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| **Geography - Year 11 Medium Term Plan/SOW** | | | | | **The Academy of St Francis of Assisi** | |
| **Unit (Paper) 2** | **AQA Geography A: Section B: Changing Economic World** | | | | **Number of lessons in sequence** | **25 x 1 hour lessons** |
| **Overarching Curricular Goals** | | This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).  **By the end of this unit students will have:**  Developed an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments Developed and extended their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material) Gained an understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)  **Knowledge students will secure:** \* There are global variations in economic development and quality of life.  \* Various strategies exist for reducing the global development gap.  \* Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.  \* Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.  **Skills students will develop:**  Develop and extend their competence in a range of skills in using maps, photographs, graphs, and GIS including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions (study like a geographer)  Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography) | | **Links to National Curriculum**  **Links to & building upon prior learning** | **KS4:** 2. – ‘Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.’ 3. Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material) 3. Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)  2.10 – The use of a range of maps, atlases, satellite imagery and other graphic and digital material to analyse the changes we are seeing in global ecosystems due to human activity 3.14 - Geography of the UK, knowledge and understanding of the UK’s geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world. 5.18, **6.20** - Resources and their management, **global economic development issues**. The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid and geo-political relationships with respect to that country.  **KS3 curriculum links**: Year 7 – Unit 2: economic reasons for migration/ Unit 1 and 3: wealth as a factor in natural hazard severity Year 8 – Unit 1: resources and development/ Unit 2: development Year 9 – Unit 1: development as a drive of ecosystem destruction/ Unit 2: tourism as a drive for development with disadvantages | |
| **2/3 tier vocabulary** | | **Differentiation/ Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning** | **Opportunities for wider reading/Listening/watching.** | | |
| development, development gap, development indicator, birth rate, death rate, infant mortality rate, gross national income, gross domestic product, life expectancy, human development index, literacy rate, demographic, population, contraception, industrial revolution, industry, primary (economy), secondary (economy), tertiary (economy), quaternary (economy), multiplier effect, colonialism, natural hazard, raw material, debt, climate, infrastructure, migration, immigration, economic migrant, refugee, intermediate technology, aid, debt relief, Fairtrade, revenue, tax, government, education, pollution, international relations, quality of life, transnational corporation, exploitation, labour, transport, sustainable, business park, science park, qualified, technology, telecommunications, business, agriculture, commonwealth, European Union **social, economic, environmental, political** | | **Knowledge support** – Knowledge organisers provided as a foundation for accessing new content, particularly in relation to development indicators  Guided revision alongside KOs to provide more detailed material and visuals for revising case studies and inter-related processes Classroom displays also utilised as a support for students locational knowledge and vocabulary.  **Reading support -**Key features in all extended text put in bold, highlighters provided for reading through together. Use of the visualiser to read through as a class, then ask students to identify any words they don’t know and discuss meanings as a class and annotate.  **Support** – Sentence starters for 3 and 4 mark questions, writing frames for 6 mark and 9 mark questions slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. If available, a pre-completed task in a different class exercise book or my own exercise book used as a model.  **Skill** | **Opportunities for inclusion of challenging content –**  The future of the DTM and degrowth – Stage 5 of the demographic transition model is a prediction, and only the most developed countries of the world are entering and moving through it now. We are unsure what the future of these most develop countries will hold, however a sinking population seems to be a feature of this stage suggesting that all countries will reach a maximum population before birth rate sinks below death rate. This idea also then interconnects with the contemporary concept of degrowth, rewinding and deconstructing some of the most damaging elements of human consumption and capitalism, halting our seemingly endless development to come to a balanced, sustainable state.  The myth of ‘overpopulation’ and the climate crisis – The idea of ‘overpopulation’ is often used in discourse to discuss the climate crisis and our declining resources, however factually there are enough resources to feed and sustain the world’s population comfortably if it were not for uneven distribution and exploitation of our resources, the vast wealth gap and capitalist systems. ‘Overpopulation’ is a frequently used argument to shift blame for these exploitative, unequal systems that have created the worst poverty and accelerated the climate crisis on to countries that are going through the same stages of development that western countries of Europe and North America experienced during the industrial revolution with the help of colonisation and the transatlantic slave trade. Proportionately to population and the development that all countries go through to reach a better quality of life, the UK and the USA, among others, still have a far too large carbon footprint relative to the rest of the world.  Political issues of development – TNCs in Nigeria, such as Shell Oil, have not only led to pollution of the environment and exploitation of cheap labour, but have also resulted in political tensions with ‘terrorist’ groups such as the Niger Delta Avengers. Local communities and groups have grown to resent these TNCs, particularly in reaction to oil spills, causing fractures in community peace.  **Useful websites to stretch students**  World Development Indicators - <http://wdi.worldbank.org/tables>  World mapper - <https://worldmapper.org/>  Changing Economic World on BBC Bitesize - <https://www.bbc.co.uk/bitesize/topics/zg93ycw>  Nigeria High Commission - <http://www.nigeriahc.org.uk/>  Nigeria, Britannica - <https://www.britannica.com/place/Nigeria>  Nigeria, Lonely Planet - <https://www.lonelyplanet.com/nigeria> | **Read** – Recent articles to be identified to provide stretch and challenge for higher ability students, encouraging awareness of current affairs and contemporary impacts of development in political, climatic, economic and social issues, e.g.: Consequences of Colonialism - <http://loyolaphoenix.com/2019/03/consequences-of-colonialism-how-its-still-having-an-effect-today/>  Infrastructure and Carbon Footprint - <http://www.infrastructure-intelligence.com/article/oct-2020/infrastructure%E2%80%99s-carbon-reduction-falling-short-net-zero-target>  Nigerian Oil Spills - <https://allafrica.com/stories/202009290431.html>  Colonialism and Indigenous Land - <https://theconversation.com/indigenous-peoples-day-comes-amid-a-reckoning-over-colonialism-and-calls-for-return-of-native-land-147734>  Tourism in Jamaica - <http://www.jamaicaobserver.com/business-observer/tourism-is-the-key-to-the-caribbean-s-economic-recovery_205299>  Destruction due to HS2 - <https://leftfootforward.org/2020/09/ancient-woodland-is-being-obliterated-by-hs2-activists-warn-on-eve-of-protests/>  **Listen –** ‘Decolonisation in Action’ Podcasts  <https://www.decolonizationinaction.com/>  Afua Hirsch ‘We Need to Talk About the British Empire’ <https://www.audible.co.uk/pd/We-Need-to-Talk-About-the-British-Empire-Audiobook/B081581253>  Afua Hirsch Racism in Britain <https://www.theguardian.com/commentisfree/2020/jun/03/racism-george-floyd-britain-america-uk-black-people>  **Watch** – NEU’s Black Lives Matter: Keep Hope Alive\*Christel Williams-Hayes, Daniel Kebede at around 1:00:00 mark  <https://www.facebook.com/nationaleducationunion/videos/black-lives-matter-keep-hope-alive/974978776270698/>  Animated History of Povery - <https://topdocumentaryfilms.com/poor-us-animated-history/>  India’s Growth - <https://www.youtube.com/watch?v=vA-rtjlKEYU>  Nigeria’s Growth - <https://www.youtube.com/watch?v=t7XKi9D-U64> (Lagos)  <https://www.youtube.com/watch?v=PRtjMuTweuc> (‘Land of Opportunities’)  <https://www.youtube.com/watch?v=QHtPvWy4mVI> (‘Nigeria: a New Beginning’)  <https://www.youtube.com/watch?v=q9sMr4-nyHU> (‘Can Nigeria’s Economy Lift its Poorest People?’) | | |

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| **Patterns of Development** | **Sequence of Learning: Lesson Title** | Key Concepts **Skills** Case studies/ Examples | **Assessment** | **Homework** | **Furthering Cultural Capital/**  **Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **1** | Unequal world | Economic development and quality of life varies across the world  **World map reading** |  | Guided Revision homework schedule [T:\Geography\Pupil Resources\Year 11 Guided Revision Autumn 2020.docx](file:///T:\Geography\Pupil%20Resources\Year%2011%20Guided%20Revision%20Autumn%202020.docx) | Understanding our local, national and international place in the world *Opportunity to watch challenge documentary ‘Why Poverty?’* | Year 7 Unit 2 causes of migration | Lesson Powerpoint - [T:\Geography\Year 11\Unit 1 - Changing Economic World\01 Measuring and Classifying Development\1 Measuring and Classifying Development.pptx](file:///T:\Geography\Year%2011\Unit%201%20-%20Changing%20Economic%20World\01%20Measuring%20and%20Classifying%20Development\1%20Measuring%20and%20Classifying%20Development.pptx) |
| **2** | Measuring development | There are different ways of measuring development using data, both social and economic, which can be reliable and unreliable  **Evaluating reliability of indicators** |  |  | Gaining understanding of the concept that economic solutions and measures are not always indicative of a good quality of life |  |  |
| **3** | The Demographic Transition Model | The demographic transition model displays the way that country demographics usually change as they develop **Interpreting data and patterns in a graph** | 3 mark question: self-assessed Figure study |  | Developing awareness of the history and trajectory of development *Opportunity to listen to the challenge podcasts on ‘Decolonisation in Action’* | Year 7 Unit 2 pull factors in migration |  |
| **4** | Changing population structures | Throughout the demographic transition model, each stage has a distinct population pyramid shape which provides further understanding of what is happening to the population as a country develops **Interpreting data and patterns in a graph** |  |  | Building on the wider understanding that similar to geological processes, human development is constantly changing and dynamic |  |  |
| **5** | Causes of uneven development | There are economic, historical and physical causes of uneven development such as frequency of natural hazards and colonialism: these make it harder for some countries to develop in the same ways as current HICs | 6 mark question: peer-assessed Figure study | Key vocab flashcards | Broadening knowledge of developing countries away from limited understanding of 'third world countries' *Opportunity to read Hirsch’s ‘We Need to Talk About the British Empire’ and listen to challenge podcast on ‘Decolonisation in Action’* | Year 8 Unit 2 the damage from weather hazards |  |
| **6** | Improvement |  | Self-assessed low-stakes quiz |  |  |  |  |
| **7** | Uneven development: health and wealth | Uneven development has led to disparities in health and wealth of populations across the world. Less developed countries will often have populations suffering from poverty and disease  **Explaining data and patterns in a graph** |  |  | Empathising with communities across the world experiencing hardship |  |  |
| **8** | Uneven development: migration | Uneven development has led to certain patterns in migration, caused by conflict, as well as other push factors  **Explaining data and patterns in a graph** |  |  |  |  |  |
| **9** | Reducing the gap: investment, industrial development, aid and intermediate technology | The development gap can be reduced by different strategies set up nationally and internationally (between countries). These strategies can be effective but can also have disadvantages **Evaluating reliability of strategies** |  |  | Gaining understanding of the concept that economic solutions and measures are not always indicative of a good quality of life | Year 7 Unit 2 pull factors in migration |  |
| **10** | Reducing the gap: fair trade and debt relief | The development gap can be reduced by different strategies set up nationally and internationally (between countries). These strategies can be effective but can also have disadvantages **Evaluating reliability of strategies** |  |  | Understanding the concept of collective responsibility, developing knowledge of global disparities |  |  |
| **11** | Reducing the gap: Tourism in Jamaica | Tourism in Jamaica is a clear example of how strategies to reduce the development gap have both advantages and disadvantages, which can be categorised into SEEP Jamaica **Categorising information into SEEP, evaluating effectiveness of reducing the development gap** | 9 mark question: teacher-marked extended writing to assess the impacts of tourism | Key vocab and case study flashcards | Developing an understanding that economic development can actually worsen quality of life and environmental quality *Opportunity for reading challenge article on Niger Delta Avengers* | Year 9 Unit 2 tourism creates economic opportunities |  |
| **12** | Improvements |  | Self-assessed low-stakes quiz |  |  |  |  |
| **Development in Nigeria** | **Sequence of Learning: Lesson Title** | Key Concepts Case studies/ Examples **Skills** | **Assessment** | **Homework** | **Furthering Cultural Capital/**  **Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **12** | Exploring Nigeria | Nigeria is a significant country in Africa for its resources, finance and business. It has a specific social, economic, political and environmental context Nigeria **World and national map reading** |  |  |  |  |  |
| **12** | Nigeria in the wider world | Nigeria has important political and trading connections internationally Nigeria |  |  |  |  |  |
| **13** | Nigeria's changing industrial structure | As an NEE, Nigeria's industrial structure has been changing from primary and secondary dominated to tertiary. This has caused the multiplier effect as people are in better paid, more secure jobs Nigeria **Calculating % and angle, and pie charts** |  |  | Building on the wider understanding that similar to geological processes, human development is constantly changing and dynamic | Year 9 Unit 2 tourism creates economic opportunities |  |
| **14** | Impacts of TNCs | Shell Oil has created jobs and stimulated the multiplier effect, providing tax money and donations, however it can exploit its workers and severely damages the environment Nigeria **Assessing the advantages and disadvantages of TNCs** | 9 mark question: teacher-marked extended writing to assess the impacts of TNCs |  | Developing an understanding that economic development can actually worsen quality of life and environmental quality *Opportunity to read challenge article on Decolonisation and Indigenous Land* |  |  |
| **15** | **Improvements** |  | Self-assessed low-stakes quiz |  |  |  |  |
| **16** | Impacts of international aid | There are different types of aid which have advantages and disadvantages, and are used for specific reasons. Nigeria has benefitted from aid, but some isn't effective Nigeria **Evaluating successes of international aid,** |  |  | Understanding the concept of collective responsibility, developing knowledge of global disparities |  |  |
| **17** | Managing environmental issues | Rapid development in Nigeria has led to environmental issues, which then impact on quality of life and can inhibit development Nigeria |  |  | Developing an understanding that economic development can actually worsen quality of life and environmental quality | Year 8 Unit 2 causes of climate change, Year 8 Unit 3 renewable energy |  |
| **18** | Quality of life in Nigeria | Overall development has improved quality of life for Nigerians but the future must be managed sustainably to ensure success Nigeria | 6 mark question: peer-assessed Figure study |  |  |  |  |
| **The UK Economy** | **Sequence of Learning: Lesson Title** | Key Concepts -Case studies/ Examples **Skills** | **Assessment** | **Homework** | **Furthering Cultural Capital/**  **Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **19** | Changes in the UK economy and a post-industrial economy | As a HIC the UK's industrial structure has changed from primary and secondary dominated to tertiary and quaternary. We are now in a post-industrial economy, indicated by our mostly tertiary and quaternary economy UK **Interpreting and explaining data in graphs, calculating % and angle, and pie charts** |  |  | Understanding our local, national and international place in the world *Opportunity to listen to the challenge podcasts on ‘Decolonisation in Action’* | Year 9 Unit 2 tourism creates economic opportunities |  |
| **20** | UK science and business parks | Science and business parks are growing in the UK, bringing benefits to the local and national economy. They are located in specific places for different reasons UK: Cambridge Science Park, Birmingham Business Park **Explaining features of OS and local maps** |  | Key vocab and case study flashcards |  |  |  |
| **21** | Environmental impacts of industry and changing rural landscapes | Industry, if not managed, can have negative impacts on the environment. However sustainable industry can be effective. The UK's rural landscape in relation to population has changed due to industry and urbanisation Torr Quarry, UK | 3 mark question: self-assessed Figure study |  | *Opportunity to read challenge article on HS2* | Year 8 Unit 2 causes of climate change, Year 8 Unit 3 renewable energy |  |
| **22** | Changing transport infrastructure | Road, rail, sea and airport infrastructure has changed in the UK due to development and technology  UK |  |  | Building on the wider understanding that similar to geological processes, human development is constantly changing and dynamic  *Opportunity to read challenge article on HS2* | Year 8 Unit 3 sustainable transport |  |
| **23** | The north-south divide | The north-south divide is the disparity in social and economic opportunities between the north and south of England and the UK more widely. There are some strategies employed to address the issue UK **UK and thematic map reading** |  |  | Developing awareness of national disparities and where we place within those disparities | Year 7 Unit 2 pull factors in migration |  |
| **24** | The UK in the wider world | The UK is economically, socially and politically a global country. Its trade links are strong, its cultural connections and influence are over-reaching and its place in the European Union and Commonwealth is significant UK | 6 mark question: peer-assessed Figure study |  | Understanding our local, national and international place in the world  *Opportunity to listen to the challenge podcasts on ‘Decolonisation in Action’* |  |  |
| **25** | Improvements |  | Self-assessed low-stakes quiz |  |  |  |  |
| **Revision Week** |  | Section A and C revision  Section B revision |  |  |  |  |  |
| **Assessment Week (AP1)** |  |  | **Full Paper 2 mock exam** |  |  | *Recap of all Paper 2 since Year 9* |  |