

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 11 – Terms 3 and 4 : Unit 2 Challenges of the human environment/Nigeria and the Changing Economic World: The changing UK Economy

Intent – Rationale

The intent in this unit is for students to know that Nigeria, as a newly-emerging economy is experiencing rapid economic development leading to significant social, economic and cultural change. Challenges in the human environment is about human processes and systems, how they change both spatially and temporally. They are studied in a range of places, at a variety of scales. The changing UK economy looks at major changes in the UK economy and how they have affected, and will continue to affect, employment patterns and regional growth.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Y7 – T1 – Europe • Y8 – T5 – Globalisation and employment sectors • Y9 – T1 – Development – how to measure development and colonialism • Y9 – Resource Management – environmental impact of open cast mining in Northumberland 	<ul style="list-style-type: none"> • Year 12: Diverse places and globalisation • Year 13: Superpowers & Migration, Identity and Sovereignty
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"> • Careers: Labour-market information 	<ul style="list-style-type: none"> • SMSC: SP2,4; M3; C1, C3. • BV: 1,3,4,5 • GB4: a),b),e),f),g),h) • C2 – understanding of different cultures and societies in Nigeria • M3 – offer view about moral and ethical issues such as TNCs leaking oil in Nigeria • M3 – offer view about moral issues regarding colonialism of Africa • Careers Links: government planners, jobs in primary, secondary, tertiary and quaternary sectors (labour-market

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	information); transport infrastructure planning, creative industries, high-tech industries etc.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Geography Review Magazine • Americamah – Chimamanda Ngozi Adiche • GeoActive articles • Wideworld magazine articles 	<ul style="list-style-type: none"> • Construction and analysis of graphs showing changes in employment structure over time and space • Comparison of regional data in employment, wealth etc. • Population increase calculations- Nigeria • Pie chart interpretation – Nigeria’s imports/exports • Line graph description – Nigeria’s changing HDI • Pie chart drawing/comparison line graph drawing showing Brazil’s changing industrial structure

Nigeria/ The changing UK Economy Scheme of Learning Year 11 – Terms 3 and 4

Intent – Concepts

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

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Know

Nigeria

- Nigeria's location and global/regional importance
- Political, social, cultural and environmental aspects of Nigeria
- Nigeria's changing relationships with the wider world
- How Nigeria's economy is changing
- The role of transnational corporations in Nigeria's development
- The impact of international aid on Nigeria
- The environmental impacts of economic development in Nigeria
- How economic development has affected the quality of life for people in Nigeria

Changing UK Economy

- How and why the UK economy has changed in recent years (deindustrialisation, globalisation, the rise of the post-industrial economy)
- The environmental impact of economic activity
- How contrasting rural areas are changing
- Changes in the UK's transport infrastructure
- Strategies to reduce inequalities in the UK (regional differences – the North/South Divide)
- The UK's changing place in the wider world – its economic, political and cultural links.

Apply

Nigeria:

- Knowledge of Nigeria's history to explain how political and social conflict have affected the country's development in recent years
- Knowledge of the multiplier effect to explain how manufacturing industry can stimulate economic development
- Knowledge of international aid to explain why it may not be used effectively in Nigeria
- Explain how economic growth can have harmful impacts on the environment

Changing UK Economy

- Explain changing trends in employment sectors
- Interpret O.S. maps to suggest why science and business parks have located in particular areas
- Investigate a sector or company to assess its environmental impact
- Analyse maps and data to suggest causes and effects of rural population change

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- Explain how improvements in transport infrastructure can boost economic growth; debate the pros and cons of HS2
- Analyse data to decide if there is a North-South divide, and explain how strategies can help reduce the gap

Extend

Nigeria:

- Assess the costs and benefits of transnational corporations in Nigeria
- Evaluate to what extent economic development has improved the quality of people’s lives in Nigeria

Changing UK Economy

- Consider how their future employment prospects could be affected by the current changes in the UK economy; predict future changes in the economy.
- Suggest how economic activity can be more sustainable
- How can the issues of out-migration in remote rural areas be tackled?
- How sustainable are the new transport infrastructure projects? Are there better alternatives?
- Will the north-south divide ever be reduced?
- How will the UK’s place in the world change in the next 50 years?

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Commonwealth The Commonwealth is a voluntary association of 53 independent and equal sovereign states, which were mostly territories of the former British Empire. It is home to 2.2 billion citizens. Member states have no legal obligation to one another. Instead, they are united by language, history, culture, and their shared values of democracy, human rights, and the rule of law.</p> <p>De-industrialisation The decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and competition from NEEs.</p> <p>European Union</p>	<p>Assessment will take 3 main forms:</p> <ol style="list-style-type: none"> 1. In starters, plenaries and during the lessons – formative assessment to reinforce prior knowledge e.g. word searches, bingo, memory recall, definition matches etc. 2. For homework -tasks that require students to research new knowledge (e.g. oil spills in Nigeria) or apply existing knowledge to exam-style Qs (e.g. Qs from CGP book) 3. Summative assessments – past exam paper Qs in test or exam conditions, either as end-of-unit tests or in Y10 or Y11 formal exams.

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An international organisation of 28 European countries, including the UK, formed to reduce trade barriers and increase cooperation among its members. Seventeen of these countries also share the same type of money: the euro. A person who is a citizen of a European Union country can live and work in any of the other 27 member countries without needing a work permit or visa.

Globalisation

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

Industrial structure

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

Information technologies

Computer, internet, mobile phone and satellite technologies – especially those that speed up communication and the flow of information.

North-south divide (UK)

Economic and cultural differences between Southern England (the South-East, Greater London, the South-West and parts of the East) and Northern England (the North-East, West and Yorkshire and the Humber). There are clear differences in health conditions, house prices, earnings, and political influence.

Post-industrial economy

The economy of many economically developed countries where most employment is now in service industries.

Science and business parks

Business Parks are purpose built areas of offices and warehouses, often at the edge of a city and on a main road. Science parks are often located near university sites, and high-tech industries are established. Scientific

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<p>research and commercial development may be carried out in co-operation with the university.</p> <p>Service industries (tertiary industries) The economic activities that provide various services - commercial (shops and banks), professional (solicitors and dentists), social (schools and hospitals), entertainment (restaurants and cinemas) and personal (hairdressers and fitness trainers).</p> <p>Trade The buying and selling of goods and services between countries.</p>	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
NIGERIA			
1. Nigeria – location and global/regional importance	To be able to describe the location of Nigeria and name important cities and surrounding countries	To be able to explain how and why Nigeria is globally important and important in the African context	Brainstorm prior knowledge of Nigeria. Mind map. Oxford pages 218-219. Africa booklet – gap fill, map labelling, calculation of population percentage change Clips: Ted talk by Chimamanda Ngozi Adichie about growing up in Nigeria. (3 mins to 6:38 mins) https://www.youtube.com/watch?v=D9Ihs241zeg&list=PLdrYcfViZnJ3LWmStPuisb-ati94PNwOqactive&safe=active Others: https://www.pbs.org/newshour/show/nigeria-a-country-of-pain-promise-and-complexity https://www.youtube.com/watch?v=JjCcZ9ORxks&safe=active

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			<p><i>Practice question: Discuss how Nigeria has a growing influence in Africa (6 marks)</i></p> <p>Homework: Answer the following questions through independent research</p> <ol style="list-style-type: none"> 1) What happened in Chibok in Nigeria in 2014? Why? 2) What happened in Bodo in Nigeria in 2008 and 2009? What were the effects of this incident?
2. Nigeria – political, social, cultural and environmental aspects	To be able to describe the political, social, environmental and cultural aspects of Nigeria	To be able to assess to what extent politics have shaped Nigeria’s economic development	<p>Oxford pages 220-221</p> <p>Play Fela Kuti music as students walk into the classroom!</p> <p>https://www.youtube.com/watch?v=pCpua4dvUXs&list=PLdrYcfViZnJ3LWmStPuisb-ati94PNwOg</p> <p>Discussion of Chibok girls who were kidnapped in 2014. What were the effects of this? Link to the social context/Boko Haram</p> <p>Who are Boko Haram? https://www.youtube.com/watch?v=DqRlcrqU3-A&safe=active</p> <p>Corruption in Nigeria: https://www.youtube.com/watch?v=v5--fB8NTdA 6.31</p> <p>Answer questions:</p> <ol style="list-style-type: none"> 1) What does the video accuse the police of doing? 2) How are some classrooms in Nigeria different to our own? Why? 3) What was the education budget last year? 4) How are schools inadequately built? 5) Why has there been no improvement to the standard of school buildings? 6) How has the government responded? <p><u>Tasks:</u></p> <p>Complete booklet ‘Political, social, cultural and environmental aspects of Nigeria’ including colour coding the table of statements.</p> <p>Practice question: <i>Describe briefly how politics has shaped Nigeria’s economic development.</i> (4 marks)</p>

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<p>3.Nigeria – changing relationships with wider world</p>	<p>To describe how Nigeria’s political links have changed and describe its trading partners and exports</p>	<p>To be able to describe and explain how and why there have been significant changes in the destination of oil exports from Nigeria.</p>	<p>Oxford 222-223 Booklet questions (Section 3) Booklet questions include drawing flow line maps to show the export of crude oil from Nigeria in 2010 and 2014</p> <p>OR: Teach it Geography resource 29919 – powerpoint and word document Shading map and labelling import/export countries Practice question: Study the figure above (Teach it Geog powerpoint) which is a diagram showing Nigeria’s top five trading partners. Use this and your own knowledge to explain Nigeria’s economic development. (4 marks)</p>
<p>4.Nigeria – changing industrial structure</p>	<p>To be able to describe how Nigeria’s industrial structure is changing. Students should learn how the industrial structure of Nigeria is changing.</p>	<p>To be able to explain how manufacturing is affecting economic development in Nigeria by referring to the multiplier effect.</p>	<p>Oxford pages 224-225. Booklet questions including pie chart description and interpretation</p> <p>OR: Teach it Geography 29714. Tasks: Wordsearch of key terms, mix and match key terms drawing a comparison line graph and pie charts to show the changes in the industrial structure of Nigeria 2000-2016</p> <p><i>Note: Teach it Geog 21795 has a graph showing economic growth and a slide linking to the multiplier effect which could be annotated with notes from page 225 in Oxford</i></p> <p><u>Practice Question:</u> <i>How can manufacturing stimulate economic development? (4 marks)</i></p>
<p>5.Extra lesson: Economic</p>	<p>To be able to describe levels</p>	<p>To be able to compare the</p>	<p>Teach it Geography 30064 – powerpoint with slides showing information about different regions in Nigeria:</p>

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development in Nigeria	of economic development in rural and urban areas of Nigeria	levels of economic development within Nigeria	<ul style="list-style-type: none"> - The rural north • The rural south • The main urban area – Lagos • The main squatter settlement - Makoko <p>Groups work task - (groups of 4) – students individually summarise information about their allocated region and feed back to the group considering economic development issues and the positives and negatives for the area.</p> <p>Homework: Have a rummage through cupboards at home to find examples of products made by the transnational corporation Unilever</p>
6.Nigeria – role of transnational corporations Nigeria’s development	To be able to describe the role of the Transnational Corporations (TNCs) within Nigeria and how TNCs, e.g. Unilever, are aiding industrial development.	To be able to discuss the advantages and disadvantages of TNCs operating within Nigeria.	<p>Oxford pages 226-227 Starter: show images of TNC logos What is a TNC? Brainstorm - Think-pair-share: What advantages and disadvantages do TNCs bring with them to Nigeria? Teach it 29716 – Transnational corporations – advantages/disadvantages. Complete table on the worksheet Booklet questions</p> <p>Introduce ‘Shell Oil’ – page 227 Clip: Who is stealing Nigeria’s oil? https://www.youtube.com/watch?v=KagZ76EXU_I&safe=active Clip – environmental impact of oil developments in Nigeria https://www.bbc.co.uk/news/av/world-africa-30706227/shell-to-pay-nigeria-locals-for-devastating-oil-spill See Bodo oil spill notes from Oxford page 231</p>

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			<p><u>Practice question:</u> 'Transnational corporations (TNCs) only bring advantages to the host country'. Do you agree with this statement? Justify your decision. (9 marks)</p>
7. Nigeria – impact of international aid (2 lessons)	To be able to describe the different types of international aid	To explain the impact of receiving aid on Nigeria	<p>Oxford pages 228-229 Teach it Geog 29920 Starter – what type of aid does Nigeria receive? Mix and match key terms – aid, bilateral/conditional/tied aid, multilateral aid, long-term development aid, short term emergency aid, top down aid large-scale aid, bottom up small-scale aid, donor country, recipient country Task: Students divided into 6 groups and each provided with an information sheet about types of aid. They answer as a class and present their findings.</p> <ol style="list-style-type: none"> a) What type of aid is being given? b) Who is the donor organisation(s)? c) Who is receiving the aid? d) What are the positive impacts of the aid? e) What are the negative impacts of the aid? <p>Other students listen to the presentation and complete a table showing positive/negative impact of aid on Nigeria Debate the issue: Does giving aid give more harm than good? <u>Booklet questions using Oxford pages 228-229</u> <u>Practice question:</u> <i>To what extent is aid used effectively in Nigeria?</i> (students to answer using information from page 228 including reference to the Aduwan Health Centre</p>
8. Nigeria – managing environmental issues	To be able to describe the causes of environmental pollution in Nigeria (industrial	To be able to assess the impact of environmental pollution on air and water	<p>Oxford pages 230-231 Task: Photo annotation of images showing evidence of environmental pollution. (see booklet)</p> <p><u>Practice question:</u> <i>Explain how economic growth can have harmful impacts on the environment. (6 marks)</i></p>

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	growth, urban growth, commercial farming and deforestation, mining and oil extraction)		<p><u>Homework:</u> Research the environmental effects of mining gold in the Atakumosa region of Osun state in south-west Nigeria. See Teach it Geog 30066 for the resource and gap fill task.</p> <p>Read BBC article for extra information. https://www.bbc.co.uk/news/world-africa-22131829</p>
9. Nigeria – how economic development affects quality of life	To describe how economic development has affected the quality of life for people in Nigeria	To evaluate whether economic development has improved the quality of life for all people in Nigeria	<p>Oxford pages 232-233</p> <p>Starter: Show line graph of change in HDI in Nigeria since 2005 (graph B in textbook)</p> <p>Recap what is HDI. What would we expect to see if the HDI has shown an increase? (link ideas to the multiplier effect)</p> <p>Show table C - Changes in Quality of life.</p> <p>Summarise the main changes on people's:</p> <ul style="list-style-type: none"> • health (life expectancy and mortality figures) • education (secondary school enrolment) • access to safe water and sanitation • access to modern technology (mobile phones and internet) <p>Discuss the anomaly – why has the % of people with access to safe water shown a decrease?</p> <p>Brainstorm: What factors do you think will hinder the improvements of people's quality of life in the future? Think – pair - share? (see textbook page 233)</p> <p>Card sort – positive/negative impacts of economic growth in Nigeria (see SL)</p> <p>Clip – Can Nigeria's booming economy life its poorest people? https://www.youtube.com/watch?v=q9sMr4-nyHU&safe=active</p> <p><u>Practice question:</u> <i>Evaluate to what extent economic development has improved the quality of life or people in Nigeria (6 marks)</i></p>

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End of topic test; Nigeria and Development			
CHANGING UK ECONOMY			
1. Changing employment structures.	What are the main employment sectors in the UK? How do they compare with other countries? How have they changed over time?	Why have they changed over time?	Starter: what jobs do your parents/carers do? Write on board. Then try to classify them. Match the terms – primary, secondary, tertiary and quaternary. Define ‘employment structures.’ Compare employment structures in HICs, LICs and NEEs – identify and give reasons for differences. Gap-fill summary. Look at changes in the UK over time. Draw a pie chart to show most recent data. Then explain changes. Plenary:
2. The post- industrial economy	What is a post- industrial economy and why has the structure of the UK economy changed over time?	What might the economy look like in 20 years’ time?	Starter: living graph exercise – changes in the UK economy over time (sector model). Suggest ideas as to why the changes have occurred, then make notes on Oxford p234-5: deindustrialisation, globalisation and government policies. Define the term ‘post-industrial economy’. Research figures for 4 sectors: IT, services, financial services and R&D – use Oxford p236-7 & Cambridge p228-9. Plenary: where might you work in the future? Consider Labour market information.
3. UK Science and Business Parks	What are science and business parks, and where do they locate?	Evaluate the importance of different location factors	Starter: show images of a science park and ask students to suggest what it is. Define science park and discuss their characteristics and locations. Do the same for business parks. Then annotate photos to show the key information. Essential Mapwork Skills: p88, Q3a-h – uses O.S. map so students can apply their knowledge to an example – Cambridge Science Park.

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		for science and business parks.	Plenary: discuss/complete the Practice Q: How do science and business parks provide opportunities for regional economic growth? (6)
4. The environmental impacts of economic activity	What are the environmental impacts of economic activity?	Investigate a particular sector/company to find out their environmental impacts.	<p>Starter: look at images to discuss likely negative impacts. Create a spider diagram of environmental impacts by sector (primary, secondary, tertiary and quaternary). OCR textbook p96 is helpful. Investigate how industrial development can be more sustainable: either Tor Quarry (Oxford p240-1) or LEGO – use resources on p drive: P:\KSHS\DEPARTMENTS\Geography\Y11\Lego Responsibility-Report-2016.pdf ; P:\KSHS\DEPARTMENTS\Geography\Y11\Lego template.docx ; P:\KSHS\DEPARTMENTS\Geography\Y11\Lego A4.pdf</p> <p>Plenary: discuss initial findings Homework: complete report.</p>
5. Social and economic changes in rural areas	How and why are the UK's rural landscapes changing?	Are the changes positive or negative?	<p>Starter: look at images and location of South Cambridgeshire and the Outer Hebrides. Ask students where they would prefer to live and why. Stick in location map and annotate it with information from p242 Oxford, 1st paragraph. Create a table to compare how and why the population has changed in each area, and the social and economic impacts of those changes. Complete the exam Q: Contrast the economic challenges associated with rural areas of population growth and decline. (6 marks) Plenary: discuss whether the changes are positive or negative.</p>
6. The UK's changing transport infrastructure	How have the UK's road and rail infrastructure, port and airport capacity have	How will the improvements help regional development in the UK?	<p>Starter: discuss why transport infrastructure is important to the economy – ideas on whiteboards. Can you name any recent big projects? Show some video clips of major projects: https://www.youtube.com/watch?v=n8ZF1W-dEjQ Road improvements in the Midlands – first little bit https://www.youtube.com/watch?v=S36fHqXWKdw Cross Rail link</p>

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	been improved?		<p>https://www.youtube.com/watch?v=2PrL4GeJoWM BBC news Heathrow 3rd runway - balanced</p> <p>https://www.youtube.com/watch?v=Q0TXsabfoF4 Heathrow 3rd runway – promotional (first 1min30)</p> <p>https://www.youtube.com/watch?v=9R_AfnorMoE Liverpool2 - First 1min20, then 4 mins 30 onwards</p> <p>Students then complete summary A3 spread on the different improvements that have been made/ planned:</p> <ul style="list-style-type: none"> -Give an overview of how each transport sector is being developed with some statistics -Include 1 example of a recent/current project for each section -Explain what benefits the plans will bring to the UK economy <ul style="list-style-type: none"> <input type="checkbox"/> Oxford pages 244-247 <input type="checkbox"/> Cambridge pages 230-232 <p>Plenary: discuss the benefits and which projects will be the most successful. Homework: Exam question: How can road and rail developments improve the UK's economy? (6 marks)</p>
7. Should a tunnel under Stonehenge be built?	How can I use evidence to help make a decision in the Issue Evaluation exercise?	How should I structure a long answer to justify a decision?	<p>Starter: watch the video to find out why a tunnel is being proposed under Stonehenge: https://www.youtube.com/watch?v=e8duLlLwmyw</p> <p>Remind students of skills needed for Issue Evaluation then work through tasks in Oxford book p302-305. Brief, bullet points except for final Q.</p> <p>Plenary: vote on whether the tunnel should be built or not.</p>
8. The north-south divide	What is the evidence for a N-S divide? Is it real or imagined?	How cold the N-S divide be reduced?	<p>Starter: look at the infographic – what evidence does there seem to be for a north-south divide?</p> <p>Define the N-S divide and watch the clip: https://www.youtube.com/watch?v=rJ-dtUUQCZA</p> <p>Use information sheet to analyse data (maps, graphs etc) and either create a table or annotated map of the UK to show the evidence for a N-S divide.</p>

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			<p>Read Oxford p248-9. Explain why there is a N-S divide, then outline some of the strategies that are being used to close the gap. Could give a handout.</p> <p>Plenary: Discuss - can we ever solve the N-S divide?</p> <p>Homework: CGP Qs p66.</p>
<p>9. Should HS2 be built? Issue Evaluation practice.</p>	<p>What are the pros and cons of HS2? Will it help reduce the north-south divide?</p>	<p>Why are people so divided about the project?</p>	<p>Starter: ask students what they know, then outline the key features of the HS2 project.</p> <p>Look at video clips to get an overview of the key points for and against: http://www.bbc.co.uk/news/business-26607951 overview - 1st 50 seconds http://www.youtube.com/watch?v=XXI4snvYLhM Newsnight report http://www.bbc.co.uk/news/uk-england-birmingham-26372516 Impacts on Birmingham (link back to trip – Curzon Street).</p> <p>Students walk around room and summarise key arguments for and against – placed on bits of paper stuck on walls.</p> <p>If time, prepare speeches, or if not, think about the view of different stakeholders, then have a debate.</p> <p>Plenary: on a post-it note write one reason why you agree or disagree that HS2 is a good way to reduce inequality between the north and south. Then place post-it on a continuum line between ‘agree’ and ‘disagree’.</p>
<p>10. The UK in the wider world: our place and links.</p>	<p>What are the UK’s links with the wider world?</p>	<p>What are the benefits of our links with the wider world?</p>	<p>Starter: what’s the connection? Show images of UK exports on one slide, and global brands available in the UK.</p> <p>Explain the historical position of the UK in the world: Empire, Commonwealth, member of G8 etc. Explain how globalisation has increased our interdependence with other countries.</p> <p>Use Oxford p250-51 to complete a table to show our links through trade, culture, transport and electronic communication.</p> <p>Practice exam Q: how does the UK benefit by having close links with the rest of the world? (6)</p> <p>Plenary: discuss how our place in the world may change in the future.</p>

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<p>11. The UK in the wider world: our links with the EU and Commonwealth</p>	<p>What are the EU and the Commonwealth? How does the UK benefit from links with these 2 organisations?</p>	<p>How will these links change in the future?</p>	<p>Starter: what do you know about the EU? Facts on whiteboards. Explain what the EU is and how it grew – spot the new countries to practise locational knowledge. Read about the pros and cons of the EU for the UK and highlight them in 2 colours. Brexit update. Explain what the Commonwealth is and look at a map to see which countries belong. Outline the economic and political benefits of the Commonwealth. Complete the practice Q: suggest how the UK benefits economically and politically from its membership of either the EU or the Commonwealth (6). Plenary: should the UK have voted to leave the EU? What's your view?</p>
<p>12. End-of-unit test. Economic Change</p>			