**Session1 Radio Program**

Hello and welcome students across our beautiful country of Solomon Islands to the first session of the F6 History, Geography and Development Studies Program series. My name is Sonia Basile and I am working with the Ministry of Education and Human Resource in the Teaching and Learning Division.

The session has two parts;

Part 1: I am going to briefly introduce to you a three integrated subjects’ booklet for, History, Geography and Development Studies together as an integrated Curriculum during this State of Emergency Period. This is a booklet will contain the lessons that will receive through the radio programs.

Part 2: learn the importance of Population and Urban drift together, which are studied in Geography as two separate topics of their own but the important aspects of these topics are also learnt in other topics of History and Development Studies.

Before we continue, I would like you to have your pen and note ready with you so that you could take notes throughout this session as you listening in.

First part:

Now, the purpose of this booklet is to;

1. Provide guidance on how to use the learning materials for your self-learning in History/ Geography/Development Studies
2. Act as your teacher.
3. Help you learn by following instructions/guidance carefully.

The content of the book, you should find the following chapters on;

* A school 2020 calendar:

This calendar provides an overview of the required school time available for learning.

* Subject Aims:

Because the coverage of this booklet is on the three subjects, relevant statements from each subject Aims have been selected that targeted what will be covered in this integrated curriculum.

* Content & Organisation:
* Selected topics are going to be covered in this integrated curriculum. For History, the topic selected is the Core Topic, Search for Security in the Nuclear Age 1945 -1990s. For Geography
* Materials:

In this booklet, a list of selected resources for reading and learning from the prescription of the subjects is provided.

Also suggested items that you will need to have or work with for the tasks/activities that will be given after the lesson.

.

* Learning Outcomes:

Relevant outcomes and from which Section in the Prescription of the subjects are specified clearly in this booklet.

* Assessment :
* The type of assessment approach that will be used is formative, where students will be engaged and apply the skills required of them in the three subjects.
* Self- learning assessment questions are also given at the end the lesson.
* Questions related to the key knowledge and Outcome will be given.
* For information to access to the printed materials:

Contact Person is: John Liliu

Phone: 28803

JLiliu@mehrd.gov.sb

Second part:

**Our lesson’s topic for today as you heard already is on Population and Urban drift.**

**Title:** *explain* - **Population can be defined as number of people living in an area, town or city whilst urban drift is when people from rural areas moving into urban centres. It is identified as the two aspects found in the studies of the three subjects, History, Geo and development studies. The crises that History taught help us to understand the causes and effects as well as the changes that follow after. Importantly, it is the people who felt the effects of these changes. For instance, Geography and Development studies further s developed our understanding of the influences on population distribution and changes and the factors that caused the movement of people from one place to another such as the rural-urban drift.**

**Our task title is STUDY OF POPULATION:**

* **Factors that influence population change and movement of people.**

 **LEARNING APPROACH: INQUIRY BASED LEARNING – Explain**

* **(Structure Inquiry) – Question and instructions are provided for students to follow to reach the solutions.**
* **Students actively engage and taking ownership of their learning/self-directed/student centred**
* **Students can do research, experiment, investigate, collect data, analyse & interpret to find solutions to the question.**

**Task Key Questions:**

**1) What is/are the factor(s) that influence the population and the movement of people within the society?**

**2) How does/do this/these factors influence the population and the movement of people?**

**3) What are the effects of these changes in the population?**

**Task Outline:**

**The Challenge: this is a home school and you will be only interacting with what is in your environment unlike your classroom.**

**Meaningfulness of the task:**

* **This is home-school**
* **You are familiar with your environment.**
* **You will study the population through observation, do interviews to gather information, analyse and interpret your data, explain the result and communicate, draw graphs using the data collected.**
* **You will do the study of population change and movements of people in your area or community. Record your findings in a note book.**

**Key ideas to remember:**

* **Develop a right attitude to carry out work under pressure especially the covid-19?**
* **Develop sense of time management**
* **Planning your own work program.**
* **Actively engaging and taking ownership of learning**
* **Learning is meaningful through using the resources around you**

Finally, our session for today has come to an end my good students; I’d like to thank you for your time and patience and for listening throughout this first session of our integrated curriculum program for F6 History, Geography and development studies.

In my next session, I will be giving out the instructions to carry out the task that I have mentioned today on the topic, Population and Urbanisation. I hope to see you again next week for our next session.