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| **Topic / Content** | **Learning Outcome** | **Activities / Assessment** | **Resources** |
| Introduction to Cultural Geography | Students should be able to:Define key terms: culture, cultural imperialism, dominant culture, popular culture, sub-culture, counter-culture  | Introductory activityStudents will complete this ‘fun’ activity to test their knowledge of western culture.Classroom ActivityThroughout the class discussion using the PowerPoint students completes the accompanying worksheet.Matching exerciseThe students will have been exposed to the term ‘cultural landscape’. In this activity students will match pictures of different landscapes to their descriptions. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 98-146What is cultural geography (ppt)Cultural quiz (ppt)Cultural quiz answers (ppt)Cultural geography class sheet (word)Landscape analysis (word)<http://www.radicalgeography.co.uk/culturalgeog.html> |
| What are local and popular cultures? | Students should be able to:Identify characteristics of folk and popular culture. How they are diffused.  | Class discussion about elements of popular culture and folk culture. Illcit ideas from students.Matching Activity in groups.PowerPoint for reinforcement of ideasHomeworkChapter 4 Reading | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 98-146What are local and popular cultures (ppt)Folk music vs Pop music matching (word)Chapter 4 reading (word)Geographers and culture (word) |
| How are local / folk cultures sustained? | Students should be able to:Explain why Folk cultures are clustered. How the natural environment and religious beliefs have shaped aspects of folk culture. | When geographers think about culture, they include both the material things that a group of people cares for and their beliefs, values and characteristics that define their collective identity and set them apart from others. Students will work together to complete a chart for their culture.Homework ReadingFolk Culture notes and Pop Culture notes | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 98-146Geographers and culture (word)Folk Culture notes (word)Pop Culture notes (word) |
| Why popular culture is so widely distributed?Why does globalisation of pop culture cause problems? | Students should be able to:Identify and explain processes of globalization.Give arguments ‘for’ and ‘against’ globalization.  | Using the PowerPoint students will examine the impact (positive/negative) of globalization.In their notebook, students much explain which of the following scenarios is likely to happen in the future? **In the future the world will be one global village with one culture…****In the future the process of globalisation will have failed to produce a global culture…**Homework ReadingStudents read through the review notes up until the Language section | Globalisation culture (ppt)Globalisation culture worksheet (word)Brand new world (word)Cultural Geography Review notes (word) |
| **Language** | Students should be able to:Analyze language patterns around the world and explain their processes of diffusion.  | Class discussion based on the reading of the origins and diffusions of languages.ActivityStudents attempts to create some sentences using Cockney Rhyming Slang | Cultural Geography review pack (word)Cracking AP chapter (ppt)De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 98-146Anatolian and Kurgan Theories (word)Cockney Rhyming Slang (word) |
| **Ethnicity** | Students should be able to:Identify differences between race and ethnicity.Analyse the causes of ethnic conflict.  | Ethnicity NotesStudent ActivityEthnic conflict Washington post article reviewGroups AssignmentIn groups students will complete the assignment to redraw the map of Africa | Ethnic Conflict Washington Post (pdf)Ethnicity notes (word) Redrawing the map of Africa (word)Africa Project Folder |
| **Belief Systems** | Students should be able to:Describe and explain major belief systems around the world. | Teacher-led activity: Teacher completes a Christianity chart with the assistance of the students. Group activity:Students complete the remaining belief system charts collaboratively using Google Docs. Teacher led review after completion. | De Blij, Murphy, Fouberg, Human Geography*: People, Place, and Culture,* John Wiley & Sons, 2007 pp. 177-216Belief systems student worksheet (word)Chapter 7 Reading (word)Belief systems BEVAN (word) |