantages that the children hadn't previously considered?	Review a selection of questions from with the unit so far. Qu 16-17

| | | Use the images in Resource 20 Connected Geography to prompt discussion about the disadvantages of city living. Write a discussion about the advantages and disadvantages of living in large cities. Complete a comparison chart of the advantages and disadvantages. Why do people live in large cities? Would they like to live in a city when they're older? Get them to explain / justify their answer with reasons. | |