Urbanisation: Meaning, Causes and Impacts

Lesson plan and teacher's notes · Form 1 Geography · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Form 1
Subject	Geography	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Urbanisation: Meaning, Causes and Impacts

Learners explain what urbanisation is, sort its causes into physical, social, economic, political and technological factors, and analyse its impacts on different groups. The lesson uses scenarios from Zambian towns and ends with a short plan for a community interview.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Define urbanisation and describe its main characteristics
2. Classify the causes of rapid urbanisation as physical, social, economic, political or technological
3. Analyse the impacts of urbanisation on business owners, farmers and town planners
4. Plan a short community interview about urbanisation

Prior knowledge

Teaching and learning materials

- Chalk and board
- Learner notes: Urbanisation: Meaning, Causes and Impacts
- Small pieces of paper for sorting cards
- Paper and pencils for the interview plan

References

Ministry of Education (CDC) Form 1 Geography syllabus and module; 25Schools learners' note: Urbanisation: Meaning, Causes and Impacts.

Lesson development

Stage and time	Teacher activities	Learner activities
5 min	Ask how many learners have a relative who moved from a village to a town. Ask why they moved and write three reasons on the board.	Share reasons that relatives moved to town.
8 min	Write the meaning on the board: the increase in the proportion of people living in towns and cities. Explain the three ways it happens and list the characteristics: rapid population growth, changing lifestyles, more economic activity and environmental challenges.	Copy the meaning and give one local example of each way it happens.
12 min	Give each group cards with causes such as drought, better schools, jobs, government policy and mobile phones. Ask groups to sort them under physical, social, economic, political and technological, then check with the class.	Sort the cause cards and defend their choices.
10 min	Draw three columns for business owners, farmers and town planners. Ask groups to give one challenge and one opportunity for each and write them on the board.	Give a challenge and an opportunity for each group.
5 min	Ask two learners to state why a country needs to understand urbanisation. Set the homework scenario.	Answer and note the homework.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Meaning

Urbanisation is the increase in the proportion of people living in towns and cities. It happens when people move to urban areas, when a rural area becomes urban because of economic activity or government policy, and when urban areas spread outwards.

Characteristics

Rapid population growth raises demand for housing, infrastructure and services. Lifestyles change. Economic activity increases. Environmental challenges include pollution, waste problems and loss of green spaces.

Causes

Physical: floods, drought, earthquakes, climate change, deforestation and soil erosion. Social: better education, health care, services and lifestyle. Economic: jobs, industrialisation, globalisation and commercialisation. Political: government policies,

conflict in rural areas and greater political freedom. Technological: better roads and transport, mobile phones, the internet and ICT.

Impacts

Business owners gain market access but face competition and regulation. Farmers face land use change and loss of livelihood but may gain market access. Town planners face high demand for services and overcrowding, with chances to redesign sustainably. Health, education and the environment are also affected.

Questions to ask during the lesson

Question	Expected answer
A farming family leaves their village after a long drought and moves to a town where a brother has found work. (a) Name the physical factor. (b) Name the economic factor. (c) Say what this does to the town.	(a) Drought. (b) Job opportunities. (c) It adds to the population and increases demand for housing and services.
A rural trading place is declared an administrative centre, and a government office, a clinic and a school are built there. (a) Which kind of urbanisation is this? (b) Which type of factor caused it? (c) Name one change in people's lives.	(a) A rural area becoming urban. (b) Political, from government policy. (c) New jobs, new services or different lifestyles.
A shop owner in a growing town has more customers, but many new shops have opened nearby and the council has new rules. (a) Name one benefit. (b) Name one challenge. (c) Name the group the shop owner belongs to in the impacts table.	(a) Wider access to markets. (b) More competition or regulatory challenges. (c) Business owners.

Worked examples for the board

Sorting a cause

Better schools in town attract young people, so this is a social factor. A new road that makes the journey to town easy is a technological factor. A factory that offers jobs is an economic factor.

Challenge and opportunity

A town planner faces overcrowding when many people arrive, which is a challenge. The same growth gives a chance to redesign the town in a sustainable way, which is an opportunity.

Board plan

Left: meaning and the three ways urbanisation happens. Middle: five boxes for causes (physical, social, economic, political, technological) with two examples each. Right: three columns for business owners, farmers and town planners, each with a challenge and an opportunity.

Mistakes to expect

Learners often think	Put it right
Urbanisation only means people moving from villages to towns.	It also includes rural areas becoming urban and cities spreading outwards.
Urbanisation only brings problems.	It also brings economic growth, new ideas and opportunities for business, health care and education.
People move to towns only because of jobs.	Physical, social, political and technological factors also play a part.

Differentiation

Learners who struggle

Give learners who find the work hard a sorting table with the five cause headings and three ready examples to place, and let pairs complete it with a stronger learner reading each card aloud.

Learners who finish early

Ask learners to write three interview questions that would show how urbanisation has affected a farmer and a shop owner in their area, and to explain what answers they expect.

Hearing or visual impairment

Read all scenarios and the cause cards aloud for learners with visual impairment. For learners with hearing impairment, face the class, write each key word on the board and let groups present their sorting in writing.

No projector, no printing

Everything can be done with chalk and board. Write the causes on small pieces of paper torn from old exercise books and let groups sort them on the floor or on a desk.

If time is short

Teach the meaning and the sorting of causes, and give the impacts table as homework.

Evaluation

Question or task	A correct answer shows
A family leaves a village after floods destroy their crops and moves to a town where a relative has a job. (a) Ask the learner to name the physical factor. (b) Ask for the economic factor. (c) Ask for one effect on the town of many such families arriving.	Floods; job opportunities; more demand for housing, services or infrastructure.

A farmer at the edge of a growing town loses part of her land to new houses but finds more customers at the town market. (a) Ask the learner to name one challenge for the farmer. (b) Ask for one opportunity. (c) Ask what a town planner could do to help.	Land use change or loss of livelihood; wider access to markets; sustainable redesign and involving the community.

Homework

A district centre is growing fast after the government builds a new hospital and a road, and many young people move there. (a) Name two causes of this movement and say whether each is social, economic, political or technological. (b) Name two problems the town may face. (c) Suggest one thing that a town planner and one thing that a family could do to help the town grow in a sustainable way.

Extra practice with answers

Question	Answer
1. A young man leaves a village where soil erosion has made farming hard, and moves to a town to look for work in a factory. (a) Name the physical factor. (b) Name the economic factor. (c) Say whether his move adds to urbanisation and why.	(a) Soil erosion. (b) Industrialisation or job opportunities. (c) Yes, because it increases the share of people living in town.
2. A teenager moves to the city to attend college and keeps in touch with family by mobile phone. (a) Name a social factor. (b) Name a technological factor. (c) Name one problem that the city may face when many students arrive.	(a) Better education. (b) Mobile phones or communication technology. (c) Housing shortage, crowded roads or pressure on services.
3. A farmer near a fast-growing town is losing land to new houses and says the water in the river has become dirty. (a) Name two impacts on the farmer. (b) Name one benefit that the farmer might gain. (c) Name the sector affected by the dirty water.	(a) Land use change and pollution or water scarcity. (b) Wider access to markets. (c) The environment.
4. A town planner is asked how to keep a fast-growing town in good order. (a) Name one challenge she must deal with. (b) Name one opportunity she can use. (c) Say how involving the community helps.	(a) Overcrowding or high demand for services. (b) Sustainable redesign. (c) People take part in the plans and support them.

Answers to the learners' check-yourself questions

1. A farming family leaves their village after a long drought and moves to a nearby town where a brother has found work. (a) Name the physical factor that pushed them out. (b) Name the economic factor that attracted them. (c) Say whether this is rural to urban movement, and what it does to the town.
   (a) Drought. (b) Job opportunities. (c) Yes, it adds to the population of the town and increases the demand for housing and services.
2. A district is declared an administrative centre, and a government office, a clinic and a school are built, so a small rural trading place starts to look like a town. (a) Which kind

of urbanisation is this? (b) Name the type of factor involved. (c) Give one change that may follow in the lives of the

(a) A rural area becoming an urban area. (b) Political, from government policy. (c) New jobs, new services or a change in lifestyle.

3. A young woman wants to continue to college and finds that the nearest school with the course she needs and a good clinic are in the city. (a) Name two social factors in her decision. (b) Name one technological factor that could help her stay in touch with her family. (c) Say one problem the city may

   (a) Better education and better health care. (b) Mobile phones or the internet. (c) Housing shortage, crowded roads or pressure on services.

4. A town planner is worried that a fast-growing town has too few houses and crowded roads, while a farmer on the edge of town is losing land to new buildings. (a) Name one impact on the town planner. (b) Name one impact on the farmer. (c) Name one opportunity for each.

   (a) High demand for services or overcrowding. (b) Land use change or loss of livelihood. (c) Sustainable redesign and community involvement for the planner, and wider access to markets for the farmer.

5. A shop owner in a growing town says that business is better because there are more customers, but that many new shops have opened nearby. (a) Name one benefit of urbanisation for the shop owner. (b) Name one challenge. (c) Name one rule or regulation the owner might have to follow.

   (a) Wider access to markets and customers. (b) More competition. (c) Any regulatory requirement from local authorities.

6. Your class is asked to study urbanisation in your community and give a report to the head teacher. (a) Name two ways you can collect information. (b) Name two impacts you might ask about. (c) Say why such a study is useful for the community.

   (a) Interviews and a survey, or reading and watching videos. (b) Effects on farmers and business owners, or pollution. (c) It helps people understand urbanisation and plan for sustainable growth.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: