

Lesson 1: Everything comes from India?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place – <i>geographical imaginations</i></p> <p>Interdependence – <i>social, economic, environmental and political connections between places.</i></p> <p>Cultural understanding and diversity - <i>Appreciate how values and attitudes differ and may influence social, environmental, economic and political issues and may differ to our own</i></p> <p>Scale -<i>Appreciating different scales</i></p> <p>Space - <i>knowing where places are located</i></p>	<p><i>location of places and environments</i></p> <p><i>variety of scales</i></p> <p><i>study different parts of the world in their wider settings and contexts</i></p>	<p>Where in the world is India?</p> <p>What do we already know about India?</p> <p>How do we view India in the UK?</p> <p>What are our connections with India UK?</p> <p>Locate India as a major country</p> <p>Compare size of India to the UK</p> <p>We have varied connections to India</p>	<p>STARTER:</p> <p>Everything comes from India quiz</p> <p>MAIN ACTIVITY:</p> <p>Students assume the role of journalists for the entire module.</p> <p>Task is to go on an imaginary visit to India and produce an article entitled 'New India' for a British newspaper.</p> <p>First job involves designing a survey to find out what their readers already know about India: perceptions and connections.</p> <p>PLENARY:</p> <p>Make 'news' out of survey results.</p>	<p>Interactive: 'Everything comes from India' PowerPoint quiz</p> <p>Downloads: Dear journalist New India survey Outline world</p> <p>Links: India rising India facts Chicken Tikka Masala</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry - Ask geographical questions, thinking critically, constructively and creatively. Collect and record information</p> <p>Geographical Communication - communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p><i>Explore real and relevant contemporary contexts</i></p> <p><i>Use varied resources, including maps, visual media</i></p> <p><i>Links between geography and other subjects, including citizenship and global dimension.</i></p>			<p>Survey design / interpretation of responses; whole-class and small-group discussion</p>
				Notes
				<p>The quiz is produced in PowerPoint so it can be edited to keep topical. Since YouTube is filtered in the majority of schools it will be necessary to download this video and convert to another format such as .mpg The easiest way to do this is probably to use Zamzar http://www.zamzar.com/url/</p>

Web links:

Key facts: India rising (http://news.bbc.co.uk/2/hi/south_asia/6257057.stm#economy)

India facts http://www.indianchild.com/amazing_facts_of_India.htm

Chicken Tikka Masala http://en.wikipedia.org/wiki/Chicken_tikka_masala

Lesson 2: Incredible India

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>the physical and human characteristics of real places.</i></p> <p>Space – <i>knowing where places and landscapes are located and implications for people</i></p> <p>Physical and human processes - <i>explain patterns and distributions</i></p>	<p>Physical geography, physical processes and natural landscapes - <i>the study of weather and climate, and why they vary from place to place, as well as other physical processes and landscapes.</i></p> <p>Location of places and environments in a <i>different part of the world</i></p> <p>Human geography</p>	<p>What is India's landscape and climate like?</p> <p>Where do people live in India?</p> <p>How does the physical environment effect where they live?</p> <p>India's physical environment is big, beautiful and varied</p> <p>Monsoonal climate</p> <p>Settlement patterns influenced by environment</p>	<p>STARTER:</p> <p>Watch in-flight films about India's diverse landscapes en route to Bangalore, south India.</p> <p>MAIN ACTIVITY:</p> <p>Create a relief, landscape and settlement map using information from the films, Incredible India download and the Monsoon Interactive interactive.</p> <p>PLENARY:</p> <p>Annotate map with symbols to and words to show possible effects of climate change and the Monsoon on people lives</p>	<p>Interactive: Incredible India</p> <p>Downloads:</p> <p>Incredible India</p> <p>Images:</p> <p>Landscapes, monsoon</p> <p>Links: Incredible India; monsoon / population maps</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively</i></p> <p>Graphicacy and visual literacy - <i>construct maps and plans at a variety of scales, using graphical techniques to present evidence.</i></p>	<p><i>Using varied resources, including maps, visual media</i></p> <p><i>construct maps and plans at a variety of scales, using graphical techniques to present evidence</i></p>			<p>Annotated relief map; whole-class discussion</p>
				Notes
				<p>If Google video is filtered in your school it will be necessary to download this video and convert to another format such as .mpg The easiest way to do this is probably to use Zamzar http://www.zamzar.com/url/</p>

Web links:

In-flight films about India's diverse landscapes:

Film 1: Incredible India <http://video.google.com/videoplay?docid=-1867709999606483412&q=incredible+india&hl=en>

Film 2: Spirit of India <http://video.google.com/videoplay?docid=2929128763300394934&q=india&hl=en>

Incredible India <http://www.incredibleindia.org>

Landscape and climate <http://www.cp-pc.ca/english/india/landclim.html>

Monsoon map <http://www.mapsofindia.com/maps/india/southwestmonsoon.htm>

Population map <http://www.mapsofindia.com/maps/india/population.htm>

Lesson 3: Buddhism to Bollywood

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - recognise that there are many different perceptions of places, some of which may conflict with their own.</p> <p>Cultural understanding and diversity - Appreciating the differences and similarities between people and cultures to inform their understanding of societies and economies. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues.</p>	<p>Study different parts of the world in their wider settings and contexts at different stages of development</p> <p>A range of investigations globalisation and uneven development from different viewpoints</p>	<p>What are India's diverse states like?</p> <p>How do different groups represent or use this diversity?</p> <p>India's population is diverse and multicultural</p> <p>This diversity is linked to inequality in wealth and quality of life</p>	<p>STARTER:</p> <p>The States they're in' in-flight game. Match statements with places.</p> <p>MAIN ACTIVITY:</p> <p>Web-quest. Find facts and images to match key words about diversity in India. Justify choices, and discuss from the perceived viewpoint of different interest group.</p> <p>PLENARY:</p> <p>Mind-map to generate questions about Bangalore city, Karnataka State, the focus of the next lesson.</p>	<p>Downloads: 'The States they're in' in-flight game</p> <p>Data bank</p> <p>Images: Diversity of lifestyles, wealth gap</p> <p>Links: Amazing India; India's states; One World India</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry – evaluate the quality of information collected by asking questions about its source, what it was collected for and how it is presented</p>	<p>Use multimedia data, images and text to study real and relevant contemporary contexts and make connections to the world beyond school</p>			<p>Captioned images; mind-map; whole-class discussion</p>
				Notes

Web links:

India's states <http://goidirectory.nic.in/stateut.htm>

One World India <http://uk.oneworld.net/guides/india/development?gclid=CPq4xvvpjYsCFQEwIAod-Sf0Sg>

Place – consider how places are changing and why	Study of globalisation at a city scale	How is life changing in India's cities?	STARTER:	Downloads:
Human processes -	Human geography including	How is globalisation affecting	<ul style="list-style-type: none"> Arrive in Bangalore. Watch slideshow about 	Globalisation matrix
Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p><i>Human world leads to change in places</i></p> <p>Space - Understand the interactions between places and the networks created by flows of information, people and goods</p> <p>Interdependence - Explore the social, economic, environmental and political connections between places. Understand the significance of interdependence in change at all scales.</p>		<p>Bangalore is a fast changing city. It has extremely wealthy areas next to impoverished slums</p> <p>Bangalore's rapid population growth; city struggling to cope</p> <p>There are positive and negative experiences of globalisation</p>	<p>impressions.</p> <p>MAIN ACTIVITY:</p> <ul style="list-style-type: none"> Complete the 'Globalisation matrix' highlighting positive and negative experiences of globalisation from recent arrivals. Analysis of information from interviews and represent with symbols / images. <p>PLENARY:</p> <p>How does Bangalore fit with your first impressions? How does it fit with your view of New India? Think of one word to sum up life in the city.</p>	<p>2. Call centre supervisor 3. Steel fixer 4. Property developer 5. Taxi driver</p> <p>Links: Virtual Bangalore; Boomtown Bangalore</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Graphicacy and visual literacy– use and analysis of biographies of and interviews with real people</p> <p>Geographical Communication – communicate finding to class through speech</p>	<i>Real and relevant context using real people</i>			Globalisation matrix; whole-class and small-group discussion
				Notes

Lesson 4: Bangalore: a globalising city

Web links:

Virtual Bangalore <http://www.virtualbangalore.com/aBlr/index.php>

Bangalore's Boomtown Blues <http://news.bbc.co.uk/2/hi/business/6288325.stm>

The rise of the Bangalore Tigers <http://news.bbc.co.uk/2/hi/business/6293291.stm>

Bangalore traffic <http://www.youtube.com/watch?v=1Ap2G1Bfm0M>

Lesson 5: Old India; New India

<p>Interdependence - <i>Explore the social, economic, environmental and political connections between places.</i></p>	<p>India in its wider setting on the global scale and how its changing geography is linked</p>	<p>How do India and other countries depend on each other?</p>	<p>STARTER: Interdependent India Annotate interactive map to</p>	<p>Interactive: Interdependent India Downloads:</p>
<p>Key concepts</p>	<p>Range and content</p>	<p>Key question and ideas</p>	<p>Teaching and learning activities</p>	<p>Resources</p>
<p><i>at all scales.</i></p> <p>Human processes - <i>Understand how sequences of events and activities in the human world leads to change in places</i></p> <p>Space - <i>Understand the interactions between places and the networks created by flows of information, people and goods</i></p> <p>Cultural understanding and diversity – how values differ influencing economic and issues.</p>		<p>World?</p> <p>New India's economic success is owing to varied geographical factors</p> <p>TNCs are adapting to Indian cultures</p> <p>Indians are adapting to western cultures</p>	<p>MAIN ACTIVITY:</p> <p>Rank and discuss India's reasons for economic success using 'Success ranking' tool. Search for images and logos illustrating how MNCs are adapting to Indian markets. Discuss conclusions.</p> <p>PLENARY:</p> <p>Chat for 60 seconds about how your life is linked to changes happening in India.</p>	<p>Images: TNC'S INDIAN adaptations</p> <p>Links: Spiderman India; Nandi Toyota; Robbie and Asha</p> <p>Assessment opportunities</p> <p>Ranking chart; Categorisation chart; whole-class discussion; individual presentation</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>			
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p><i>Build on personal experiences of geography</i></p>			<p>Notes</p>

Web links:

Spiderman moves to India <http://www.geographyinthenews.rgs.org/news/article/default.aspx?id=325>

Nandi Toyotas <http://www.nanditoyota.com>

Robbie and Asha http://www.sonyericsson.com/spg.jsp?cc=in&lc=en&ver=4000&template=pm1_1&zone=pm&mcid=96

Lesson 6: Hello, world!

New India

Place – <i>different perceptions of India</i>	<i>Investigation of globalization and development in India at the national and global scales</i>	What is the view of India from India?	STARTER: Bollywood film clip. What does this tell us about young	Downloads: Continuum
Cultural understanding and				
Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<i>relate to who you are</i>		of its 'place' in the world?	MAIN ACTIVITY: Read the interviews of five Bangalore citizens. All responded to two questions: 1) What do you think of the new wealth in India; 2) What can the world learn from India? Decide who you think is most and least excited about the new wealth in India. Represent this on the 'Continuum' template. Justify choices and discuss.	Gnappa picker Adventure travel consultant IT consultant Student Video: Rang de Basanti trailer Links: Bollywood; Indian websites
Human processes – <i>cause change and development and different futures for different people</i>		There are different opinions on New India's economic success There are varying experiences of globalisation. Extent to which this affects confidence levels	PLENARY: What do you think you have to learn from India? What can the world learn from the UK?	Assessment opportunities Continuums; whole-class and small-group discussion
Key processes	Curriculum opportunities			
Geographical enquiry	<i>Using interviews with real people and contemporary contexts.</i>			
Graphicacy and visual literacy				Notes
Geographical communication	<i>Making links with global dimension and drama and citizenship</i>			

Web links:

- Rang de Basanti <http://www.rangdebasanti.net>
 Stardust India http://magnamags.com/magna_stardust
 Cricket to astrology <http://www.indya.com>
 Tunak Tunak Tan <http://www.youtube.com/watch?v=RCZWcXvcodo>

Lesson 7: Tomorrow's India

New India

<p>Environmental interaction and sustainable development –social fairness and economic prosperity</p>	<p><i>Investigate different perspectives and values relating to interactions between people and their environments, including sustainable development and how to manage and plan for different futures.</i></p> <p><i>Investigate issues facing India</i></p>	<p>What are the future challenges for India?</p> <p>Issues that challenge New India include growing gap between; poor infrastructure, water and energy insecurity, pollution, climate change</p> <p>'Success' story of Dharavi slum, Mumbai</p>	<p>STARTER:</p> <p>Look at some big challenges and issues facing India despite globalisation and new wealth. Categorise issues that challenge New India into local; national; global; environmental; social; economic</p> <p>MAIN ACTIVITY:</p> <p>Watch the audio slide show as a class. Read and generate questions from 'Waste not, want not' article. Discover how citizens of Dharavi slum in Mumbai earn £700,000 a year from recycling 80% of the city's waste, despite attempts to bulldoze it.</p>	<p>Downloads:</p> <p>Waste not, want not</p> <p>Links: Life in a slum; India eyes riches at Poor's expense; Can India become a global superpower?</p>
<p>Key processes</p>	<p>Curriculum opportunities</p>			<p>Assessment opportunities</p>
<p>Geographical enquiry</p> <p>Geographical communication</p>	<p>Examine geographical issues in the news</p> <p>Take part in informed responsible action</p>		<p>PLENARY:</p> <p>Ideal India. How would you like India to look in ten years time? What steps need to be put in place to make this happen? Discuss and/or present.</p>	<p>Notes</p>

Web links:

Life in a slum http://news.bbc.co.uk/1/shared/spl/hi/world/06/dharavi_slum/html/dharavi_slum_intro.stm
 India eyes riches at poor's expense <http://observer.guardian.co.uk/world/story/0,,2005484,00.html>
 Can India become a global superpower? http://news.bbc.co.uk/1/hi/talking_point/4311574.stm