

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

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

Intent – Rationale

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 – 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• Business studies – globalisation and employment sectors	<ul style="list-style-type: none">• Spiritual development 2 – enjoyment and fascination in learning about themselves and the world• Spiritual development 4 –willingness to reflect on student experiences. Has anyone seen the HS2 development? Has anyone visited Stonehenge? Did anyone attend the Commonwealth Games? Has anyone been to Sleaford Business Park?• Moral development 3 - discussion about the ethical issues of compulsory land purchase for sites such as HS2?

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	<ul style="list-style-type: none"> • Cultural understanding 1 – an appreciation of the wide range of cultural influences that have shaped our own heritage and those abroad. E.g. links with the Commonwealth • British Values – democracy/rule of law in government decision-making • Careers GB4#: a) communication g) teamwork • Careers Links: government planners, jobs in primary, secondary, tertiary and quaternary sectors (labour-market 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 • 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.

The changing UK Economy Scheme of Learning Year 11 – Term 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

- 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

- 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
- 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

- 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?

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<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; 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.</p> <p>Globalisation; 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>Industrial structure; the relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary)</p> <p>Information technologies; computer, internet, mobile phone and satellite technologies – especially those that speed up communication and the flow of information.</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 and retrieval practice 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.HS2) 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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<p>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.</p> <p>Post-industrial economy; the economy of many economically developed countries where most employment is now in service industries.</p> <p>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 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
1. Changing employment structures.	What are the main employment sectors in the UK? How do they compare with other	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.’

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	countries? How have they changed over time?		<p>Compare employment structures in HICs, LICs and NEEs – identify and give reasons for differences. Gap-fill summary.</p> <p>Look at changes in the UK over time. Draw a pie chart to show most recent data. Then explain changes.</p> <p>Plenary:</p>
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?	<p>Starter: living graph exercise – changes in the UK economy over time (sector model).</p> <p>Suggest ideas as to why the changes have occurred, then make notes on Oxford p234-5: deindustrialisation, globalisation and government policies.</p> <p>Define the term 'post-industrial economy'.</p> <p>Research figures for 4 sectors: IT, services, financial services and R&D – use Oxford p236-7 & Cambridge p228-9.</p> <p>Plenary: where might you work in the future?</p> <p>Consider Labour market information.</p>
3. UK Science and Business Parks	What are science and business parks, and where do they locate?	Evaluate the importance of different location factors for science and business parks.	<p>Starter: show images of a science park and ask students to suggest what it is.</p> <p>Define science park and discuss their characteristics and locations. Do the same for business parks. Then annotate photos to show the key information.</p> <p>Essential Mapwork Skills: p88, Q3a-h – uses O.S. map so students can apply their knowledge to an example – Cambridge Science Park.</p> <p>Plenary: discuss/complete the Practice Q: How do science and business parks provide opportunities for regional economic growth? (6)</p>

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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.</p> <p>Create a spider diagram of environmental impacts by sector (primary, secondary, tertiary and quaternary). OCR textbook p96 is helpful.</p> <p>Investigate how industrial development can be more sustainable: either Tor Quarry (Oxford p240-1) or LEGO – use resources on p drive:</p> <p>Plenary: discuss initial findings</p> <p>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.</p> <p>Stick in location map and annotate it with information from p242 Oxford, 1st paragraph.</p> <p>Create a table to compare how and why the population has changed in each area, and the social and economic impacts of those changes.</p> <p>Complete the exam Q: Contrast the economic challenges associated with rural areas of population growth and decline. (6 marks)</p> <p>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 been improved?	How will the improvements help regional development in the UK?	<p>Starter: discuss why transport infrastructure is important to the economy – ideas on whiteboards.</p> <p>Can you name any recent big projects?</p> <p>Show some video clips of major projects:</p> <p>https://www.youtube.com/watch?v=n8ZF1W-dEiQ</p> <p>Road improvements in the Midlands – first little bit</p>

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			https://www.youtube.com/watch?v=S36fHqXWKdw Cross Rail link https://www.youtube.com/watch?v=2PrL4GeJoWM BBC news Heathrow 3 rd runway - balanced https://www.youtube.com/watch?v=Q0TXsabfoF4 Heathrow 3 rd runway – promotional (first 1min30) https://www.youtube.com/watch?v=9R_AfnorMoE Liverpool2 - First 1min20, then 4 mins 30 onwards Students then complete summary A3 spread on the different improvements that have been made/ planned: -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 <input type="checkbox"/> Oxford pages 244-247 <input type="checkbox"/> Cambridge pages 230-232 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)
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?	Starter: watch the video to find out why a tunnel is being proposed under Stonehenge: https://www.youtube.com/watch?v=e8duLlLwmyw Remind students of skills needed for Issue Evaluation then work through tasks in Oxford book p302-305. Brief, bullet points except for final Q.

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			Plenary: vote on whether the tunnel should be built or not.
8. The north-south divide	What is the evidence for a N-S divide? Is it real or imagined?	How could 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> <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>
9. Should HS2 be built? Issue Evaluation practice.	What are the pros and cons of HS2? Will it help reduce the north-south divide?	Why are people so divided about the project?	<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=XXl4snvYLhM</p> <p>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>

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			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'.
10. The UK in the wider world: our place and links.	What are the UK's links with the wider world?	What are the benefits of our links with the wider world?	<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>
11. The UK in the wider world: our links with the EU and Commonwealth	What are the EU and the Commonwealth? How does the UK benefit from links with these 2 organisations?	How will these links change in the future?	<p>Starter: what do you know about the EU? Facts on whiteboards.</p> <p>Explain what the EU is and how it grew – spot the new countries to practise locational knowledge.</p> <p>Read about the pros and cons of the EU for the UK and highlight them in 2 colours.</p> <p>Explain what the Commonwealth is and look at a map to see which countries belong.</p> <p>Outline the economic and political benefits of the Commonwealth.</p>

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			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?
12. End-of-unit test.			