Who wants to live forever?

Lesson 1: Long-life geography?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Place – *geographical imaginations.* **Scale** -.*appreciating different scales.* **Cultural understanding and diversity** - *appreciate how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.*	*Variety of scales- national, global* *Key aspects of the UK, current issues* *Human geography- human processes*	How does life expectancy vary between different countries? How do variations in life expectancy occur according to income, occupation and gender? Identify places where extremely high and low life expectancy is found Learn about the diversity in life expectancy that exists amongst different income and gender groups within the same national population Question whether data at the regional scale conceals smaller-scale variations	**STARTER:** *How old is the world's oldest person?* PowerPoint based starter activity. **MAIN ACTIVITY:** *What does the geography of long-life look like?* Activity using census data to find the five countries with the highest and lowest life-expectancies. A study of how life expectancy varies within the UK according to gender and region. Extension- Japan case study **PLENARY:** *Why do women live longer?* This is a question students always ask and revisiting the starter PowerPoint will enable a discussion of some of the main arguments.	**Downloads:** How old is the world's oldest person? (*ppt* starter) Global life expectancy data (*word*) The National Census (*Word* factsheet) Japan case study (word) Geography of long life (ppt) Why do women live longer? (*PowerPoint* plenary) **Images:** Regional map of UK life expectancy **Links:** UK National Statistics – UK life expectancy by region UN statistics – life expectancy by country Smoking and obesity maps for the UK
Key processes	**Curriculum opportunities**			**Notes**
Geographical enquiry- *ask geographical questions, collect record and display information, analyze and evaluate evidence to draw and justify conclusions* **Geographical Communication-** *Communicate their knowledge and understanding using geographical vocabulary*	*Explore real and relevant contemporary contexts* *Investigate important issues of relevance to the UK and globally using a range of skills*			**Gifted and talented** geographers who are already aware of how care must be taken when dealing with mathematical averages, might want to think about how (i) high infant mortality results in very low average life expectancies (ii) poor neighbourhoods in rich regions (e.g. inner London) may have below-average life expectancy and vice-versa.

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Lesson 2: Why are people living longer?

<table>
<tr><th>Key concepts</th><th>Range and content</th><th>Key questions and ideas</th><th>Teaching and learning activities</th><th>Resources</th></tr>
<tr>
<td>Place – geographical imaginations.

Human processes- Understanding how sequences of events and activities in the human world leads to change in places and societies.

Cultural understanding and diversity- appreciating differences between people and cultures to inform their understanding of societies.</td>
<td>Variety of scales: individual scales and studies that connect scales together

Human Geography: human processes

Interactions between people and their environments</td>
<td rowspan="3">People are living longer than previous generations due to key changes in geographical environments (food supplies, health and hygiene).

Modern societies are risk averse and citizens are well-protected and well-informed about personal lifestyle and risks.

What changes have occurred which mean we are now living longer than previous generations?

Are we now more informed about how to prolong our lives?

Develop their geographical imagination as they come to recognise that their own lives are closely regulated as a result of government legislation aimed at reducing personal risk and increasing longevity (levels of regulation being an important characteristic of different places)</td>
<td rowspan="3">STARTER:

You are what you eat
PowerPoint based starter activity.

MAIN ACTIVITY:

Food, health & hygiene: the key to longer life
Activity focusing on the ‘big three’ reasons why people in the UK live longer lives that the used to before the industrial age.

Staying Alive!
Students prepare a ‘risk’ diary which they will keep for the next few weeks, detailing how protected their own lives are.

PLENARY:

A brief discussion about the role of school dinners. Should students be allowed to eat whatever they want?</td>
<td rowspan="2">Interactive
Living longer

Downloads:
Living Longer activity (Word document)
You are what you eat starter (ppt)
Staying alive diary (?)

Video:
National Geographic “Secrets of Living Longer” film

Links:
Staying Alive song on YouTube
Food fact-sheet example
Department of Health website</td>
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<tr><th>Key processes</th><th>Curriculum opportunities</th></tr>
<tr>
<td>Geographical enquiry- ask geographical questions

Geographical Communication- communicate their knowledge and understanding using geographical vocabulary and conventions.</td>
<td>Build on and expand their personal experiences of geography.

Explore real and relevant contemporary contexts

Explore geographical issues in the news.</td>
</tr>
<tr><td colspan="3"></td><td>Assessment opportunities</td></tr>
<tr><td colspan="3"></td><td></td></tr>
<tr><td colspan="3"></td><td>Notes</td></tr>
<tr><td colspan="3"></td><td>Gifted and talented
geographers will be quick to point out there is an apparent contradiction in the role food plays in life expectancy. On the one hand, we are told that better food supplies have helped us live longer. On the other, we are told that too much food can be a cause of obesity. Clearly, there is an important balance to be maintained here.</td></tr>
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Lesson 3: Long-life futures

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Place – *geographical imaginations.* **Human processes-** *Understanding activities that lead to change in societies.*	*Different parts of the world in their wider settings and context* *Human geography- human processes*	Science is extending life-spans even further and increasingly this research is taking place in newly-industrialised countries. What are the biggest killers in the UK today? What is science doing about old age? Who is helping the fight against age? Recognise changing human processes, appreciating that a great deal has recently been done to improve health around the world and that further development are on their way. Identify the newly-industrialised nation of South Korea as a leading medical researcher, thereby appreciating that places outside of Europe and America have become major forces for change. Develop their geographical imagination through thinking about what the consequences of hyper-longevity might be for individuals and environments.	**STARTER:** *What are the biggest killers in the UK today?* Students can brainstorm, using the interactive exercise provided. **MAIN ACTIVITY:** *What is science doing about old age?* Activity to investigate the success of richer nations in eradicating polio and smallpox. Biggest killers card sort activity Biggest killers- select one and fill in flowchart. *How is South Korea helping the fight against age?* Investigation into stem cell research in South Korea. **PLENARY:** *Could science help us live to be 1,000?* Who wants to live forever? Is it possible? What are the major disadvantages of more and more people living to very old ages, even if they stay fit and healthy?	**Interactives:** "What are the biggest killers in the UK today?" activity. **Downloads:** Geography of disease (*word*) Smallpox and polio factsheet (*Word* document) Biggest killer card sort, answers and instructions (*word)* Stem cells in South Korea (*Word* case study) **Links:** Further information for teachers on stem cell research http://www7.nationalgeographic.com/ngm/0507/feature1/index.html BBC News article "We will be able to live to 1,000" http://news.bbc.co.uk/nolpda/ukfs_news/hi/newsid_4003000/4003063.stm
Key processes	**Curriculum opportunities**			**Notes**
Geographical enquiry – *ask geographical questions, thinking critically, constructively and creatively. Collect and record information.*	*Build on and expand on their personal experiences of geography* *Participate in informed responsible action in relation to geographical issues that affect them and those around them.*			**Gifted and talented** students should think critically about the geography of disease. Smoking-related illnesses are set to sky-rocket in China due to increased levels of smoking. Obesity may soon start to become a problem there too amongst richer families, as it already is in the US. Why does economic development sometimes increase certain types of disease and illness, instead of helping to reduce them?

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Lesson 4: Where's Granny going?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Place – *geographical imaginations.* **Cultural understanding and diversity** - *appreciate how values and attitudes differ and may influence social, environmental, economic and political issues and may be different to our own.*	*Variety of scales- personal, local, regional, national* *Human processes*	There is a population pattern caused by age-selective migration in the UK. Some places have higher numbers of older people, bringing both challenges and opportunities. Identify places that have a high elderly population Develop their visual literacy through attempting to describe population patterns and distributions Learn about population pyramids and why these show diversity, varying for different places appreciate that more elderly citizens often make a very positive contribution to society Why is there is a population pattern caused by age-selective migration in the UK? Why do some places have higher numbers of older people than others? What challenges and opportunities do these high numbers of older people bring?	**STARTER:** *What percentage of the UK is over 60/65?* Take the quiz about UK population. Answers are provided for teachers in the *Word* document. **MAIN ACTIVITY:** *Where's Granny going?* Students describe the distribution of over-65s in southern England using the map and population pyramids. They also investigate a case study – either close to the school or the downloadable case study of Worthing. *Why is Granny going there?* Statement sorting activity to determine the positive and negative impacts that elderly people may have on the areas where they live in high concentrations. **PLENARY:** *Celebrity pensioners* A *PowerPoint* presentation giving a positive look at all of the contributions that older people make to the places where they live.	**Downloads:** UK pop quiz *(ppt)* Over-65s southern England map and distribution facts (*Word* document) 'Causes and consequences' investigation (*Word* document) Population pyramid for the UK and selected settlements (*Word* document) Worthing facts and figures (*Word* document) Celebrity pensioners (*PowerPoint* presentation) **Links:** A brief history of the Queen's 100th birthday telegrams: (1)http://www.royal.gov.uk/output/page4893.asp (2)http://www.dailymail.co.uk/pages/live/articles/news/news.html?in_article_id=413017&in_page_id=1770
Key processes	**Curriculum opportunities**			**Notes**
Geographical enquiry – *ask geographical questions, thinking critically, constructively and creatively. Collect and record information.*	*Build on and expand their personal experiences of geography* *Explore real and contemporary contexts*			**Gifted and talented** geographers might want to think about the apparent contradiction between the cliché of elderly people retiring to the countryside and the relative lack of good specialist health care there. Might it be an oversimplification to talk about the over-60s as a homogenous group? Perhaps the over-80s have a different geography to those aged 60-80?

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Lesson 5: Ageing issues

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Place – *geographical imaginations.* **Interdependence** – *social, economic, environmental and political connections between places.*	*Variety of scales- personal* *Human geography- human processes*	Increased longevity is bringing new challenges for individuals and societies as a whole. Students may one day take on responsibility for looking after their own parents as carers.	**STARTER:** Talk about dementia Watch the video showing a dementia sufferer's relative speaking about the condition. **MAIN ACTIVITY:** *Preparing for caring* *The cost of care* What many young people may not know is how quickly a life-time's savings can be spent on care fees. In the remainder of the lesson, they should investigate: • The typical cost of care (and estimate how quickly, say, the proceeds from a £250K house sale would be spent) • The rules about care costs (who pays? What will the government give?) Use the 6 hats to get pupils to think about who should care for the elderly. **PLENARY:** Any questions remaining / thoughts that need to be shared. Discuss delicate nature of the topic.	**Downloads:** Dementia fact sheet (*Word*) Retirement income *(ppt)* 6 hats thinking (*ppt)* Who should look after granny writing frame *(word)* **Links:** UK National Statistics website: Population over 50 years Population over 65 years Focus on older people www.statistics.gov.uk Dementia sufferers relative speaks http://news.bbc.co.uk/1/hi/health/6389977.stm **Long-term care: 'postcode lottery' has not ended** Daily Telegraph 05 May 2007 http://www.telegraph.co.uk/money/main.jhtml?xml=/money/2007/05/05/cmcare05.xml
Key processes	**Curriculum opportunities**			**Notes**
Geographical enquiry- *collect, record and display information, analyze and evaluate evidence.*	*Build on and expand their personal experiences of geography.* *Explore real and relevant contemporary contexts* *Participate in informed responsible action in relation to geographical issues*			**Gifted and talented** geographers might take an interest in the theme of governance want to know more about the postcode lottery and why some costs are set by central government and others by local government.

Lesson 6: Staying alive – optional lesson

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Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Place – *geographical imaginations.* **Space**- *Understanding the interactions between places and the networks created by flows of people.*	*Variety of scales- personal and local* *Interactions between people and their environments*	How are our lives regulated by health and safety legislation? Appreciate the ways in which environmental interaction are carefully guided & regulated in the places where they work and play	The optional final lesson is set aside for students to share the contents of their "Staying Alive" risk diaries. This can be done either through a series of formal presentations or more informal sharing of findings and insights working in pairs or small groups.	"Staying Alive" risk diary
				Assessment opportunities
Key processes	**Curriculum opportunities**			Peer assessment opportunities
Geographical enquiry- *collect, record and display information, analyze and evaluate evidence to draw and justify conclusions.* **Geographical communication-** *Communicate their knowledge and understanding using geographical vocabulary and conventions in speech*	*Build on and expand their personal experiences of geography* *Explore real and relevant contemporary context*			**Notes**