

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 11 – T4/Unit 2 Nigeria

Intent – Rationale

This unit of work aims to consolidate students' knowledge of Nigeria. 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. Students will learn about the country's global and regional importance, political, social, cultural and environmental aspects and its changing relationship with the wider world. They will also develop knowledge of the impact of aid on Nigeria as well as the impact of transnational corporations such as Shell.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none">• Africa unit (Y9 term 1) - the development gap• Africa (Year 9 term 2) – international migration from Africa to Europe• Globalisation (Y8 term 5) – transnational corporations• The Development Gap, uneven development and strategies to reduce the development gap (Y11 Term 3)	<ul style="list-style-type: none">• Y12 Globalisation – deindustrialisation and the need for restructuring industry• Y12 – changing role of transnational companies and their influence• Y12 – Globalisation - Disparities in development in a globalised world)
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">• Business studies• History – colonialism in Africa	SMSC <ul style="list-style-type: none">• Spiritual development 2 – enjoyment and fascination in learning about the world• Cultural development 2 – understanding of different cultures and societies in Nigeria• Moral development 3 – offer view about moral and ethical issues such as TNCs leaking oil in Nigeria• Moral development 3 – offer view about moral issues regarding colonialism of Africa

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	<ul style="list-style-type: none"> • Careers GB4 – a) communication (presentations on aid/economic development in Nigeria, strategies for reducing the Development Gap • Careers GB4 g) Teamwork – working in groups for presentations E.G., strategies to reduce the development gap
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"> • Americamah – Chimamanda Ngozi Adiche • Africa is not a country; breaking stereotypes of modern Africa. Dipo Falolin • GeoActive articles • Wideworld magazine articles • Factfulness (Hans Rosling) <p>FROM THE LIBRARY</p> <p><i>People, Work and Development-304.2</i></p> <p><i>Atlas of World Issues-912</i></p> <p><i>The Growth of Cities-309</i></p> <p><i>National Geographic Magazine</i></p>	<ul style="list-style-type: none"> • Drawing scattergraphs to show correlations and relationships between development indicators • Pie chart drawing showing % of people in agriculture, industry and services in Malaysia (Cambridge page 205) • Dependency ration calculations • Interpreting population pyramids • Population increases 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

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Geography Scheme of Learning Year 11 – T4 The Changing Economic World: Nigeria

Intent – Concepts

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

Know

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

Apply

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

Extend

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

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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"> 1. In starters, retrieval practice, 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.) or apply existing knowledge to exam-style Qs (e.g., Qs from CGP book) e.g. <i>To what extent have TNCs caused negative impacts in Nigeria?</i> <p>Summative assessments – past exam paper Qs in test or exam conditions, either as end-of-unit tests or Y11 formal exams.</p>

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<p>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.</p> <p><u>Globalisation</u></p> <p>The process which has created a more connected world, with increases in the movements of goods (trade) and people (migration and tourism) worldwide.</p> <p><u>Gross national income (GNI)</u></p> <p>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.</p> <p><u>Human Development Index (HDI)</u></p> <p>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.</p> <p><u>Industrial structure</u></p> <p>The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).</p> <p><u>Infant mortality</u></p> <p>The average number of deaths of infants under 1 year of age, per 1000 live births, per year.</p> <p><u>Intermediate technology</u></p> <p>The simple, easily learned and maintained technology used in a range of economic activities serving local needs in LICs.</p> <p><u>International aid</u></p> <p>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.</p> <p><u>Life expectancy</u></p> <p>The average number of years a person might be expected to live.</p>	
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<u>Literacy rate</u> The percentage of people who have basic reading and writing skills. <u>Microfinance loans</u> Very small loans which are given to people in the LICs to help them start a small business. <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. <u>Recipient country</u> The country receiving the aid from the donor country.	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
TO PREPARE FOR THIS SET OF LESSONS, STUDENTS ARE GIVEN A KNOWLEDGE ORGANISER BOOKLET AND A LIST OF VIDEO/DOCUMENTARY CLIPS TO WATCH AS LISTED BEFORE THE LESSONS. STUDENTS WILL CONSOLIDATE THIS PRIOR KNOWLEDGE AS FLIPPED LEARNING USING CLASSROOM TIME TO DEEPEN UNDERSTANDING AND KNOWLEDGE THROUGH A RANGE OF TASKS AND DISCUSSION.			
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-ati94PNwOgactive&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?
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-ati94PNwOq</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 questions '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>
Nigeria – changing relationships	To describe how Nigeria's political links	To be able to describe and explain how and	<p>Oxford 222-223</p> <p>Booklet questions (Section 3)</p>

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with wider world	have changed and describe its trading partners and exports	why there have been significant changes in the destination of oil exports from Nigeria.	<p>Booklet questions include drawing flow line maps to show the export of crude oil from Nigeria in 2010 and 2014</p> <p>OR:</p> <p>Teach it Geography resource 29919 – powerpoint and word document</p> <p>Shading map and labelling import/export countries</p> <p>Practice question: Study the figure above (Teach it Geog powerpoint) which is a diagram showing Nigeria's top five trading partners.</p> <p>Use this and your own knowledge to explain Nigeria's economic development. (4 marks)</p>
Nigeria – changing industrial structure	To be able to describe how Nigeria's industrial structure is changing. Students should learn how the industrial structure of Nigeria is changing.	To be able to explain how manufacturing is affecting economic development in Nigeria by referring to the multiplier effect.	<p>Oxford pages 224-225.</p> <p>Booklet questions including pie chart description and interpretation</p> <p>OR: Teach it Geography 29714.</p> <p>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> How can manufacturing stimulate economic development? (4 marks)</p>
Extra lesson: Economic development in Nigeria	To be able to describe levels of economic development in rural and urban areas of Nigeria	To be able to compare the levels of economic development within Nigeria	<p>Teach it Geography 30064 – powerpoint with slides showing information about different regions in Nigeria:</p> <ul style="list-style-type: none"> - The rural north • The rural south • The main urban area – Lagos • The main squatter settlement - Makoko

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			<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>
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</p> <p>Starter: show images of TNC logos</p> <p>What is a TNC?</p> <p>Brainstorm - Think-pair-share: What advantages and disadvantages do TNCs bring with them to Nigeria?</p> <p>Teach it 29716 – Transnational corporations – advantages/disadvantages. Complete table on the worksheet</p> <p>Booklet questions</p> <p>Introduce ‘Shell Oil’ – page 227</p> <p>Clip: Who is stealing Nigeria’s oil? https://www.youtube.com/watch?v=KagZ76EXU_I&safe=active</p> <p>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</p> <p>See Bodo oil spill notes from Oxford page 231</p> <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>
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</p> <p>Teach it Geog 29920</p> <p>Starter – what type of aid does Nigeria receive?</p>

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			<p>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</p> <p>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"> What type of aid is being given? Who is the donor organisation(s)? Who is receiving the aid? What are the positive impacts of the aid? 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</p> <p>Debate the issue: Does giving aid give more harm than good?</p> <p><u>Booklet questions using Oxford pages 228-229</u></p> <p><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>
Nigeria – managing environmental issues	To be able to describe the causes of environmental pollution in Nigeria (industrial growth, urban growth, commercial farming and deforestation,	To be able to assess the impact of environmental pollution on air and water	<p>Oxford pages 230-231</p> <p>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> <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>

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	mining and oil extraction)		
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>
End of unit test – The Development Gap/Nigeria	Students will be assessed by answering examination questions in the form of an end of topic test. This will include key words definitions, data response questions and an extended 9 mark answer.		