

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Geography Scheme of Learning

### Year 11 – T1 and T2/Unit 2 The changing Economic World - The Development Gap

#### Intent – Rationale

Challenges in the human environment is about human processes and systems, how they change both spatially and temporally. Knowledge of the 'Development Gap' between rich and poor countries demonstrates global variations in economic development and quality of life and offers various strategies for reducing the gap. The intent is also for students to know that Nigeria, as a newly-emerging economy is experiencing rapid economic development leading to significant social, economic and cultural change.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>• Africa unit (Y9 term 1) – development indicators</li> <li>• Population (Y8 term 1) – population and population pyramids and economic migration</li> <li>• Africa (Year 9 term 2) – international migration from Africa to Europe</li> <li>• Globalisation (Y8 term 5) – transnational corporations</li> <li>• Y10 Desertification – strategies to reduce it using appropriate technology</li> </ul>	<ul style="list-style-type: none"> <li>• Y12 Globalisation – deindustrialisation and the need for restructuring industry</li> <li>• Y12 – changing role of transnational companies and their influence</li> <li>• Y12 – Globalisation - Disparities in development in a globalised world)</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• Business studies</li> <li>• History – colonialism in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• SP2 – enjoyment and fascination in learning about the world</li> <li>• C2 – understanding of different cultures and societies in Nigeria</li> <li>• M3 – offer view about moral and ethical issues such migration to the UK and issues of contribution of GDP to UK development aid</li> <li>• M3 – offer view about moral issues regarding colonialism of Africa</li> </ul>

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	<ul style="list-style-type: none"> <li>• CB4 – a) communication (presentations on aid/economic development in Nigeria, strategies for reducing the Development Gap</li> <li>• CB4 g) Teamwork – working in groups for presentations eg. strategies to reduce the development gap</li> </ul>
<p><b>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</b></p>	<p><b>What are the opportunities for developing mathematical skills?</b></p>
<ul style="list-style-type: none"> <li>• GeoActive articles</li> <li>• Wideworld magazine articles</li> <li>• Factfulness (Hans Rosling)</li> </ul> <p>FROM THE LIBRARY  <i>People, Work and Development-304.2</i>  <i>Atlas of World Issues-912</i>  <i>The Growth of Cities-309</i></p> <ul style="list-style-type: none"> <li>• <i>National Geographic Magazine</i></li> </ul>	<ul style="list-style-type: none"> <li>• Drawing scattergraphs to show correlations and relationships between development indicators</li> <li>• Pie chart drawing showing % of people in agriculture, industry and services in Malaysia (Cambridge page 205)</li> <li>• Dependency ration calculations</li> <li>• Interpreting population pyramids</li> </ul>

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## Geography Scheme of Learning

### Year 11 – Terms 1 and 2 The Changing Economic World – The Development Gap

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

##### Know

How global variations in economic development affect quality of life

How quality of life is measured

How levels of development link to the Demographic Transition Model

Changing population structures of two contrasting countries

Physical, economic and historical causes of uneven development

How does uneven development lead to disparities of global wealth and health

Reasons for disparities in health between HICs and LICs

Different types of migration

Strategies to reduce the development gap (investment, industrial development, tourism in Tunisia/Tanzania, aid, intermediate technology, trade, fairtrade, debt relief, microfinance)

##### Apply

Knowledge of population structures to compare a LIC and a HIC

Knowledge of the causes of uneven development to explain the link between trade and the development gap

Knowledge of malaria to explain to what extent it is a 'disease of poverty'

Knowledge of migration patterns to explain how it is triggered by uneven development

##### Extend

Evaluate development indicators (HDI, GNI, infant mortality rate, birth/death rate, literacy rate)

How far can economic development be linked to the Demographic Transition Model?

Evaluate a range of strategies to reduce the development gap

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What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p><u>Aid</u> Money given by a donor country to a recipient country to spend on big projects such as building a river development scheme or a new railway line.</p> <p><u>Bilateral/conditional/tied aid</u> Aid given by the donor country to the recipient country but with conditions attached, e.g. tying the recipient country into buying the exports of the donor country.</p> <p><u>Birth rate</u> The number of births in a year per 1000 of the total population.</p> <p><u>Colonialism</u> The practice whereby a powerful country controls a less powerful country and uses their resources to increase its own power and wealth</p> <p><u>Corruption</u> dishonest or illegal behaviour especially by powerful people (such as government officials or police officers)</p> <p><u>Death rate</u> The number of deaths in a year per 1000 of the total population.</p> <p><u>Demographic Transition Model</u> A model showing how populations should change over time in terms of their birth rates, death rates and total population size.</p> <p><u>Development</u> The progress of a country in terms of economic growth, the use of technology and human welfare.</p> <p><u>Development gap</u> The difference in standards of living and wellbeing between the world's richest and poorest countries (between HICs and LICs).</p> <p><u>Donor country:</u> The country giving the aid to the recipient country.</p> <p><u>Fairtrade</u></p>	<p>Assessment will take 3 main forms:</p> <ol style="list-style-type: none"> <li>1. In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc.</li> <li>2.</li> <li>3. For homeworks -tasks that require students to research new knowledge(e.g.) or apply existing knowledge to exam-style Qs (e.g. Qs from CGP book) eg. <i>To what extent is HDI the most effective measure of development?</i></li> </ol> <p>Summative assessments – past exam paper Qs in test or exam conditions, either as end-of-unit tests or in Y10 or Y11 formal exams.</p> <p><u>CGP Homework/summative test suggestions:</u></p> <ul style="list-style-type: none"> <li>• Measuring development (page 58)</li> <li>• Development and the DTM (page 59)</li> <li>• Causes and consequences of uneven development (page 60-61)</li> <li>• Reducing the Global Development Gap (pages 62-63)</li> </ul>

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When producers in LICs are given a better price for the goods they produce. Often this is from farm products like cocoa, coffee or cotton. The better price improves income and reduces exploitation.

## Globalisation

The process which has created a more connected world, with increases in the movements of goods (trade) and people (migration and tourism) worldwide.

## Gross national income (GNI)

A measurement of economic activity that is calculated by dividing the gross (total) national income by the size of the population. GNI takes into account not just the value of goods and services, but also the income earned from investments overseas.

## Human Development Index (HDI)

A method of measuring development in which GDP per capita, life expectancy and adult literacy are combined to give an overview. This combined measure of development uses economic and social indicators to produce an index figure that allows comparison between countries.

## Industrial structure

The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).

## Infant mortality

The average number of deaths of infants under 1 year of age, per 1000 live births, per year.

## Intermediate technology

The simple, easily learned and maintained technology used in a range of economic activities serving local needs in LICs.

## International aid

Money, goods and services given by the government of one country or a multilateral institution such as the World Bank or International Monetary Fund to help the quality of life and economy of another country.

## Life expectancy

The average number of years a person might be expected to live.

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<p><u>Literacy rate</u> The percentage of people who have basic reading and writing skills.</p> <p><u>Microfinance loans</u> Very small loans which are given to people in the LICs to help them start a small business.</p> <p><u>Multilateral aid</u> Money given by donor countries to organisations such as the World Bank or the United Nations who then distribute it to recipient countries.</p> <p><u>Recipient country</u> The country receiving the aid from the donor country.</p>	
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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Our unequal world	To be able to explain what 'development means and how areas in the world can be classified according to their HDI, GNI per head and	To be able to evaluate the measures of HDI, GNI and quality of life in measuring development	Oxford pages 196-197 Cambridge 198-201 Limitations of Brandt line, MEDC/LEDC classification (show map) Define GNI, HDI, LICs, HICs, NEEs, MINT countries Brainstorm/spider diagram – what factors affect people's quality of life? Describe distribution of HICs/LICs and NEEs on a global scale. Advantages/disadvantages of GNI, HDI and 'quality of life' for measuring development Homework question: <i>To what extent is HDI the most effective measure of development?</i>

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	people's quality of life		
Measuring development	To know a range of social and economic measures of development: birth rates, death rates, infant mortality, life expectancy, people per doctor, literacy rate, access to safe water.	To evaluate these measures and be able to explain their limitations	<p>Oxford pages 196-197            Cambridge pages 200-203            Mix and match task – match definition to development indicator            Questions to answer using Cambridge textbook:</p> <ol style="list-style-type: none"> <li>1) Why is death rate a poorer indicator of development?</li> <li>2) What are the limitations with GNI PER HEAD as a measure of development?</li> <li>3) Explain what a high percentage of access to clean water tells us about a country.</li> <li>4) Explain what infant mortality figures tell us about a country. Why might the data in inaccurate?</li> <li>5) What do literacy rates tell us about a country? What other useful skills may literacy rates ignore?</li> <li>6) What factors can affect life expectancy figures in the short term? How might obesity in NICs affect life expectancy figures?</li> </ol> <p>Homework: Draw a scattergraph to show the relationship between HDI and birth rate.</p>
Measuring development consolidation	To be able to solve clues by answering questions about development from previous lessons	To solve the cryptogram using letters from clues.	<p>Feedback/check scattergraph. Discuss interpolation of graph/line of best fit correlation terms/anomalies            Decoder Mystery Task: Teach it Geography 33901. Solve clues to find the cryptogram <i>'Development means a positive change that makes things better for the people of the country.'</i></p>
Demographic Transition Model	To be able to describe and explain what the Demographic	To be able to make links between the Demographic Transition Model	<p>Oxford page 198-199            Cambridge pages 204-205            Living Graph Exercise – deciding there statements best fit on the graph.            Produce a table linking stages of development to birth date, death rate, population change and level development with country examples</p>

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	Transition Model shows	and the level of development of a country	<p><u>Practice Q:</u> Evaluate how far economic development can be linked to the DTM (6 marks)</p> <p><u>Extension Questions:</u></p> <ol style="list-style-type: none"> <li>1. What information that affects a country's population total is not included in the model?</li> <li>2. What factors could mean that other countries don't follow or fit the model? Both short and long term?</li> </ol>
Population pyramids	To be able to describe the structure of a population pyramid	To contrast the population structures of two contrasting countries and predict how they might change in the future	<p>Starter: Cambridge page 205: Pie chart drawing task – skills link showing % of workers in agriculture, industry and services in Malaysia</p> <p>Oxford pages 200-201</p> <p>Cambridge page 335</p> <p>Population pyramid hand out to label/discuss</p> <ol style="list-style-type: none"> <li>1. Discuss how the 4 sketch pyramids change over time and how they show development of a country.</li> <li>2. Page 335 Cambridge book - Read through the worked example 19.1</li> <li>3. Complete activity 19.2. Q1.</li> </ol> <p>Homework task: Compare the population structure of an LIC/NEE with one for a HIC. (6 marks)</p>
Causes of uneven development	To be able to describe and explain a range of causes of the 'Development Gap'	To be able to categorise causes of uneven development into physical, economic and historical causes and evaluate which are most important	<p>Oxford pages 202-203</p> <p>Cambridge pages 208-209</p> <p>Brainstorm with range of images on board or tables eg. bottle of water, condom, malaria net, old map of the world showing colonies, drought, tropical storm, floods, copper production graph, guns, primary products etc – use to produce a large mind map to show causes of uneven development.</p> <p>Students colour code mind map with physical, economic and historical causes of uneven development and add to mind map using notes from Oxford textbook pages 202 – 203 and Cambridge textbook pages 206-207 (good section on colonialism)</p>



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			<p>Teach it Geography 35495 – classifying statements about causes of uneven development and link to evidence</p> <p>Discuss which factors are the most important in causing uneven development.</p> <p><u>Practice Q:</u> <i>To what extent are historical factors responsible for uneven development of countries at a global scale? (6 marks)</i></p> <p><u>Homework:</u> Independent research on the ‘Oxfam Bucket’ and bilharzia (Oxfam and Water Aid websites) How can people’s lives change with access to clean water?</p>
Impact of uneven development - wealth and health	To be able to describe how disparities in wealth and health are consequences of uneven development		<p>Oxford pages 204-205</p> <p>Cambridge pages 210-211</p> <p>Starter: Figure B pages 204 – questions about the links between population and wealth.</p> <p>Teach it Geog 27325 Malaria; a deadly disease.</p> <p>Question: <i>To what extent is malaria a disease of poverty?</i></p>
Impact of uneven development – migration 2 lessons)	To be able to define the different types of migration	To be able to explain with examples how uneven development causes international migration	<p>Starter – images of places where people are migrating from to Europe</p> <p>Mix and match task definitions: immigrant, emigrant, economic migrant, refugee, displace person</p> <p>Think-pair-share- reasons for/against accepting economic migrants – produce a table</p> <p>Task: Cambridge Page 211. Activity 12.6</p> <p>Recent newspaper article about the migrant crisis to Europe from Africa. (link back to Y9 Africa work)</p> <p><a href="https://www.bbc.co.uk/news/topics/cnx753ie2q4t/europe-migrant-crisis">https://www.bbc.co.uk/news/topics/cnx753ie2q4t/europe-migrant-crisis</a></p> <p>or Migration from Eritrea BBC article – see SL</p> <p>Teach it Geography 33522. Categorise statements into how uneven developments leads to inequalities in health, wealth and international migration.</p>
Strategies for reducing the			<p>Starter: Key word Bingo</p> <p>Teach it Geography: Reducing the development gap 34193. Students are provided with a resource about one of the following strategies to reduce the development</p>

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Development Gap (3 lessons)			<p>gap: tourism, aid, industrial development, Fairtrade, Intermediate technology, microfinance loans and debt relief.</p> <p>They use the resource provided as well as the information from pages 208-215 in Oxford and 212-215 in Cambridge. In groups they present their 'strategy' to the class as a poster/powerpoint including a description, examples, advantages/disadvantages of strategy and how to overcome problems and reasons the strategy should be selected. Students complete a table with information.</p> <ul style="list-style-type: none"> <li>• Extra clips – Microfinance <a href="https://www.youtube.com/watch?v=MgYes4bA7oM">https://www.youtube.com/watch?v=MgYes4bA7oM</a></li> <li>• All students will also need out an explanation of the and handout of Multiplier Effect.</li> </ul> <p>Plenary: Explain the role of the UN in supporting Development Goals: <a href="https://www.youtube.com/watch?v=5_hLuEui6ww">https://www.youtube.com/watch?v=5_hLuEui6ww</a></p> <p>Plenary: Students to write down three facts they've learnt, two opinions they now have and one question that they have.</p>
How can trade, aid and debt affect the Development Gap?	To be able to describe how trade, aid and debt can affect the Development Gap.	To be able to explain which type of aid projects are sustainable.	<p>Video G99.2 'Trade, aid and debt.'</p> <p>Question sheet</p> <p>Homework task: Teach it Geog 30848. Debt relief article, clip and questions to answer</p>
Reducing the Development Gap – tourism in Tunisia/ Tanzania	To be able to explain how tourism in Tanzania or Tunisia can reduce the development Gap	To be able to assess the impact of tourism in Tanzania/Tunisia by considering the socio-economic and	<p><u>Tanzania example</u></p> <p>Cambridge pages 216-217.</p> <p>Describe the graph fig 12.21 which describes the increase in tourism to Tanzania since 1990.</p> <p>Powerpoint – Tourism in Tanzania (see SL) which describes locations and attractions: <a href="https://www.youtube.com/watch?v=BRyN3587Eo0">https://www.youtube.com/watch?v=BRyN3587Eo0</a></p> <p>Teach it Geog 33524. Categorise impacts and decide if they are positive/negative</p>

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		environmental impact	Practice question: <i>Using the table of data (Teach it 33524) explain why the Tanzanian government sees tourism as a way to reduce the development gap. (4 marks)</i> <u>OR</u> <u>Tunisia example</u> Powerpoint/resources – see DC/SC
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