

# Arrivals Project

Published by:  
The Development  
Education Centre  
South Yorkshire



For further information see:  
<http://www.decsy.org.uk>  
OR  
<http://www.jeremyabrahams.co.uk/arrivals>

## 'We all Count'

**Age group:** KS1

**Main curriculum / subject area:** Maths

**21st Century Skills:**

work collaboratively to find answers and then share them in the most effective way. Use critical thinking skills to interpret and analyse data

**Cross Curricular links:**

Literacy: be able to read tables, charts and questions in order to find information. Be able to share findings in a variety of ways

Citizenship: Awareness of the inequities that exist around the world and what that might mean for people like them

ICT: option of using specific websites to research data

**Students will:**

be better able to interpret and represent data using charts, graphs and tables  
solve one and two-step questions using information from charts, graphs and tables  
start to use ratios and percentages to express data and make predictions  
answer questions about time  
compare countries using specific data

### Session Outline

**Step 1:** To link this session to the exhibition ask the students to recap as many countries from the exhibition as possible – write these on the board. Start a discussion about whether they think they are similar or different to the UK. Encourage them to be specific and to decide on some categories to compare and contrast countries. Some ideas could be:

Distance to/from UK

Time difference/Time zones

Access to education/health/jobs

Life expectancy

GDP/GNI

Some of these might need eliciting and might need explaining – depending on level of class go in to detail or not (could be an option for challenging more able students)

**Step 2:** Choose what information they want to find out, either allocate a topic to a group or let them choose from a selection.

**Option 1:** Answer a series of questions by analysing the data, working individually or in small groups depending on how you wish to group them. (See Resources)

**Option 2:** In small groups write a series of questions for another group to answer (they must know the answers themselves!).

**Step 3:** Looking at the data, represent it in a visual format ie graphs, bar charts, tables. Share the results with the class and use this to form a display.

**Step 4:** Bring the class back together – what did they learn about the different places? Do they think this data is important? Why? Do they think this shows the whole picture in terms of how well developed a place is? Carefully you could start to discuss whether certain places might be harder to live in than others and think about why this might be.

Finish the session by explaining that while the data is useful to show what a place is like in certain areas, it doesn't always give a complete view and people and places are complex and other things can be valued like music, culture, sport etc but these often don't factor into some of these results.

#### Extension

Use the [gapminder website](#) to analyse more specifically a country against a series of indicators.

[Link to Chart](#)

[Link to Interactive graph](#)

## Activity 1

Choose EITHER:

One country and compare two to three indicators to see how they have changed over time.

Express some of your findings as graphs or charts.

OR:

One indicator and compare the data of several different countries. Show your findings through charts and graphs and use a variety of different ways to present the data.

## Activity 2

Answer these questions in as much detail as you can, using information for one country.

- What has changed over time? Describe it in as much detail as possible using facts and figures
- Compare one country with the UK and record the differences using a chart or graph

## Resources

Use the information in the table provided

Choose 3 countries and find the time there when...

UK	Country 1	Country 2	Country 3
9am			
1pm			
6pm			
10pm			

1. Which of these countries has the biggest population?

- Zimbabwe, Pakistan, Spain, Belgium.

2. Which country has the highest percentage of girls in school?

3. Which country has the lowest percentage of boys in school?

4. Which country has the lowest percentage of unemployment?

5. Which countries have the highest and lowest life expectancy and what is the difference between them?

6. How far is it from Sheffield to the capital cities of Spain, Malaysia, Chile and India in miles and kilometres? \* Remember – 1 km = 0.621 miles

Which is the closest and which is the furthest away?

7. Represent the data of one column in a graph or chart.

## Information Table

	Distance from UK to capital cities (km)	Time of day when it is 9am in UK	Population	% of girls/ boys who go to school
Spain	1,263	10am	46,064,604	97/99
Belgium	322	10am	11,371,928	95/99
Malaysia	10,549	5pm	30,751,602	95/98
Singapore	10,847	5pm	5,696,505	94 total
Zimbabwe	8,278	11am	15,966,810	44/85
Chile	11,664	6am	18,131,850	90/93
India	6,724	2.30pm	1,326,801,576	62/92
Pakistan	6,047	2pm	192,826,502	33/75

	% Unemployment	% of population living in poverty	Life expectancy
Spain	18.8	21.1	81.66
Belgium	7.9	15.2	80.18
Malaysia	3.1	3.8	74.98
Singapore	1.9	2.8	84.95
Zimbabwe	8.0	68	57.95
Chile	5.9	15.1	78.55
India	3.6	29.8	68.45
Pakistan	8.5	No Data	67.73

## Table of times

UK	Spain	Belgium	Malaysia	Singapore	Zimbabwe	Chile	India	Pakistan
9am	10am	5pm	5pm	5pm	11am	6am	2.30pm	2pm
1pm	2pm	2pm	9pm	9pm	3pm	10am	6.30pm	6pm
6pm	7pm	7pm	2am	2am	8pm	3pm	12.30pm	12am
10pm	11pm	11pm	6am	6am	12am	7pm	3.30am	3am

## Answers to Questions

1. Pakistan has the biggest population of the 4 countries
2. Spain has the highest percentage of girls in school
3. Pakistan has the lowest percentage of boys
4. Singapore has the lowest unemployment rate
5. Singapore has the highest life expectancy at 84.95 years and Zimbabwe has the lowest at 57.95. The difference between them is 27 years.

6/7

Spain	785 miles
Malaysia	6,555 miles
Chile	7,248 miles
India	4,178 miles

The closest capital city is Spain (Madrid) and the capital furthest away is Chile (Santiago)