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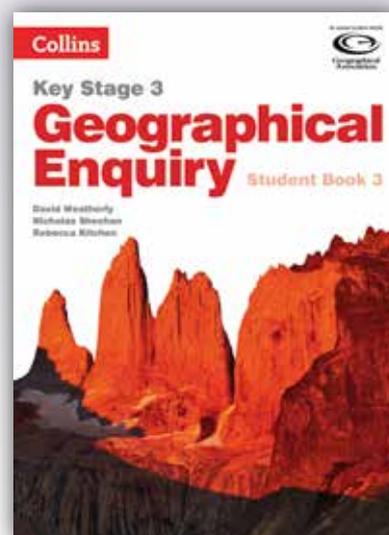
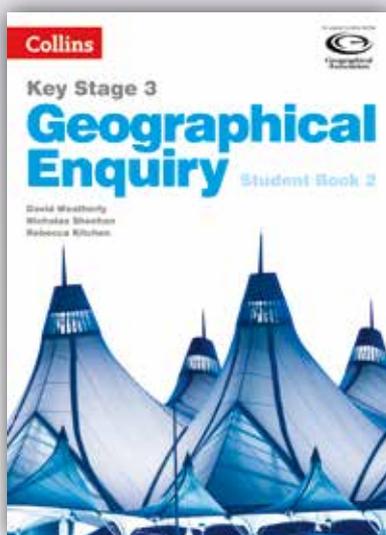
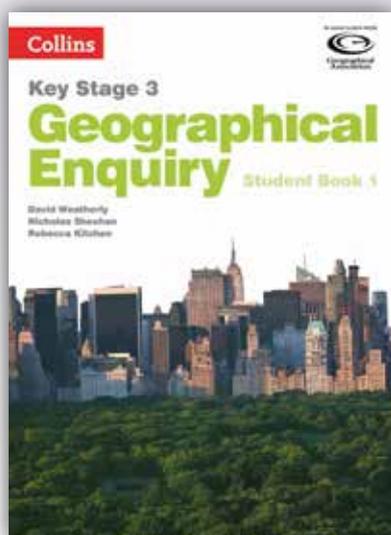
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**Geographical  
Association**

**Key Stage 3**

# **Geographical Enquiry**



**Engage your students with this brand new question-based course**

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# Geographical Enquiry

## This is not your average textbook!

Taking an entirely unique approach to teaching KS3 Geography by focusing on key question led enquiries, *Collins Key Stage 3 Geographical Enquiry* series helps students to recognise, understand and evaluate the interconnected relationships between people and environments.

- Student Books encourage progression, critical thinking and discovery through ‘How?’ and ‘Why?’ question led enquiries.
- Enquiries consist of one overarching investigative question and a series of sub-questions, interspaced with opportunities for the students to consolidate and expand on the knowledge they have acquired.
- Carefully selected case studies explore some of the key processes in both physical and human geography and integrate higher order skills like GIS and fieldwork opportunities.

### Enquiry topics:

- Natural resources
- Energy
- Economic activity
- International development
- Weather and climate change
- Coastal management
- Recreation and leisure
- Natural hazards
- Geological timescales
- Tectonic activity
- Population
- Urbanisation

Enquiry title designed to engage students

Overarching investigative question to encourage critical thinking and discovery

Activities are included to direct students’ thinking

Regular opportunities for the students to consolidate what they have learnt through reflection and exercises

## Geographical Enquiry 1 Living in Japan



Why isn't Yuna able to play the sport she loves?

Yuna has been working in Osaka in Japan as a software engineer for four years. Osaka is the third-largest city in Japan after Tokyo and Yokohama and together with Kyoto and Kobe forms a metropolitan area of nineteen million people.



How does all of this affect Yuna? Read through all of the information cards (which can be printed from the Teacher Book) and then sort them into sets to provide you with information about:

- The physical geography of Japan
- The impact of physical geography on population distribution and density in Japan
- Yuna
- Osaka
- Utsobo Tennis Club

► **Consolidating your thinking** ◀

Next you need to draft a piece of **explanatory writing** to bring all of this information together and help you answer the key question at the beginning of this enquiry. Use the information you have categorised above, plus additional reading of your own (additional sources are recommended below) to demonstrate that you understand the geographical reasons which explain why Yuna isn't able to play very much of the sport she loves. Your explanatory narrative needs to have the following structure:

- **A Title:** Why can't Yuna play the sport she loves?
- **An introductory paragraph** to set the scene and context – in this case providing background information on Yuna, where she lives and the life she leads. You will need to consider whether you will use maps and images to help set the context.
- **A second paragraph**, which begins with a **topic sentence** (this introduces the reader to what the paragraph is going to be about). In this paragraph you will discuss the physical geography of Japan and link this with appropriate maps and images.
- **A third paragraph** (the focus of which will again be introduced via a topic sentence), which explains the impact of the physical geography of Japan on human activity (e.g. where and how people are able to live) using connectives such as 'since', 'because', 'so', 'as', 'therefore' and then 'this leads to', 'which causes', 'this means', 'as a result of', 'due to the fact that', etc.
- **A concluding paragraph**, which is a summary of the main points and answers the question. Once again, look to apply appropriate connectives such as 'in conclusion', 'in summary', 'to sum up', 'overall', 'on the whole', 'in short', 'in brief', 'to conclude', 'so to round off', etc.

Be sure to use appropriate subject vocabulary throughout your narrative e.g. relief; urban; megalopolis; population density/distribution; coastal etc.



Maps, images and other graphics are used to illustrate the text and to provide stimulus material for further enquiry



The key reason that Yuna isn't playing the sport she loves is that playing tennis at clubs and centres throughout Japan is very expensive. At the Utsobo Park Tennis Club in Osaka where Yuna likes to play, each player has to pay \$26 an hour for a court. Yuna finds that even though she is earning a decent salary this is too expensive for her to play very often.

A two-hour game plus the cost of travel to and from her home in Ikuno-Ku is well over \$78. In fact, tennis is not the only sport that is expensive in Japan. For example, if Yuna's passion were golf then she would have exactly the same challenge.

At the semi-public golf courses in Japan it is possible to play for \$78 but many courses charge much more than this. In fact, many Japanese golfers find it cheaper to fly to Hawaii or Thailand to play golf than to do so at home. Japanese investors have financed numerous golf courses in Malaysia, Indonesia, Hawaii, Thailand and Singapore to cater for Japanese golfers who can't afford to play regularly at home.



**1.2 So why is playing sports such as tennis and golf so expensive in Japan?**

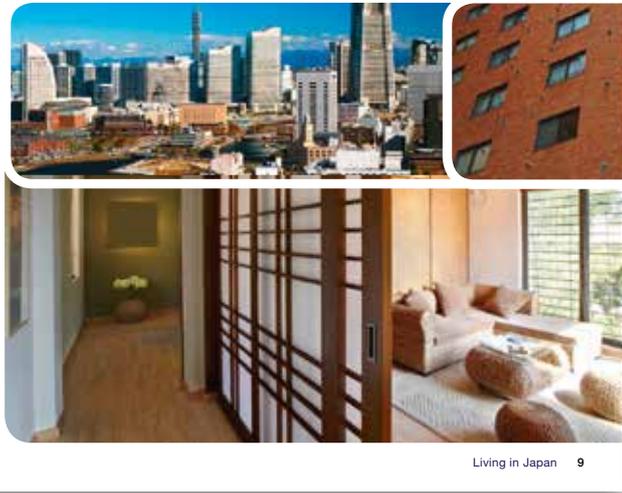
Three-quarters of the land area of Japan is mountainous. With a population of 128 million, this means that population density is generally very high (the average for the whole country is 336 people per km<sup>2</sup>) but this rises to 5500 per km<sup>2</sup> in parts of the Tokyo-Yokohama megalopolis along the east coast of the island of Honshu, where thirty-five million people live.

As a result, flat land for building, farming and providing sports facilities is in short supply. Because land that can be developed is scarce, its price rises: this is the law of **supply and demand**. Figures from [www.globalpropertyguide.com](http://www.globalpropertyguide.com) show that during 2013, the average price of land in the Osaka Metropolitan Area, where Yuna lives, increased by 2.3% to \$1287 per m<sup>2</sup>. The average price of a new two-roomed condominium in Osaka is now \$5283 per m<sup>2</sup>. It is not uncommon for a two-roomed condominium in Osaka to cost over \$840,000.

Take a look at the range of properties on offer in Osaka at: <http://www.century21global.com>

- Of the available condominiums in Osaka, what is the cheapest per square metre rate available?
- How does location within Osaka affect prices?

Sub-questions encourage students to enquire and think about different factors within one enquiry



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Additional resources are highlighted for further study

A model of explanatory writing, which provides the same kind of structure as the piece that you are going to write about Yuna, and which illustrates the key conventions, is available for you to print off from the Teacher Book. Read through this example carefully and use it as the basis for your explanation of: *Why can't Yuna play the sport she loves?*

Use the additional sources of information to the right to extend the depth and breadth of your explanation.

**Assessment for learning**

During the drafting stage of this piece of explanatory writing why not swap your developing answer with a partner and each use the table in the Teacher Book to check how your respective answers are shaping up? Discuss with your partner which aspects of your explanatory writing you feel are most effective so far and which require further development.

Because living space is in such short supply, the people of

**Useful general background on factors affecting population distribution:**

- <http://www.sln.org.uk/geography/schools/blythebridge/GCSERevision/PopulationD&D.htm>
- [http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population\\_distribution\\_rev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_distribution_rev1.shtml)
- <http://www.bbc.co.uk/learningzone/clips/population-density-and-distribution/532.html>

**More specific to Japan:**

- <http://countrystudies.us/japan/51.htm>
- <http://www.shmslevasseur.files.wordpress.com/2009/08/chapter-31.pdf>
- <http://afe.easia.columbia.edu/japan/japanworkbook/geography/>

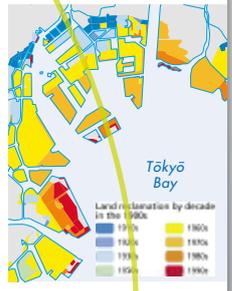
Useful weblinks are included to enable students to expand knowledge independently

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<b>Student Book 2</b>	<b>978-0-00-741116-0</b>	<b>£15.99</b>	<b>128pp</b>
<b>Student Book 3</b>	<b>978-0-00-741118-4</b>	<b>£15.99</b>	<b>112pp</b>

**Extending your enquiry**

**1.3 How is Japan creating more living space through umetatechi?**

Japan have been reclaiming land from the sea for nearly 1000 years – the first man-made island of Kyogashima was created in 1173. The first large-scale reclamation project was started in Tokyo Bay in 1592. Today, 0.5% of the entire land area of Japan is estimated to be made of reclaimed land or *umetatechi*.



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**Consolidating your thinking**

Look carefully at the images of Tokyo Bay on the following page. The map dates from 1898. How has the coastline changed since then? What shape are the land extensions and islands that have been created in Tokyo Bay over the years? In which decade did most land reclamation in Tokyo Bay occur? Why do you think this was? How is the reclaimed land being used today?

Our flexible Teacher Books provide a lesson plan for each topic covered in the Student Books, as well as ideas for extension activities and suggestions on how to adapt and expand teaching for each topic.

- Downloadable resources contain schemes of work and provide support and guidance on approaches to learning and teaching and the establishment of meaningful outcomes.
- The Teacher Books are also available to download as editable Word files so teachers can tailor each learning activity sheet to suit their lessons.

Lead students to explore additional aspects within the Enquiry and draw conclusions

Opportunities for self and peer-assessment

**View a sample chapter from Student and Teacher Book 1 on [www.collins.co.uk/KS3geo](http://www.collins.co.uk/KS3geo)**

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