

## Y11 GEOGRAPHY

### CHANGING ECONOMIC WORLD- Why is development uneven?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• This unit builds on the Urban Issues and challenges by looking at the human environment &amp; how the world has developed.</li> <li>• The challenges in the human environment is about human processes &amp; systems, how they change over location &amp; time. This unit looks at the development gap and the global variations in economic development and quality of life. The various strategies that exist for reducing the global development gap.</li> <li>• Then there is a focus on Nigeria- a Newly Emerging Economy (NEE). A country that has experienced rapid economic development, which leads to significant social, environmental and cultural change.</li> <li>• There is also a focus on the changing UK economy, how these changes have and will continue to affect employment patterns, and regional growth.</li> <li>• The unit gives opportunities to develop geographical skills such as: description of patterns of distribution in maps &amp; graphs, carry out research, use numerical data &amp; analyse it and present data using different graphical techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• The development gap- what is it, how has it changed over time &amp; the impact on the quality of life.</li> <li>• How is development measured? - The economic &amp; social indicators of development and how these link to the Demographic Transition Model and affect population structures.</li> <li>• The causes of uneven development from the physical, economic and historical to how these lead to inequalities in wealth, health &amp; migration.</li> <li>• Reducing the development gap- strategies that are employed with an in-depth look at how tourism in Jamaica has helped it to bridge many of the inequalities.</li> <li>• An in-depth study on Nigeria- its geographical &amp; historical background, place in the wider world, changing industrial face of Nigeria and how this has caused environmental issues for the country, the changing quality of life for its people, but its reliance on aid.</li> <li>• An in-depth study on the changing UK economy from pre to post-industrial, the impacts of industry on the environment and rural areas, changing transport infrastructure, inequalities in economic development and the UKs place in the wider world.</li> </ul>	<p>Demographic Globalisation Economy Development Quality of life Standard of living Colonialism Inequality Migration Debt Infrastructure Manufacturing Globalisation</p>

Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• Develop vocabulary both verbally and in written.</li> <li>• Writing frames; success criteria.</li> <li>• VIP strategy for disadvantaged students</li> <li>• Some pupils will progress further and start to describe and begin to explain.</li> <li>• Relevant SEND support based on student's individual needs and passport information.</li> </ul>	<ul style="list-style-type: none"> <li>• Development – investigation into the development of countries, their links to trade and economic development. Why some countries are rich &amp; some poor- how will this impact us &amp; them in the future?</li> <li>• Social, economic &amp; environmental challenges of economic development in both HICs &amp; LICs, but also the opportunities that this offers.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas of opportunities for employment in development issues. How can we help and how do we help the poor in some of the poorest countries of the world? Aid and charities e.g. Comic Relief.</li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>• Moral- Students will be exploring the moral context of social inequality in LICs and deprivation &amp; the associated consequences of that on all ages of the population.</li> <li>• Historical – how countries have developed over time e.g. the role of Empires &amp; colonialism- The British Empire. How trade developed the British Isles, but what were the impacts on the countries we colonised? The historical legacy of this Empire- the Commonwealth.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross curricular with Character and Culture influence of human decisions, with regards to the development of countries, the management of these countries &amp; support of some of the poorest.</li> <li>• Opportunities to promote reading aloud and for extended writing.</li> <li>• Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time.</li> </ul>	<ul style="list-style-type: none"> <li>• That many of the issues are problems that affect the poorest parts of the world &amp; not us.</li> <li>• How many countries are linked historically and their development is based on these links.</li> <li>• Development is an ongoing issue &amp; in some parts the gap between the rich and poor is getting wider.</li> </ul>
Assessment timeline:		
<ul style="list-style-type: none"> <li>• Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge.</li> <li>• Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question.</li> <li>• Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs.</li> </ul>		
Home learning		
<ul style="list-style-type: none"> <li>• Revision for accumulated learning quizzes</li> <li>• Exam practice questions- modelled and structured/planned in class</li> <li>• Revision for end of topic test, as well as re-drafting based on FB4 for end of topic test.</li> <li>• Online Seneca learning</li> </ul>		

## Feedback

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Feedback 4 used for all assessed exam questions</li> <li>• Live marking - self assessment and green pen.</li> <li>• Knowledge quizzes- peer assessed and collated.</li> </ul> |
|--|

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													