

## Key Stage 2 Numeracy resource: If the world were a village

Activity summary	Global learning opportunities	Curriculum links	
<p>Imagining the population of the world as a village of 100 people is a way of thinking about development data in a concrete and accessible way. It is also an opportunity to do some work on fractions, ratio and percentages using real-world data, and to explore ways to present data in a range of graphic formats.</p> <p>The original book <a href="#">If the world were a village</a> contains a range of data and activities. Alternatively, a number of websites such as <a href="#">Miniature Earth</a> provide similar data (sometimes combined with an overly-overt Message). There's also a more complex infographic here from <a href="#">National Geographic</a>.</p>	<p><b>GLP-W themes and outcomes:</b></p> <ul style="list-style-type: none"> <li>• Developing countries</li> </ul> <p><b>ESDGC themes</b></p> <ul style="list-style-type: none"> <li>• Wealth and poverty.</li> </ul> <p><b>Global Goals:</b></p> <ul style="list-style-type: none"> <li>• SDG 1: No poverty</li> <li>• SDG 5: Gender equality</li> <li>• SDG 10: Reduced inequalities</li> </ul>	<p><b>Numeracy</b> <b>Strand:</b> Using number skills <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Use number facts and relationships</li> <li>• Fractions, decimals, percentages and ratios.</li> </ul> <p><b>Strand:</b> Using data skills <b>Elements:</b></p> <ul style="list-style-type: none"> <li>• Present and analyse data</li> <li>• Interpret results.</li> </ul>	<p><b>Critical Thinking opportunities</b></p> <ul style="list-style-type: none"> <li>• ask and respond to a range of questions, as part of an investigation</li> <li>• explain, reason and think about evidence.</li> </ul>

### Development You could:

- develop work in geography, for example by exploring ways to show some data on maps of the world, or comparing the same datasets for one or more countries, perhaps using the [CIA world factbook](#)
- explore up-to-the minute global statistics using the [Worldometers](#) or [Worldclock](#) sites: this article in [Primary Geography](#) describes using Worldometers with Year 4.
- As a class think about indicators that would be interesting to gather information on, e.g. tablet owners, library visitors, sports club members. Carry out a survey: how might this be different in another school? You could send/compare the survey to any linked schools.