# Exploration India – Urban Life

**ABC ME screening details: Tuesday 26 May** 2020 at 1:15pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/exploration-india) [after the scheduled screening time].

**Key learning areas:** Geography

**Level:** Lower secondary, middle secondary

**About:** The students explore the impact of urbanisation on Bangalore, India. They meet Chandra, a local geographer who shows them how urbanisation has engulfed villages and created narrow streets and densely built housing.

## Before the episode

1. In the table below, provide a range of features of rural and urban areas that distinguish the two areas.

|  |  |
| --- | --- |
| Rural areas | Urban areas |
|  |  |

1. Name as many Indian towns and cities as you can in the box below.

## During the episode

1. Identify evidence of the old village in Bangalore.
2. List the indicators of a modern city shown in the episode.
3. Describe the impact of Bangalore’s rapid growth on the local environment.
4. Outline the reasons why people move to Bangalore.
5. Identify examples of inequality in Bangalore.
6. List the features of Bangalore’s slums
7. How many people live in Anitht’s home?
8. Describe the features of Anith’s home.

## After the episode

1. Explain the process of urbanisation using examples from Bangalore to support your answer.
2. Fill in the table below to compare and contrast the features of your home with those of Anith’s.

|  |  |
| --- | --- |
| Similar | Different |
|  |  |

1. Compare and contrast urban settlement patterns in a location in New South Wales with those of Bangalore.

**Follow-up activity:** Create a photo essay showing change over time in your local area or local community. Annotate the photographs giving suggested reasons for these changes.

# Teacher notes NSW

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

Students learn:

* to identify and describe evidence of change in urban places
* to explain the geographical processes that have resulted in change in Bangalore.

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| **GE4-1** locates and describes the diverse features and characteristics of a range of places and environments |  |
| **GE4-2** describes processes and influences that form and transform places and environments | **GE5-2** explains processes and influences that form and transform places and environments |
|  | **GE5-3** analyses the effect of interactions and connections between people, places and environments |

[NSW Geography K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales 2015. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.