

## Medical Science project

You can choose any aspect of medicine to study and show how our understanding has changed over time. Example projects could be the: Our understanding of the human body, the fight against disease, developing and testing medicines, surgery and transplants or anything else related to our understanding of health or fitness.

### Tasks:

- Research an aspect of Medical science. Collect your research into an organised **research folder** with important aspects highlighted.
- Create a **timeline** showing the **key** developments of understanding and technology in this area. The timeline needs to be detailed and colourful and show how **scientific progress** was made.
- Choose **3** key points on the timeline that you consider the **most** important leaps in understanding. **Explain** why you have chosen these as the key points in this area.
- Choose **one** of these points and produce a **fact-file** on the main scientists involved and how they worked **together** to make the discovery. **How** has their discovery impacted on our lives. Has this discovery lead to any negative effects?
- Where do you think science is moving in the future in this area? **Why** do you think this? How might this affect us and society in future?
- Prepare a short **5 minute** presentation on what you have learnt and the key developments in your area.

### Assessment levels

You will be assessed on your project (timeline and factfile), research and presentation. There are three main areas of assessment as detailed in the table

below. Students will also assess each others work to establish the most effective ways of presenting their findings.

<b>LEVEL</b>	<b>Thinking Scientifically</b>	<b>Applications of Science</b>	<b>Communicating</b>
<b>Expected</b>	Identify data or evidence that has been used to develop scientific ideas.	Highlight where scientific ideas have been used	Use scientific language and key words and present the data and ideas correctly.
<b>Expected</b>	Recognise scientific questions not yet answered and identify where creative thinking by scientists has helped develop ideas	Link uses of science to the main scientific ideas. Identify how developments and applications have affected society.	Use appropriate language when presenting scientific ideas. Distinguish between opinion and facts. Show how scientists work together and communicate to develop ideas.
<b>Embedded</b>	Describe evidence that either supports or refutes an idea and how new ideas have led to changes in existing understanding of science. Explain the relative importance of the discoveries in this area.	Explain how society is affected by scientific ideas and developments. Explain how creative thinking has generated ideas in science. Suggest positive and negative effects of developments.	Effectively present ideas from a range of sources in the most appropriate way. Explain how scientists from different areas have worked together to achieve progress.
<b>Exceptional</b>	Explain the processes by which the ideas and evidence collected was accepted or rejected by the scientific community. Explain how scientific evidence and ideas contribute to questions that science may not be able to answer.	Explain how creative thinking can generate new ideas for future research. Suggest ethical and cultural arguments against scientific and technological development	Explain how scientists from a range of backgrounds and specialisms have contributed to scientific developments in the area. Evaluate information from different sources and explain its limitations.

# Pre Learning

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## Subject: RE

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### Year: 9

Research two of the following debates about the existence of God one in support of Gods existence and one against.

- 1. The Design Argument ( in support)**
- 2. The First Cause Argument ( in support)**
- 3. The Big Bang Theory (Against)**
- 4. Evolution & Natural Selection (against/in support)**
- 5. Miracles ( in support or against)**

**Write a short summary about your two chosen arguments.**

Use the web links below as a guide to your research.

<https://www.tutor2u.net/religious-studies/blog/teleological-argument>

<https://www.bbc.com/bitesize/guides/zpxpr82/revision/5>

<https://www.bbc.co.uk/news/science-environment-19997789>

<https://www.bbc.com/bitesize/guides/zx7634j/revision/4>

<https://www.learnreligions.com/argument-from-miracles-248258>

# Pre Learning

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## Subject: Business Studies

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### Year 9:

Task 1: Research the difference between aims and objectives. Write down the common objectives and aims that businesses tend to set for themselves.

Task 2: Research into the four different types of ownership – sole traders, partnerships, private limited companies and public limited companies. For each, explain what they mean, the advantages of them and the disadvantages of them. See if you can provide an example.

Task 3: Look into the concepts “limited liability” and “unlimited liability”. Explain the difference between the two and link it back to the four types of ownership to explain which ownership types have which liability.



# Programming Challenges:

## 1. Fortune Cookies

Write a programme that will simulate opening a fortune cookie and give you a random fortune such as "You will make many friends in your life"

**Hint:** You will need to use

Import random

And put this at the start of your program. You can then generate a random number between 1 and 10 like this;

```
random_number = random.randint(1,10)
```



2. Create a **Multiple Choice Quiz** of 10 questions. **If** the user gets the answer right then they get a point and told they are "Correct".

Your quiz should give the total points at the end.

# Pre Learning

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## Subject: English

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### Year: 9

**The text you will be studying is DNA.** Find out what DNA means and why it is important. Explain **fully** what it is. Find out who discovered DNA.

- 1 Find out what a Bonobos monkey is. Research what the differences are between Bonobos monkeys and chimpanzees.
- 2 Which, in your opinion, are closer relatives to humans, chimpanzees or Bonobos? Explain the reasons for your choice.
- 3 Gather your research and your findings onto an A4 sheet.

Pre Learning

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Subject: French

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Year: 9

## THE PRESENT TENSE

The present tense describes what is happening now, at the present time or what happens regularly.

*Je vais à l'école ce matin.* I am going to school this morning.

*Il vend des glaces aussi.* He sells ice cream as well.

*Elle joue au tennis le samedi.* She plays tennis on Saturdays.

The expressions **depuis** and **ça fait... que** are used with the present tense when the action is still going on :

*Je l'attends depuis deux heures.* I've been waiting for him for two hours.

*Ça fait trois mois que je travaille en France.* I've been working in France for three months.

In the present tense, most verbs use a regular pattern, depending on whether the ending of the infinitive ends in **-er**, **-re** or **-ir**.

	<b>Chanter</b> (to sing)	<b>Attendre</b> (to wait)	<b>Choisir</b> (to choose)
I	Je chante	J'attends	Je choisis
You (singular)	Tu chantes	Tu attends	Tu choisis
He/she/one	Il/Elle/On chante	Il/Elle/On attend	Il/Elle/On choisit
We	Nous chantons	Nous attendons	Nous choisissons
You (plural)	Vous chantez	Vous attendez	Vous choisissez
They	Ils/Elles chantent	Ils/Elles attendent	Ils/Elles choisissent

Now complete this translation;

Hello. My name is..... I am 15 years old and I live in Ripon, a small town in the north of England, near York. I have two sisters and one brother. My brother is called David and my sisters are called Erika and Claire. We live in a large house in the centre of town. In our house there is a lounge, four bedrooms, a dining room, a kitchen, two bathrooms and a garage. We have a small garden behind the house.



In my bedroom there is a computer, a hi fi, a desk, two chairs, a wardrobe, a chest of drawers and, of course, a bed. I spend a lot of time in my room. For example, I do my homework, I listen to music, I talk to my friends on the computer and I practise my guitar.

In my spare time I play the guitar, I watch TV, I play football with my friends at school, I go out at the weekend and I like to read. Sometimes I help my mother in the kitchen, but I don't like working in the garden.

### THE PERFECT TENSE

The perfect tense is used to describe what happened in the past, an action which is completed and is not happening now.

It is made up of two parts: either *avoir* or *être* in the present tense, and a past participle.

*Samedi dernier, j'ai chanté dans un concert.* (Last Saturday, I sang in a concert.)

*Hier, ils sont allés à La Rochelle.* (Yesterday, they went to La Rochelle.)

Regular verbs form the past participle as follow:

**-er** verbs change to **-é** eg. *travailler* becomes *travaillé*

**-re** verbs change to **-u** eg. *attendre* becomes *attendu*

**-ir** verbs change to **-i** eg. *finir* becomes *fini*

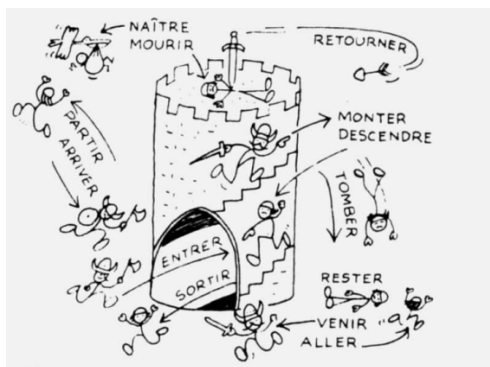
Many verbs have irregular past participles. Look them up in your verbs table!

Many verbs form the perfect tense with *avoir*. This includes many common verbs which have irregular past participles, such as:

<i>Avoir</i>	<i>eu</i>	<i>Faire</i>	<i>fait</i>
<i>Boire</i>	<i>bu</i>	<i>Mettre</i>	<i>mis</i>
<i>Comprendre</i>	<i>compris</i>	<i>Pouvoir</i>	<i>pu</i>
<i>Connaître</i>	<i>connu</i>	<i>Prendre</i>	<i>pris</i>
<i>Croire</i>	<i>cru</i>	<i>Savoir</i>	<i>su</i>
<i>Devoir</i>	<i>dû</i>	<i>Voir</i>	<i>vu</i>
<i>Dire</i>	<i>dit</i>	<i>Vouloir</i>	<i>voulu</i>
<i>Etre</i>	<i>été</i>		

With *avoir*, the past participle doesn't change to agree with the subject

About thirteen verbs, mostly verbs of movement like *aller* and *partir*, form the perfect tense with *être*. You need to learn them. Here is a picture which could help you to memorise them:



When you form the perfect tense with *être*, the past participle agrees with the subject of the verb. This means that you need to add an extra -e if the subject is feminine, and to add an extra -s if the subject is plural (more than one).

the computer and read my new book. I had my lunch, then I decided to go and see my friend Paul. We went into town, we met some friends and then we went to the cinema. We saw the new Bond film. After the film we went to McDonalds and had a burger and chips. I returned home by bus at 10 o'clock.

After the film we went to McDonalds and had a burger and chips. I returned home by bus at 10 o'clock. On Sunday I stayed in bed until 11 o'clock, then I got up, had a shower and got dressed. I went down to the kitchen and had my breakfast. I listened to the radio, then I read the newspaper. I phoned Paul and we went to the park together to play football with some friends.

## THE FUTURE TENSE

The future tense is used to describe what will (or will not) happen at some future time:

*L'année prochaine, je passerai mes vacances à Paris.* (Next year I'll spend my holidays in Paris.)

*Qu'est-ce que tu feras quand tu quitteras l'école?* (What will you do when you leave school ?)

The future tense must be used after *quand* if the idea of future tense is implied.

*Je lui dirai de vous téléphoner **quand** il rentrera.* (I'll ask him to phone you when he gets home)

The endings for the future tense are the same as the endings of the verb *avoir* in the present tense/

Je	...ai	Nous	...ons
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To form the future tense of regular **-er** and **-ir** verbs, you just add the endings to the infinitive of the verb:

<i>Travailler</i>	<i>je travaillerai</i>	<i>Partir</i>	<i>nous partirons</i>
<i>Donner</i>	<i>tu donneras</i>	<i>Jouer</i>	<i>vous jouerez</i>
<i>Finir</i>	<i>il finira</i>	<i>Sortir</i>	<i>Ils sortiront</i>

To form the future tense of regular **-re** verbs, you take the final **-e** off the infinitive and add the endings:

*Prendre*                      *je prendrai*

*Attendre*                    *j'attendrai*

Some common verbs don't form the first part of the verb in this way. But they still have the same endings:

<i>Acheter</i>	<i>j'achèterai</i>	<i>Faire</i>	<i>je ferai</i>
<i>Aller</i>	<i>j'irai</i>	<i>Pouvoir</i>	<i>je pourrai</i>
<i>Avoir</i>	<i>j'aurai</i>	<i>Recevoir</i>	<i>je recevrai</i>
<i>Courir</i>	<i>je courrai</i>	<i>Savoir</i>	<i>je saurai</i>
<i>Devoir</i>	<i>je devrai</i>	<i>Venir</i>	<i>je viendrai</i>
<i>Envoyer</i>	<i>j'enverrai</i>	<i>Voir</i>	<i>je verrai</i>
<i>Être</i>	<i>je serai</i>	<i>Vouloir</i>	<i>je voudrai</i>

### **Now complete this translation**

This evening I shall go home at 4.00. I'll take the bus as usual and I shall arrive home at 4.30. When I get home I shall have a cup of coffee and I'll eat some biscuits. Mum will return home at 6.00. We shall have dinner at 7 o'clock, then I will do my homework. I'll have Maths, Science and Geography. Then I shall watch television a bit. I shall play on the computer for an hour and I shall go to bed at about 11 o'clock.

Tomorrow morning I'll get up early and I shall leave for school at 8.30. This weekend I'm going to watch a film at the cinema and I'm going to play football for my club. My friend Eric will come to the house and we shall watch a DVD or we shall play computer games. Perhaps we'll eat a pizza.

### **The imperfect tense- higher only**

The imperfect is used to describe something that used to happen frequently or regularly in the past :

*Quand j'étais petit, j'allais chez mes grands-parents tous les week-ends.* (When I was small, I **used to** go to my grandparents' every weekend.)

It is also used for description in the past, particularly of weather:

*J'étais en vacances. Il faisait beau.* (I was on holidays. The weather was fine.)

*Est-ce qu'il portait des lunettes?* (Was he wearing glasses ?)

It describes how things used to be:

*A cette époque, il y avait beaucoup moins de circulation.* (At that time, there was much less traffic.)

It often translates 'was... ing' and 'were...ing':

*Que faisiez-vous quand j'ai téléphoné?* (What were you doing when I phoned ?)

It can be used to describe something you wanted to do, but didn't.

*Nous voulions aller à paris, mais il y avait une grève des transports.* ((we wanted to go to paris, but there was a transport strike.)

It describes something that lasted for a long period of time.

*En ce temps-là, nous habitions à Marseille.* (At that time we lived in Marseille)

C'était + adjective can be used to say what you thought of something:

*C'était magnifique.* (It was great.)

*C'était affreux.* (It was awful)

The imperfect tense can also be used for making excuses, for example in the following expressions:

*Ce n'était pas de ma faute.* (It wasn't my fault.)

*Je croyais/pensais que...* (I thought that...)

*Je voulais seulement...* (I only wanted to...)

*Je ne savais pas que...* (I didn't know that...)

It is also used with *depuis* to show how long something had been happening.

*Ils habitaient là-bas depuis 10 ans.* (They had been living there for 10 years)

### Forming the imperfect tense :

The endings for the imperfect tense are the same for all verbs :

Je	...ais	Nous	...ions
Tu	...ais	Vous	...iez
Il/Elle/On	...ait	Ils/Elles	...aient

To form the imperfect tense, you take the **nous** form of the **present** tense, eg. *nous allons*.

### Now complete this translation

When I was young I used to live in London. I went to a primary school not far from the railway station. I used to get up every day at 8 o'clock and I went to school by car with my mum. Lessons started at 9.15. I used to like art and music. I didn't like maths; I preferred science.

I used to play football in the park with my friends and I used to watch programmes for children on the TV. I didn't eat tomatoes and mushrooms, but I loved pizza and pasta.

At the weekend we used to go out into the countryside in the car. We used to go and see my grand-parents who lived in Essex. We went for walks, we had lunch in a pub and sometimes we went to the seaside. We used to play on the beach or go to the funfair.

When the weather was bad we would stay indoors and watch a film.

### **Si clauses- higher only**

Sentences which contain two parts, one of which is an 'if' clause, normally follow one of the following pattern :

*Si* + present tense, +future tense

*S'il **pleut** demain, je **resterai** à la maison.* (If it rains tomorrow, I'll stay at home)

*Si* + imperfect tense, + conditional tense

***Sauriez**-vous quoi faire si la voiture **tombait** en panne ?* (Would you know what to do if the car broke down ?)

*Si* + pluperfect tense, + conditional perfect tense

*Si tu m'**avais téléphoné** plus tôt, j'**aurais pu** venir.* (If you had phoned me earlier, I could have come)

# Pre Learning

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Subject: Music

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Year: 9

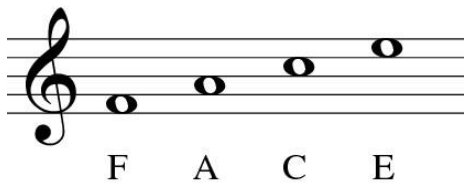
Use the information on the pages to answer the questions. Make sure you answer in as much detail as possible. If you are unsure about something, research to find out what it could be. Look at the following website:

<https://www.mymusictheory.com/>

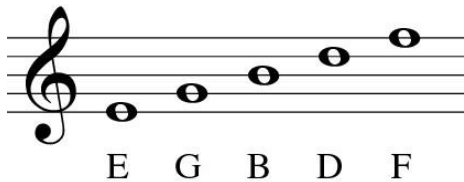
Music is written through symbols called **notes**. These notes are named after the first seven letters of the alphabet, A-G.

Music notes are written on a five lines, called the **stave**. Notes can be placed on the lines or in the spaces between the lines.

The names of the notes in the spaces are:



The names of the notes on the lines are:



The note names in the spaces spell FACE. Can you think of a phrase to remember the note names on the lines? For example, the phrase Every Good Boy Deserves Fruit is a simple sentence and uses the names of the notes in the correct order.

E\_\_\_\_\_ G\_\_\_\_\_ B\_\_\_\_\_ D\_\_\_\_\_ F\_\_\_\_\_

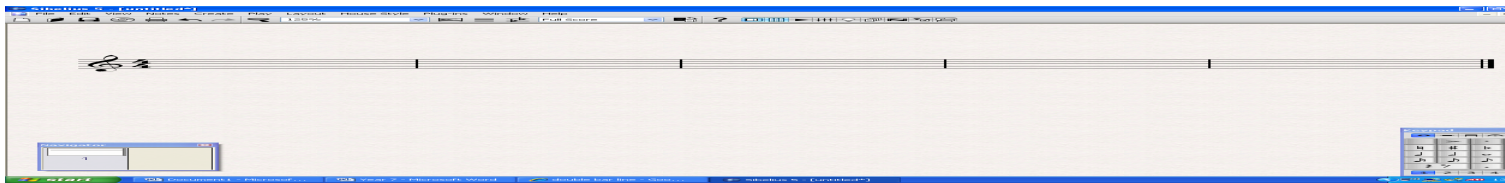


Can you name these notes?

The screenshot shows a music notation software interface. At the top, a single staff contains a melody of eighth notes: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. Below this, a smaller staff labeled "Flute" contains the same melody. The interface includes a taskbar at the bottom with several open applications: "Start", "Document 1 - Microsoft...", "Year 2 - Microsoft Word", "Music Learning Exercises...", and "Sibelius 5 - [Untitled\*]". A small "MIDI Keyboard" window is visible in the bottom left corner, and a "MIDI Piano Roll" window is visible in the bottom right corner.

The screenshot shows a music notation software interface with two staves, both labeled "Flute", displaying the same melody as the previous image. The interface includes a taskbar at the bottom with several open applications: "Start", "Document 1 - Microsoft...", "Year 2 - Microsoft Word", "Music Learning Exercises...", and "Sibelius 5 - [Untitled\*]". A small "MIDI Keyboard" window is visible in the bottom left corner, and a "MIDI Piano Roll" window is visible in the bottom right corner.

The symbol at the beginning of every line of music is called a **treble clef**.



Music notes are divided by lines on the staff, called **bar lines**.

At the very end of a piece of music there is always a **double bar line**.

The set of numbers at the beginning of a piece of music is called the **time signature**.






Using the staff below, practise drawing ten treble clefs:



Putting together everything that you have learned, can you label all the musical symbols on this piece of music, including the names of the notes.


A screenshot of the Sibelius 5 software interface showing a musical score. The score is for a piece titled "Allegro Moderato". It features four staves: Trumpet in D, Timpani, Viola, and a fourth staff (likely Violoncello). The music is written in 4/4 time and includes various musical symbols such as notes, rests, and bar lines. The software's menu bar and toolbars are visible at the top and bottom.

There are many different types of notes. This is to represent how many beats each note is worth. They all look different and have a name.


Name	Note	Rest			
			<b>Semibreve</b>	=	4 beats
Whole Note					
			<b>Minim</b>	=	2 beats
Half Note					
			<b>Crotchet</b>	=	1 beat
Quarter Note					
			<b>Quaver</b>	=	1/2 beat
Eighth Note					
			<b>Semi-quaver</b>	=	1/4 beat
Sixteenth Note					

This means that four quavers are equal to two crotchets, that two crotchet are equal to one minim, etc. The chart below will help to explain this:

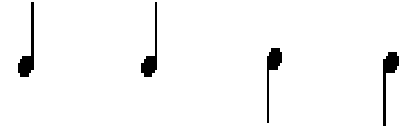
1 Whole note




2 Half notes




4 Quarter notes













8 Eighth notes













16 Sixteenth notes













How long is each note? Complete the following sentences with the right answer. The first and last sentences have been completed as examples.











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











lasts as long as 2

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











lasts as long as —

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











lasts as long as —

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











lasts as long as —

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		











Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

lasts as long as —

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

lasts as long as 8

Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

When there are two or more quavers in music, they can be joined together, like this:



When there are two or more semiquavers in music, they can also be joined together, like this:



Look at the following piece of music. Underneath all the notes, write in the number of beats in each one (i.e. 1 beat,  $\frac{1}{4}$  beat, 2 beats etc.):

The screenshot shows the Sibelius 5 interface with a musical score for 'Hebrides'. The score is in 2/4 time and features a Timp. (Timpani) part and a Vc. (Violoncello) part. The Timp. part has a single note marked with a forte (f) dynamic. The Vc. part has a complex melody with various dynamics including piano (p), mezzo-forte (mf), and forte (f). The score is displayed on a grand staff with treble and bass clefs. The interface includes a menu bar, a toolbar, and a keyboard shortcut window on the left.

Using the blank stave below, draw your own set of notes in whichever order you like. You must then label the name of each note (i.e. A B C D E F or G) and also the value of each note (i.e. 4 beats, 2 beats, 1 beat,  $\frac{1}{2}$  beat or  $\frac{1}{4}$  beat):

This image shows a blank musical stave in the Sibelius 5 software. The stave is empty, with only the clef and key signature visible. The interface includes a menu bar, a toolbar, and a keyboard shortcut window on the left.

This image shows a second blank musical stave in the Sibelius 5 software, identical to the one above. It is intended for the user to draw their own set of notes and label them.



# Pre Learning

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## Subject: History, Living Under Nazi Rule

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Year: 9

Give each paragraph a  
heading:

Write TWO bullet  
points to summarise  
each paragraph:

Propaganda within Nazi Germany was taken to a new and frequently perverse level. Hitler was very aware of the value of good propaganda and he appointed Joseph Goebbels as head of propaganda.

Propaganda is the art of persuasion – persuading others that your ‘side of the story’ is correct. Propaganda might take the form of persuading others that your military might is too great to be challenged; that your political might within a nation is too great or popular to challenge etc. In Nazi Germany, Dr Joseph Goebbels was in charge of propaganda. Goebbels official title was Minister of Propaganda and National Enlightenment.

To ensure success, Goebbels had to work with the SS and Gestapo and Albert Speer. The former hunted out those who might produce articles defamatory to the Nazis and Hitler while Speer helped Goebbels with public displays of propaganda.

To ensure that everybody thought in the correct manner, Goebbels set up the Reich Chamber of Commerce in 1933. This organisation dealt with literature, art, music, radio, film, newspapers etc. To produce anything that was in these groups, you had to be a member of the Reich Chamber. The Nazi Party decided if you had the right credentials to be a member. Any person who was not admitted was not allowed to have any work published or performed. Disobedience brought with it severe punishments. As a result of this policy, Nazi Germany introduced a system of censorship. You could only read, see and hear what the Nazis wanted you to read, see and hear. In this way, if you believed what you were told, the Nazi leaders logically assumed that opposition to their rule would be very small and practiced only by those on the very extreme who would be easy to catch.

Hitler came to power in January 1933. By May 1933, the Nazi Party felt sufficiently strong to publicly demonstrate where their beliefs were going when Goebbels organised the first of the infamous book burning episodes. Books that did not match the Nazi ideal was burnt in public – loyal Nazis ransacked libraries to remove the ‘offending’ books. “Where one burns books, one eventually burns people” commented the author Brecht.

<https://www.historylearningsite.co.uk/nazi-germany/propaganda-in-nazi-germany/>



# Pre Learning

## Subject: Geography

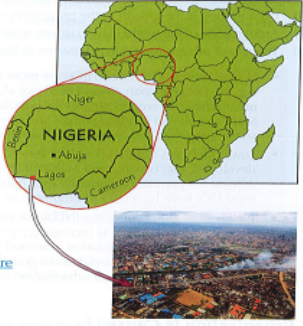
CASE STUDY

Urban Growth — Lagos

The lure of the city lights can be strong, but many dreams have been crushed by the challenges of urban growth. I'm not trying to be cruel, it's just that the streets aren't always paved with gold...

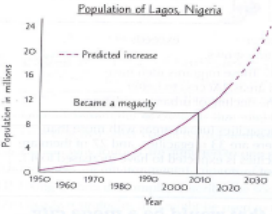
**Lagos is the Biggest City in Africa**

- Lagos is a city in **Nigeria** — Nigeria is an **NEE** and has the **highest GDP** of any country in Africa. The city's population is estimated to be over **14 million**. It's one of the **fastest-growing** urban areas in the world, with an annual growth rate of **3.2%**.
- Lagos is an important city regionally, nationally and internationally:
  - Regionally** — The large **migrant** population increases **cultural diversity**. It is also very well connected to other major towns, making it an important centre for **regional trade**.
  - Nationally** — Lagos is home to **80%** of Nigeria's industry, as well as many global companies. Lagos was also the **capital** of Nigeria until **Abuja** became capital in **1991**.
  - Internationally** — Lagos is the main **financial centre** for the whole of West Africa and the 5th largest economy on the continent. The international port and airport are important for **global trade**.



**Many Factors have Caused Lagos to Grow Rapidly**

- The British **colonised** Lagos in the 1860s, making it a centre for **trade** and attracting many **merchants**.
- Many **ex-slaves** returned home to Lagos in the 1800s (e.g. from Brazil) as slavery was **abolished**.
- When Lagos gained **independence** in 1960, there was rapid **economic development** as Nigeria's resources (e.g. oil) were no longer controlled by the British.
- The government then financed lots of **construction** projects, e.g. oil refineries, sea ports and factories, creating many jobs and causing rapid **urbanisation**.
- Lagos' **recent** growth has been caused by **natural increase** and **migration**:



- Natural increase** — Nigeria's birth rate is roughly **35.2 births** per 1000 people, compared to a death rate of around **9.6**, so the population is rapidly increasing. The world's average birth rate is around 19 births per 1000 people, and the average death rate is 7.6.
- Migration** — an estimated 1200 immigrants enter Lagos every day, either from neighbouring countries (e.g. Chad and Niger) or from **rural areas** in northern Nigeria. Much of this **rural-urban migration** is due to ethnic and religious **conflict** and high levels of **poverty** elsewhere in Nigeria and Africa. Many people expect a better **quality of life** in Lagos.

CASE STUDY

Urban Growth — Lagos

**Lagos Provides Social and Economic Opportunities...**

**Social Opportunities**

Lagos has better access to **services** and resources than rural Nigeria:

- There are more **healthcare centres**, hospitals and a better range of **medicines** in Lagos.
- Almost **90%** of Nigerian children in urban areas attend **primary school** — only around 60% in rural areas attend school. The state Lagos is in has almost 20,000 schools.
- Lagos has better access to **electricity** than much of Nigeria — the city uses about 40% of the country's electricity supply. Many people can **light** their homes and **cook** more easily.
- Water treatment plants** provide **safe water** that is piped directly to some areas of the city.

**Economic Opportunities**

Incomes can be four times higher in Lagos than in rural Nigeria, so many people migrate in search of **better paid jobs**.


- Rapid growth** means that there are lots of **construction jobs**, e.g. building the new commercial centre, **Eko Atlantic**.
- Lagos is home to many of the country's **banks**, **government departments** and **manufacturing industries**. There are also two major **ports** and a growing **fishing industry**.
- Lagos also has a thriving **film** and **music industry** — '**Nollywood**' films are very popular.

**... But Rapid Growth has Led to Many Problems**

Lagos' **population density** has rapidly increased to around **20,000 people per km²**, creating challenges:

**Slums and Squatter Settlements**

- House construction can't keep up with Lagos' population growth, increasing house prices and making them **too costly** for many people. As a result, **66%** of people in Lagos live in **illegal settlements (slums)**.
- Houses in slums are often flimsy wooden huts. As they are built **illegally**, people face **eviction** if slums are **demolished** to clean up the city.



**Access to Clean Water, Sanitation and Energy**

- Water** — Only about **40%** of the city is connected to the state water supply. Water is in such short supply that people pay hugely **inflated prices** to get water from **informal sellers**.
- Sanitation** — Up to **15** households can share a toilet, and waste often goes straight into local **water sources**. Contaminated water can cause **health problems**, e.g. **cholera**.
- Energy** — Lagos doesn't have enough **electricity** to power the whole city at once, so neighbourhoods take it in turns. Some people get electricity from **illegal connections**, but these often cut out.

**Access to Health and Education**

- There aren't enough **healthcare facilities** for everyone and many people **can't afford** treatment.
- There aren't enough **schools** for the growing population (e.g. there is only **one primary school** in the Makoko slum) and many families can't **afford** to send their children to school.

**Unemployment and Crime**

- There aren't enough formal jobs for the **growing population** — people have to find other ways to make money, e.g. by **scavenging** items to sell from rubbish dumps.
- About **60%** of the population work in **informal jobs** without any **legal protection**. E.g. street sellers' stalls may be **bulldozed** to make way for **new developments**.
- There are high levels of crime — many slums, e.g. Makoko, are **patrolled** by gangs called 'area boys' who commit crimes and police the slum themselves.

Turn over for more problems and how Lagos has attempted to solve some of them.

Year : 9

**Use the information sheet above and the internet to complete the following questions:**

- Describe the location of Lagos. (3 marks)
- Nigeria is an NEE, what does this tell us about the country? (3 marks)
- Why is Lagos important nationally? (4 marks)

# Pre Learning

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## Subject: Drama

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### Year: 9

Write out your strengths in drama and what you want to work in this year.

Explain which topic you enjoyed the most in year 8 and why.

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