

Arrivals Project

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

'We all count!'

Age group: KS2

Main curriculum / subject area: Maths

21st Century Skills: Critical thinking and collaborative working

Cross curricular links:

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

Literacy: Communication and presenting skills

Geography: By using global data, student awareness of other countries and their human geography is increased

Students will:

have opportunities to analyse and interpret a variety of data
have opportunities to answer one-step and two-step word problems involving time, ratio and fractions and data analysis
present findings and results of working

Session Outline

Step 1: As a whole class briefly discuss the idea of 'wellness' (*World Health Organisation's (WHO) definition of Health: Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity*) and the difference between needs and wants.

Next try to elicit indicators that would show a country's 'wellness', whether a country is 'rich/developed' or 'poor/developing' – try to draw out indicators that measure wellness such as education for all, health care, living a long life, ability to get a job, shelter, safety, and record on board in a table.

Step 2: Show them the chart from Gapminder and in small groups discuss what they think the chart is showing. Put two small groups together to share their ideas. Come back together as a whole class and invite ideas from several groups.

Step 3: Ask the class to choose a country from the Arrivals exhibition and watch the changes in the chart for that country for the last 100 years. What pattern/trend can they

see? Do this for several countries.

Step 4: In groups, students answer questions based on a variety of charts and graphs for one of the countries in the exhibition. * Use tables and Gapminder*

Differentiation:

Option 1: Group by ability and give students differentiated questions and materials.

Option 2: Mixed groups where different students answer different questions

Step 5: Each group to present findings about their country.

Step 6: Finish the session by revisiting the list of indicators that show how developed a country is. Are some more important than others? Could they choose the most important? Do some places/organisations value some more than others? Why is this data important? Does the data show a complete picture? Does this data promote stereotypes and does it need to be viewed alongside other information?

What were the biggest trends? What do they predict will happen over the next 50/100 years? Why?

Resources

Questions A

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.

Make sure you use percentages and ratios as well.

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.

Questions B

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

1. What has changed over time? Describe this in as much detail as possible using facts and figures.

2. Compare one country with the UK and record the differences using a chart or graph.

Questions C – 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 for Questions C

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 C

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)