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The Educational Company of Ireland

**DRAFT
EXTRACT**

Geography Now!

Activity book

New Junior Cycle



Liam Ashe and Kieran McCarthy

Edco

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The Educational Company of Ireland

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Contents

Section 1 Exploring the Physical World

Chapter 1	Our restless Earth	1
Chapter 2	Activity at plate boundaries – fold mountains	8
Chapter 3	Activity at plate boundaries – volcanoes	12
Chapter 4	Activity at plate boundaries – earthquakes	18
Chapter 5	Rocks	26
Chapter 6	Maps and photographs	33
Chapter 7	An introduction to denudation	45
Chapter 8	Weathering	48
Chapter 9	Mass Movement	55
Chapter 10	Agents of erosion – rivers	59
Chapter 11	Agents of erosion – the sea	69
Chapter 12	Agents of erosion – glaciation	76
Chapter 13	Soil	81
Chapter 14	Soils of Ireland	89

Section 2 Exploring how we Interact with the Physical World

Chapter 15	The restless atmosphere	93
Chapter 16	Wind, rain and ocean currents	98
Chapter 17	Water in the atmosphere	102
Chapter 18	Gathering and recording weather data	107
Chapter 19	A significant weather event	113
Chapter 20	The greenhouse effect and climate change	117
Chapter 21	Global climates	122
Chapter 22	Resources from Earth	130
Chapter 23	Exploiting energy resources	134
Chapter 24	Earth's resources: forestry	140
Chapter 25	Earth's resources: fishing	144
Chapter 26	The influence of the physical landscape on the development of primary activities ...	148

Section 3 Exploring People, Place and Change

Chapter 27	Population change over time	151
Chapter 28	Population: factors that affect the rate of population change	158
Chapter 29	Population: variations in population distribution and density	163
Chapter 30	Population: people on the move	169
Chapter 31	Population: future population change	172
Chapter 32	Population: global patterns – the North/South divide	175
Chapter 33	Life chances for young people in different parts of the world	179
Chapter 34	Rural and urban settlement in Ireland	185
Chapter 35	The causes and effects of urban changes in an Irish city	190
Chapter 36	Global patterns of economic development	197
Chapter 37	Economic activities	206
Chapter 38	The physical world, tourism and transport	213
Chapter 39	Development assistance	217
Chapter 40	Globalisation, population, settlement and development	224

13 Soil

Anticipation exercise

Read each statement and indicate whether you know or need to learn it in the columns on the left side of the table. When you have completed the chapter, re-read the statements and answer again, this time in the columns on the right. Did your answers change?

Before reading the chapter		Soil		After reading the chapter	
I know this	I will learn this	Statement		I know this	I need to learn this
		1	Soil is the thin layer of loose material on Earth's surface.		
		2	Soil is one of the world's most important natural resources.		
		3	Without soil there would be no food.		
		4	A number of factors work together over a period of time to form soil.		
		5	Water is cleaned by being filtered as it percolates through soil.		
		6	Soil is a carbon sink.		
		7	Soil is a non-renewable resource.		
		8	There are several layers of different types of matter in a soil profile.		
		9	Soil influences vegetation and vegetation influences soil.		
		10	Humans exploit soil and must take care to do so sustainably.		
		11	Soil cover is affected by climate change.		

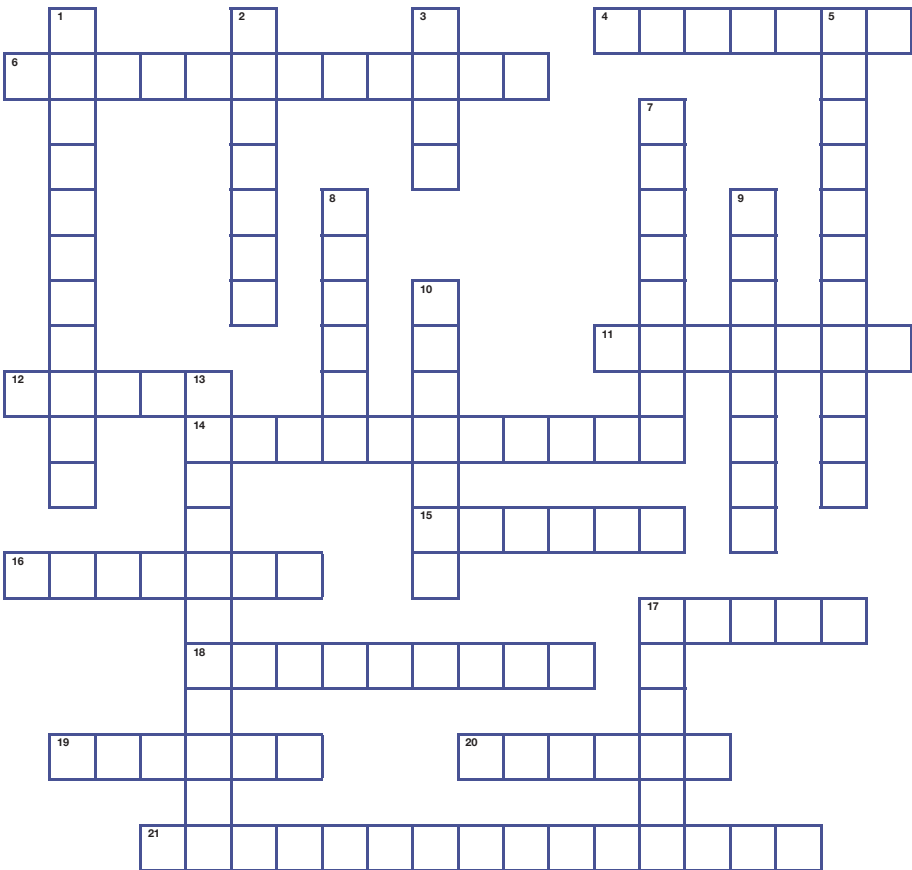
Matching exercise

Match the numbered descriptions with the lettered words or phrases in the table below. Write your answers in the grid provided.

1	Decayed organic matter	A	topsoil
2	Organic material from which soil is formed	B	leaching
3	A cross-section through the layers of soil	C	humus
4	A layer of soil	D	overcropping
5	The hard layer of rock beneath looser rocks and soil	E	desertification
6	Surface layer of dead plant material such as leaves and twigs	F	soil profile
7	Another name for the A horizon	G	hardpan
8	How the soil feels because of the size and type of particles	H	plant litter
9	The washing of minerals, humus and nutrients down to a lower horizon	I	soil horizon
10	Minerals cemented together to form an impermeable crust	J	bedrock
11	Where land in arid regions becomes more like a desert	K	deforestation
12	Not allowing soil to recover its nutrients between plantings	L	texture
13	K Deforestation	M	parent material

1	2	3	4	5	6	7	8	9	10	11	12	13

Key terms crossword



Across

- 4 This layer is also called the A horizon.
- 6 Soil is the prevention of soil loss by erosion or poor fertility.
- 11 and 8 Down Particles of rock that have been broken up.
- 12 Organic matter composed of the remains of dead plants and creatures.
- 14 This causes soil to lose fertility when too many animals use a piece of land.
- 15 and 3 Down Soil absorbs more carbon dioxide than it releases, making it this. (6, 4)
- 16 A crust of rust or clay that is found in soils.
- 17 and 20 Across Dead material such as leaves and twigs. (5, 6)
- 18 See 19 Across.
- 19 and 18 A cross Soil creatures such as earthworms, worms and fungi.
- 20 See 17 Across.
- 21 The spread of desert conditions.

Down

- 1 Where the same crop is grown year after year on the same area of land.
- 2 Washing away or removal of the top layer of soil.
- 3 See 15 Across.
- 5 Describes rocks and soil that do not allow water to pass through.
- 7 Process where minerals are washed out of the A horizon.
- 8 See 11 Across.
- 9 See 17 Down.
- 10 The solid layer of rock that lies beneath soil.
- 13 The arrangement of layers or horizons that make up a soil. (4, 7)
- 17 and 9 Down The type of rock from which soil was formed. (6, 8)

Key questions

- 1 Explain how worms help to make soil more fertile.
-
-
- 2 State the type of weathering that breaks down rock in hot climates. _____
- 3 State the type of weathering that breaks down rock in cold climates. _____
- 4 Fill in the missing word – **more** or **less** – in each of these statements?
- (a) Soils that develop from granite or sandstone are _____ fertile than those that develop from limestone.
- (b) Coniferous vegetation provides _____ leaf fall than deciduous vegetation.
- (c) In upland areas there is little plant and animal life, so there is _____ humus. In lowland areas there is plentiful plant and animal life, so there is _____ humus.
- (d) Granite that has been exposed to the forces of weathering for 2,000 years will have formed _____ soil than granite that has been exposed to weathering for 750 years.
- 5 Explain the connection between soil, nutrients and plants.
-
-
- 6 Explain the term **carbon sink**.
-
-

7 State the name we normally give to the layer of:

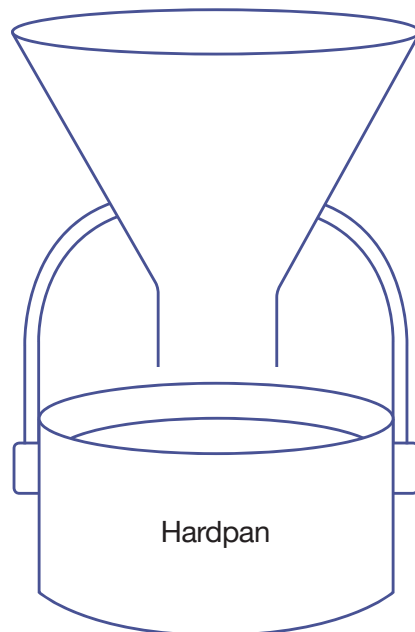
(a) Subsoil _____ (b) Topsoil _____

8 Name the material that causes topsoil to be darker than lower layers. [rule to margin]

9 Explain the process of leaching.

10 Which three of the following words would you add to the funnel for hardpan?

impermeable, permeable, drained, waterlogged, leaching, fertile



11 Explain with examples how the depth of soil influences the vegetation that can grow on it.

12 Which of these landscapes is more likely to be eroded? Justify your answer.

(a)



(b)



- 13** Read through the section on Desertification in the Sahel (textbook pages 000–000) and create a spider diagram or a fishbone diagram to summarise the information. Use the space on page 000 of your activity book for this.

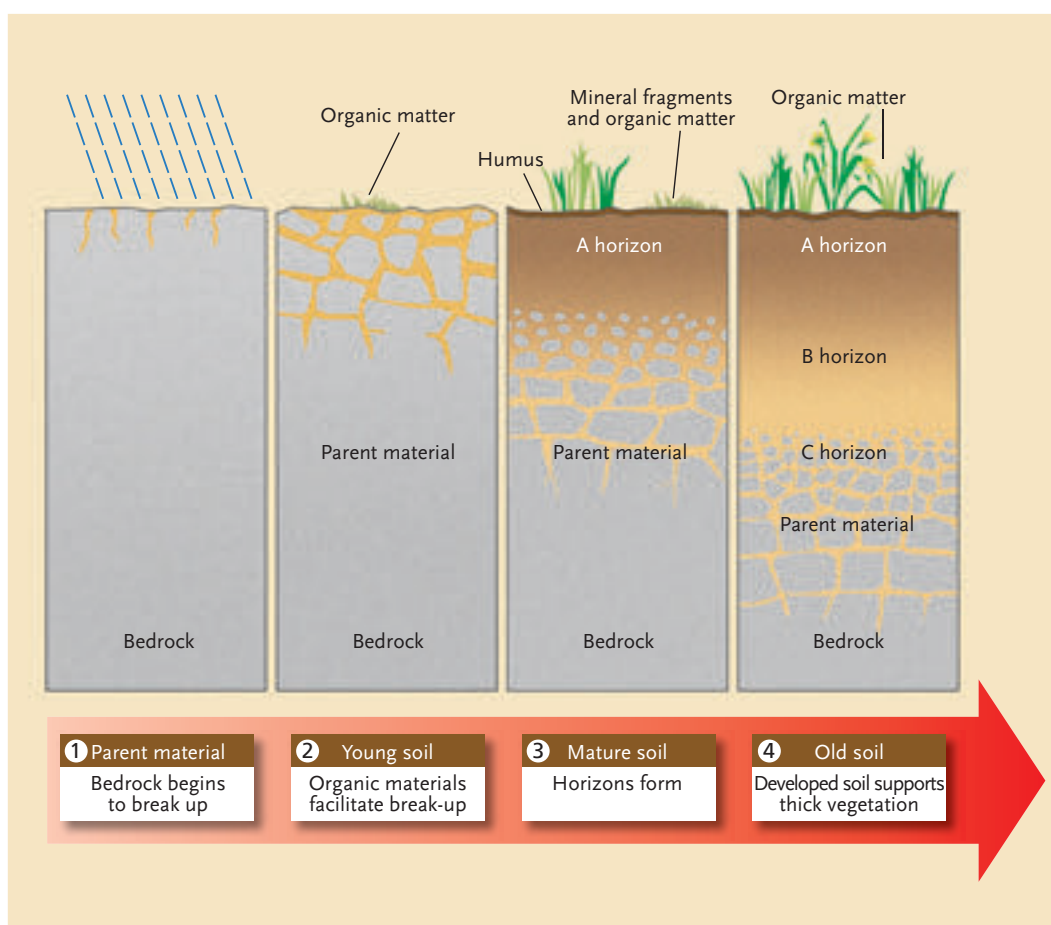
- 14 If the people of the world do not act now, within what time frame could much of the world's topsoil be gone? _____
- 15 Explain how contour ploughing helps sustainable agricultural practice.

- 16 Search the internet for a picture of terrace farming. Print this and underneath or to the side of it, explain, with reference to the photograph, what terrace farming is and how it works. Give your sheet a heading and caption the photograph. Label the photo, if appropriate.

Key activity

Formation of soil

The diagram shows the stages in the formation of a typical soil.



Describe the story shown in the diagram.

- _____

- _____

- _____

- _____

Key investigation

Examining the composition of soil

- To show that soils consist of different-sized particles.
- To show that soil contains humus
- To show that different soil samples contain different amounts of each particle size, as well as different amounts of humus.

What you need to do

- 1 Collect a random soil sample, using a spade or trowel.
- 2 Remove any large pebbles and stones from it.
- 3 Find a large screw-top jar (e.g. large coffee jar) and two-thirds fill it with the soil sample.
- 4 Pour water into the jar until it is almost full. Seal the jar and shake it for about 1 minute so that the soil and water mix well.
- 5 Leave the jar to settle for 24 hours.

Note: You could undertake this experiment with two contrasting soil samples, e.g. a brown earth soil and a peaty soil.

The next day

Answer the following:

- (a) Describe what you see in the jar. Can you see different-sized particles in the jar?

- (b) Where are the heaviest particles in the jar?

- (c) Can you see humus particles floating on the surface? _____

- (d) Classify the particles (sand silt and clay, humus) in order of size (amount).

- (e) If you are using two different soil samples, describe the differences that you see between them.

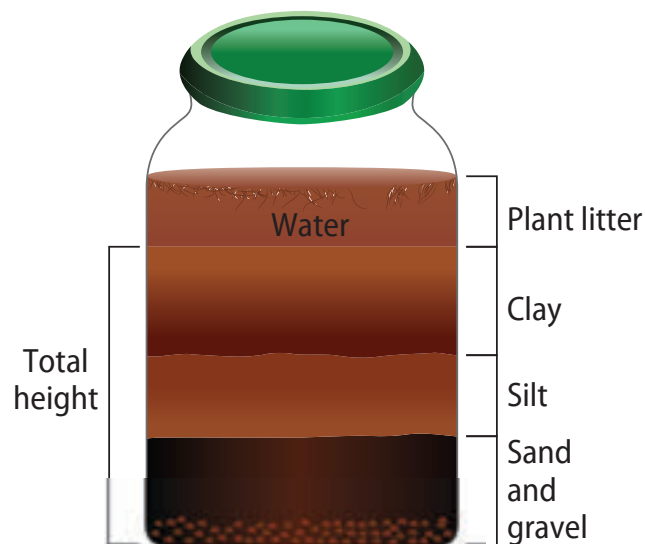
How much material is in your soil sample?

Calculate the percentage of each of sand, silt and clay in your soil sample.

Sand _____

Silt _____

Clay _____



Soil: self-assessment

Indicate how well you understood each of the following topics by ticking the relevant column for each statement below.

Where is your learning at?



Green: I understand this fully.

Orange: I understand most of this, but still have some questions.

Red: I am struggling with this and need help.

I am able to ...		Green	Orange	Red
1	Explain what soil is and list its ingredients			
2	Describe how soils are formed			
3	Examine soil profiles			
4	Assess how leaching affects soil			
5	Relate soil and vegetation influences			
6	Assess the exploitation of soil around the world and in Ireland			
7	Consider the conservation of soil around the world and in Ireland			

Don't forget!

Go back to the anticipation guide at the start of this chapter and see if you now know or need to learn each of the statements. Did your answers change since you studied this topic?

Soil: Mind map

In your copy or online, create a mind map summarising the information in this chapter. This is to help you remember what you learnt in the chapter and so you may adapt it in any way you want to.

End of chapter reflection

Your teacher will give you a copy of the 'End of chapter reflection'. Complete it for this chapter.

14

Soils of Ireland

Anticipation exercise

Read each statement and indicate whether you know or need to learn it in the columns on the left side of the table. When you have completed the chapter, re-read the statements and answer again, this time in the columns on the right. Did your answers change?

Before reading the chapter		Soils of Ireland		After reading the chapter	
I know this	I will learn this	Statement		I know this	I need to learn this
		1	There are four main soil types in Ireland.		
		2	These soil types have different characteristics.		
		3	The characteristics of soil determine the type of farming that takes place on them.		

Matching exercise

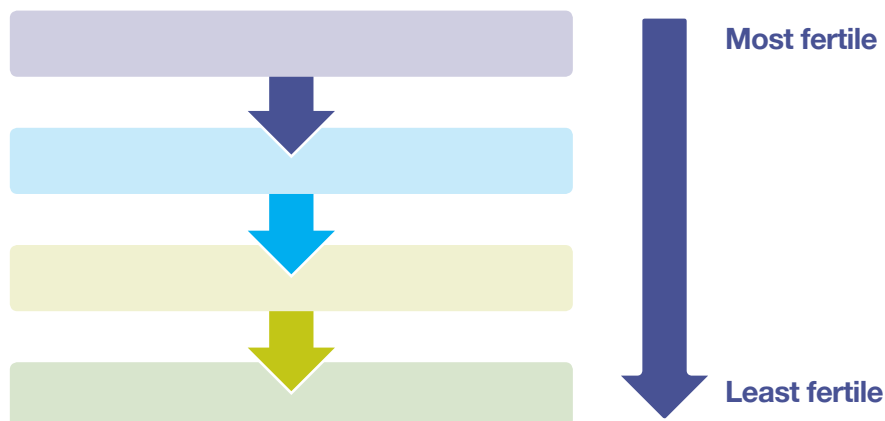
Match the numbered descriptions with the lettered words or phrases in the table below. Write your answers in the grid provided.

1	This soil developed on the boulder clays after the last Ice Age	A	peaty soils
2	Farming livestock rather than crops	B	gley soils
3	This soil is a heavy soil that is badly drained	C	brown earth soils
4	These soils contain a lot of clay	D	podzol soils
5	These soils are harvested as a non-renewable source of fuel	E	pastoral farming

1	2	3	4	5

Key questions

- 1 Name the soils on the diagram below from the most fertile to the least fertile. In the pale bottom box for each soil, state the type of farming that happens on that soil

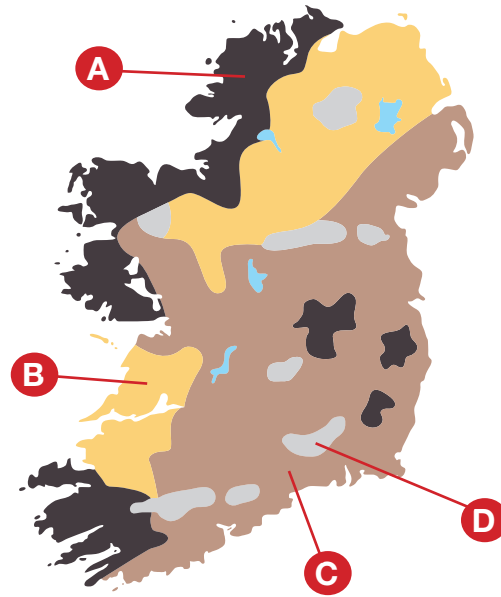


- 2 Look at the photographs in the second column in the table below. In the third column, write the type of soil you think this is. In the last column, write down the clues in the picture that helped you reach this conclusion.

		Type of soil	Clues
(a)		Peaty soil	
(b)			
(c)			
(d)			

- 3 State which soil suffers the least from leaching. [rule]
- 4 Peaty soils are found in both uplands and lowlands. State the type of bog found in each.
- (a) Uplands _____
- (b) Lowlands _____
- 5 State the type of soil most likely to be found where there is impermeable bedrock. _____

- 6 State what causes podzol soil to be acidic. _____
- 7 State which soil can store the greatest amount of carbon (carbon sink). _____
- 8 Examine the map showing the soil types of Ireland and complete the table that follows.



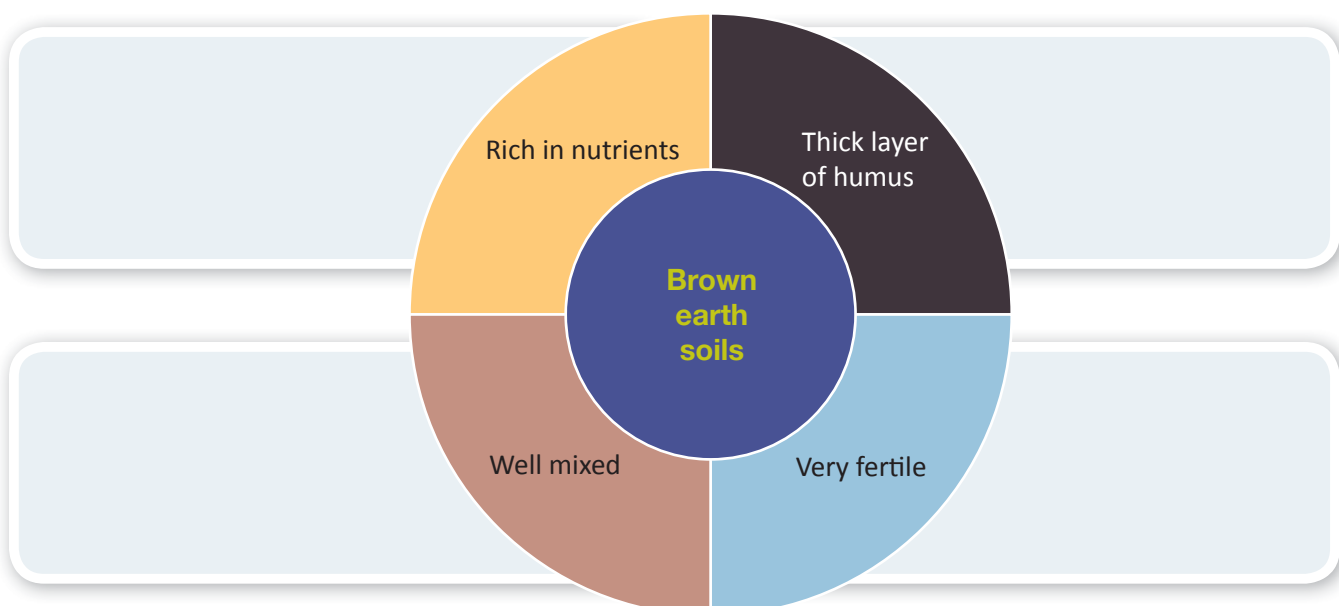
	Soil type	County or region where found	One characteristic of this soil
A			
B			
C			
D			

Key activity

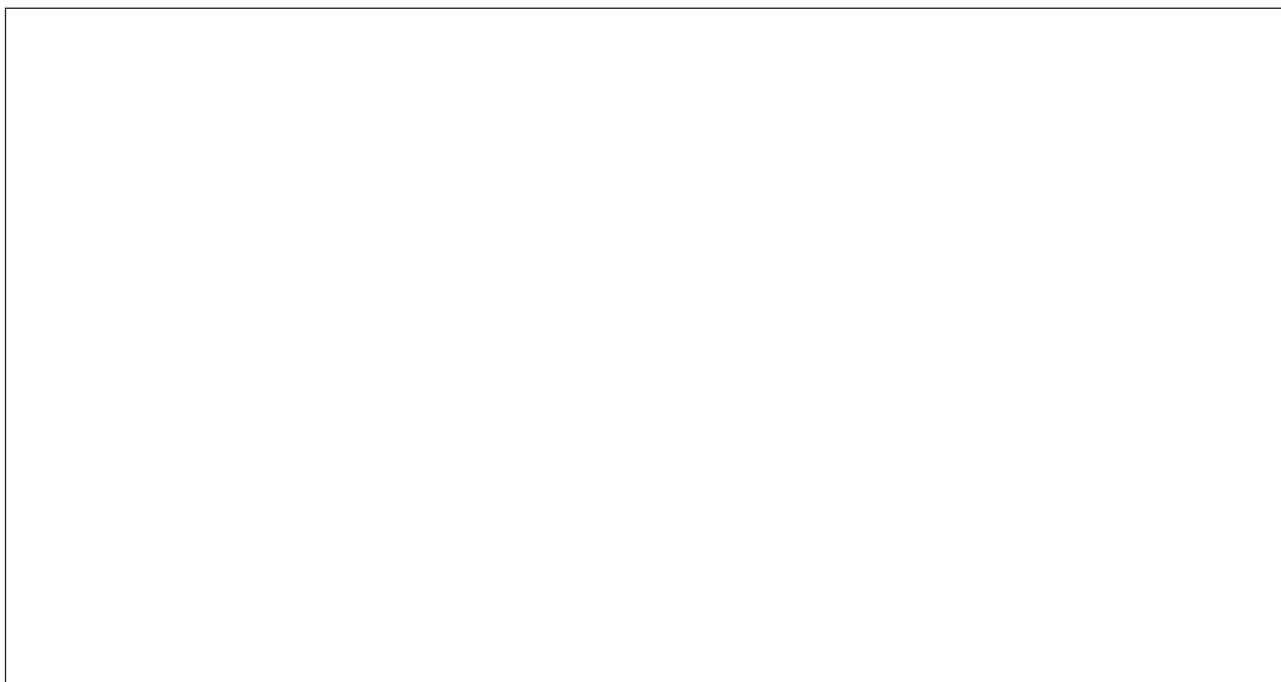
Brown earth soils of Ireland

Brown earths are the most common type soils in Ireland.

- 1 Explain each of the following characteristics of brown earth soils.



- 2 Draw a labelled diagram to show the soil profile of a typical brown earth soil.



Soils of Ireland: self-assessment

Indicate how well you understood each of the following topics by ticking the relevant column for each statement below.

Where is your learning at?



Green: I understand this fully.

Orange: I understand most of this, but still have some questions.

Red: I am struggling with this and need help.

I am able to ...		Green	Orange	Red
1	State the four main types of soil in Ireland			
2	Identify different soil types from their descriptions			
3	Summarise the characteristics of different soil types			
4	Identify farming activities suited to these soils			

Don't forget!

Go back to the anticipation guide at the start of this chapter and see if you now know or need to learn each of the statements. Did your answers change since you studied this topic?

Soils of Ireland: Mind map

In your copy or online, create a mind map summarising the information in this chapter. This is to help you remember what you learnt in the chapter and so you may adapt it in any way you want to.

End of chapter reflection

Your teacher will give you a copy of the 'End of chapter reflection'. Complete it for this chapter.

19

A significant weather event

Anticipation exercise

Read each statement and indicate whether you know or need to learn it in the columns on the left side of the table. When you have completed the chapter, re-read the statements and answer again, this time in the columns on the right. Did your answers change?

Before reading the chapter		A significant weather event		After reading the chapter	
I know this	I will learn this	Statement		I know this	I need to learn this
		1	Hurricanes are the most powerful storms on Earth, with continuous wind speeds of over 120 kph		
		2	A storm surge is a rise in seawater during a surge.		
		3	Hurricanes form only over warm ocean waters near the equator.		
		4	Most hurricanes that form in the Atlantic are pushed westwards towards the Gulf of Mexico and the Caribbean by the trade winds.		
		5	Hurricane Ophelia developed in October 2017.		
		6	Hurricane Ophelia headed, unusually, in a north-easterly direction towards Ireland and Britain.		
		7	Hurricane Ophelia was the most powerful storm ever to hit the whole of the island of Ireland.		

Matching exercise

Match the numbered descriptions with the lettered words or phrases in the table below. Write your answers in the grid provided.

1	A storm with continuous wind speeds of over 120 kph	A	storm surge
2	Another name for a hurricane	B	eye
3	Another name for a hurricane	C	tropical storm
4	The centre of a hurricane	D	hurricane
5	A storm over the ocean that started near to the equator	E	typhoon
6	The rise in seawater level during a storm	F	cyclone

1	2	3	4	5	6

Key questions

1 State two facts about the eye of a hurricane.

(i) _____

(ii) _____

2 Which way, clockwise or anti-clockwise, do the winds blow in:

(a) The northern hemisphere? _____

(b) The southern hemisphere? _____

3 Name the force that causes winds to blow in different directions in the northern and southern hemispheres. _____

4 Sketch the symbol used on a weather map to denote a hurricane. State its colour.



5 State:

(a) The months of the hurricane season in the Atlantic. _____

(b) The peak months for the hurricane season in the Atlantic. _____

6 Explain what happens during a storm surge. _____

7 State the minimum temperature of ocean water for hurricanes to form. [rule to margin]

8 (a) State how many storms there would have been in 2017 before Hurricane Ophelia? _____

(b) Explain how you know the answer to this. _____

9 Explain what was unusual about the course of Hurricane Ophelia. _____

Key activity

Multiple choice

Select the **two** correct answers for each question by circling the letters.

1 Where do hurricanes form?

A Near the poles

B Over warm ocean water

C Over cold ocean water

D Near the equator

2 Hurricanes gather these through their contact with warm ocean waters

A	Heat	B	Rain
C	Water	D	Energy

3 These two months are part of the hurricane season

A	December	B	June
C	May	D	November

4 The eye of the hurricane

A	Is at its centre	B	Is an area of calm
C	Has the strongest winds	D	Is the biggest part of the hurricane

5 To be classed as a hurricane, a storm must have

A	Gusting wind	B	Speed over 120 kph
C	Speed above 250kph	D	Continuous wind

6 As a hurricane nears land, it can bring

A	Heavy rainfall	B	Warm weather
C	Strong winds	D	Cirrus clouds

7 Which of the following are true about a hurricane?

A	Occasionally bring snow	B	Bring storm surges
C	Heavy rain and strong winds	D	Last for two days at most

8 Hurricane and storm warnings are coded by these colours:

A	Orange	B	Red
C	Green	D	Purple

A significant weather event: self-assessment

Indicate how well you understood each of the following topics by ticking the relevant column for each statement below.

Where is your learning at?



Green: I understand this fully.

Orange: I understand most of this, but still have some questions.

Red: I am struggling with this and need help.

I am able to ...		Green	Orange	Red
1	Explain what a hurricane is			
2	Describe the formation of a hurricane			
3	Analyse a recent hurricane			
4	Assess the impacts of a hurricane			

Don't forget!

Go back to the anticipation guide at the start of this chapter and see if you now know or need to learn each of the statements. Did your answers change since you studied this topic?

A significant weather event: Mind map

In your copy or online, create a mind map summarising the information in this chapter. This is to help you remember what you learnt in the chapter and so you may adapt it in any way you want to.

End of chapter reflection

Your teacher will give you a copy of the 'End of chapter reflection'. Complete it for this chapter.

33

Life chances of
young people in
different parts of
the world

Anticipation exercise

Read each statement and indicate whether you know or need to learn it in the columns on the left side of the table. When you have completed the chapter, re-read the statements and answer again, this time in the columns on the right. Did your answers change?

Before reading the chapter		Life chances of young people in different parts of the world		After reading the chapter	
I know this	I will learn this	Statement		I know this	I need to learn this
		1	A person's life chances are their opportunities for improving their quality of life and developing their full potential.		
		2	The life chances of young people in Ireland are generally much better than for young people in India.		
		3	Women in Ireland today have life chances and lifestyles very different from those of their grandmothers.		
		4	Gender equality for girls and women in India is far behind that of Ireland.		
		5	Millions of Indian girls are forced to marry at an early age.		
		6	Education in Ireland is compulsory.		
		7	Educational opportunities in India depend largely on the wealth of the young person's family.		
		8	Health care in Ireland is very much better than it is in India.		
		9	Employment opportunities in Ireland are very good compared to those in India.		

Matching exercise

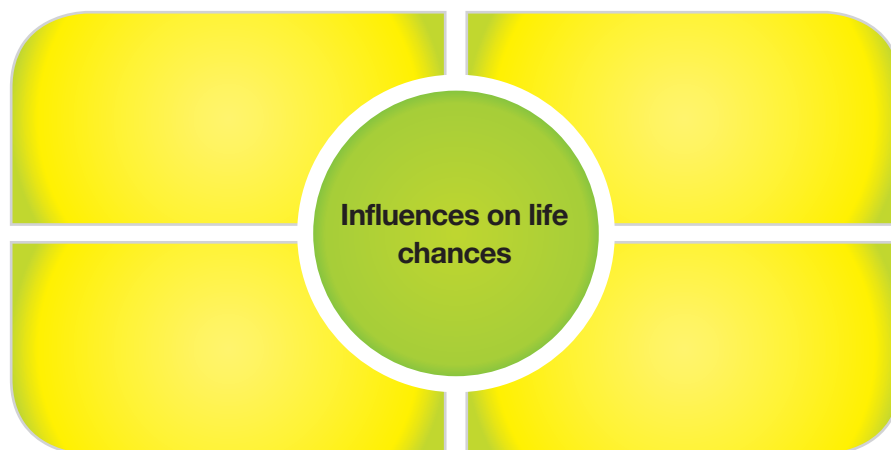
Match the numbered descriptions with the lettered words or phrases in the table below. Write your answers in the grid provided.

1	The opportunities people have to improve their quality of life and develop their full potential	A	health care
2	Treating women and men equally	B	employment
3	Learning, especially at school	C	life chances
4	The provision of medical attention	D	gender equality
5	Work	E	education

1	2	3	4	5

Key questions

- 1 State four factors influence a person's life chances? Complete the diagram below.



- 2 Votes for women in Ireland.

- (a) State the year that women in Ireland were first allowed to vote. _____
- (b) Was this all women, or was there a restriction. If so, what was the restriction?

- 3 In what way do crèches help both parents or single parents to work outside the home?

- 4 Complete these general statements comparing women in Ireland and India. Put the terms below into the relevant column in the table following.

are forced into
choose

equally as
less than

equal to
the property of

forbidden
permitted

prevented from attending
required to attend

twenties
thirties

		Ireland	India	
(a)	Girls are valued			boys.
(b)	Girls are			school.
(c)	Women			marriage.
(d)	The age of women when they marry is early			on average.
(e)	Women are			their husbands.
(f)	Widows are			to remarry.

5 Give two reasons why most girls in India traditionally marry young.

(i) _____

(ii) _____

6 In the spaces below, draw two bar charts: (i) Life expectancy in Ireland and India. (ii) Child mortality in Ireland and India. You will find the data you need in your textbook.

Life expectancy in Ireland and India, 2017

Child mortality in Ireland and India

7 Explain the phrase 'Ireland has a two-tier health system.'

8 Would you say health care in India is (a) adequate, (b) adequate for some, or (c) inadequate, in India? Justify your answer.

9 Describe what welfare allowances are available for unemployed people in Ireland and in India.

Key activity

Education in India

- 1 Read the extract below and answer the questions following.

The national shame destroying a country's scientific future

Rajesh Parishwad

In 2015, photos of parents and friends climbing up high school walls to reach classroom windows in the Indian eastern state of Bihar were splashed across newspapers around the world. The students inside were sitting exams equivalent to the Junior Cycle. The climbers were there to help them cheat.

'Cheating is a social menace,' says a representative of the university in Bangalore. The more students cheat, the less reliable exams become, meaning that unqualified candidates can end up taking university places, affecting the performance of colleges and universities.

'As a consequence of this widespread malpractice, we are creating an unequal society and students who clear exams by cheating are unable to integrate or unable to succeed in the new economy that has emerged in the country. These students are not equipped to compete with those who are genuinely knowledgeable.'

Examination malpractice has become a flourishing business. In some states, students can rig the exam to ensure their answers receive a passing grade for as little as €550 (more if they want good scores), while others pay over €100 to obtain the questions beforehand or to have someone sit the exam in their place.

The students most likely to cheat are the ones who fail to learn. Many education experts in India blame lack of capable teachers, proper infrastructure and good books in schools – particularly in those run by the states. Close to 80% of students are enrolled in government-run schools as they cannot afford private education. With 20 million students applying to enter colleges, admission is becoming increasingly competitive. This is particularly true of India's Institutes of Technology: only 2% of the 500,000 students who sit the entrance exams every year are admitted. With a good job a big aspiration for India's middle classes, students know failure will cost them admission into college and affect their future prospects. Economically-privileged students take private tuition classes. Private coaching in India has turned into a multi-million euro industry.

The amount of India's national budget spent on education is 2.9% In the 1960s, the Indian government suggested that education spend should be around 6% of GDP.

Source: <https://chemistryworld.com>



Questions

- 1 Explain the meaning of the term 'social menace'.
- 2 State two consequences of exam cheating, as mentioned in the article.

- (i) _____
- (ii) _____

- 3 Would there be the same consequences if students in Ireland cheated in exams? Justify your answer.

- 4 What 'businesses' have grown up around the culture of cheating?

- 5 Explain the sentence 'The students most likely to cheat are the ones who fail to learn.'

- 6 Why, in India, do students 'fail to learn', according to the article?

- 7 What number of students are admitted each year to India's institutes of technology?

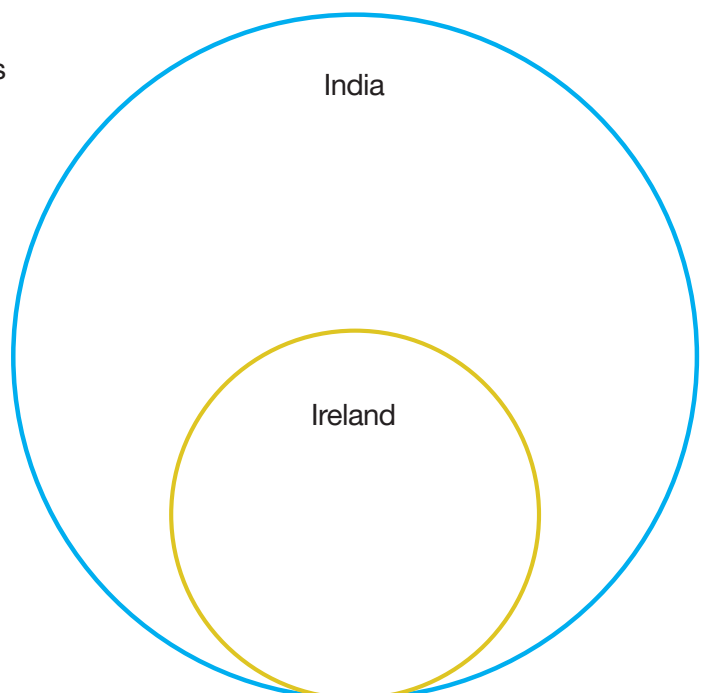
- 8 What explanation does the article give for students feeling compelled to cheat in their exams?

- 9 What do the children of wealthy families in India do to help with their education?

- 10 Research the amount or percentage of GDP that Ireland spends on education. What is the figure and which year is this for?

- 11 Complete the diagram with the letters for the following points from the article to show how education is similar to or different from Ireland. (Points that reflect both countries go in the inner circle.)

- A High level of cheating
- B Unqualified candidates take university places
- C Students can pay to make sure they 'pass' an exam
- D Badly trained teachers
- E Poor textbooks
- F Students consider it vital that they get a good, professional job
- G Wealthy families can afford private tuition



Life chances of young people in different parts of the world: self-assessment

Indicate how well you understood each of the following topics by ticking the relevant column for each statement below.

Where is your learning at?



Green: I understand this fully.

Orange: I understand most of this, but still have some questions.

Red: I am struggling with this and need help.

I am able to ...		Green	Orange	Red
1	Describe how young people's life chances differ between countries such as Ireland and India			
2	Explain how gender inequality is a problem for girls and for women by comparing Ireland and India			
3	Identify health care issues in Ireland and India			
4	Identify health care issues in Ireland and India			
5	Assess employment opportunities in Ireland and India.			

Don't forget!

Go back to the anticipation guide at the start of this chapter and see if you now know or need to learn each of the statements. Did your answers change since you studied this topic?

Life chances of young people in different parts of the world: Mind map

In your copy or online, create a mind map summarising the information in this chapter. This is to help you remember what you learnt in the chapter and so you may adapt it in any way you want to.

End of chapter reflection

Your teacher will give you a copy of the 'End of chapter reflection'. Complete it for this chapter.

Geography Now! Activity book

- Provides additional material, questions and activities to complement the textbook
- Enables students to **check their understanding** through additional activities
- Provides a **personal record of learning**
- Enables students to **monitor their progress** with **self-assessment checklists**
- Provides **peer-assessment guides** and tasks for each strand

