

Subject	Year	Term
Geography AQA	11	Autumn term 1/Autumn term 2
Topic		
Changing economic world		
Content + skills (Intent)		
<p>Prior Learning (Topic)</p> <p>KS1/KS2-</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>KS3 at Balcarras</p> <p>Year 7- The city that never sleeps urbanisation (Lagos) Year 8- Fairer trade- a choice and a voice Year 8- Wanderlust Africa and Asia Year 9- Clean water for everyone</p> <p>KS4 at Balcarras</p> <p>Year 10- Urban issues and challenges</p>		
<p>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).The aims of this unit are to develop 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.</p>		
<p>Future Learning (Topic)</p> <p>KS4 at Balcarras- Resource management (Year 11), Ecosystems (Yar 11), skills across all GCSE topics KS5 at Balcarras- Changing places (Year 12) Global systems and governance (Year 13), Population and the environment (Year 13) Geographical skills across all GCSE topics</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>A series of lessons split into key themes. Pupils will explore the global variations in economic development and resultant quality of life. They will discover the various strategies that exist for reducing the global development gap and the success of these. Exploration of Nigeria in detail to discover how it is experiencing rapid economic development which leads to significant social, environmental and cultural change. Lastly pupils will explore closer to home the major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Teacher led lesson content Group and independent research task GCSE exam style questioning Group discussion/debates and questioning Reading key articles and textbooks</p>	<p>Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative</p> <p>Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, marked</p> <p>Continual low-stakes formative testing in lessons through verbal questioning</p>	

Misconceptions

The people in developing nations are all poor.

There are clearly poor people in developing nations. But there are also poor in developed countries. Worse, the belief that a developing nation is entirely populated by poor people erases the many success stories of the rising global middle class people. Only focusing on those in desperate poverty makes for ineffective policies and leads to false assumptions about how people live in other countries.

Developed nations spend a lot of their budgets on foreign aid

The Borgen Project works specifically to debunk this particular misconception, as the United States spends less than 1% of its federal budget on foreign aid. Norway, the most generous nation, spends 3%. Everyone can do better.

Developing countries are technologically backward

Not only is this untrue, it disregards all of the middle-class working citizens who have found success in developing countries. The rise of [technology use](#) includes the rise of accessibility. Nigeria, for example, is one of many African countries that has embraced new technology and encouraged its spread with a Smart Cities Initiative.

People are poor because they have too many kids they can't afford

"Too many" is a matter of opinion, and the opinion in developed countries is not inherently superior. Because of poverty, families do not have access to sex education or contraception, meaning the decision to have more kids is not really a decision.

<https://www.globalcitizen.org/en/content/27-myths-about-the-developing-world/>

This topic will be covered within the Year 11 formal mock exams - summative feedback.

GCSE record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.

How can parents help at home?

Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g. David Attenborough, wildlife/environments.

Watch this

Finally, tech solutions to economic development

https://www.ted.com/talks/sarah_cairns_smith_finally_tech_solutions_to_economic_development

The end of globalization (and the beginning of something new)

https://www.ted.com/talks/mike_o_sullivan_the_end_of_globalization_and_the_beginning_of_something_new

Listen to this

Hans Rosling

https://www.ted.com/speakers/hans_rosling

How do we map global change?

<https://www.rgs.org/schools/teaching-resources/how-do-we-map-global-change/>

Check this out

<https://www.gapminder.org/>

Conversation Starters

Poor countries are just short of natural resources

Is aid effective?

People in LIC's have too many children because they are poor

Helpful further reading/discussion

Reading

Non fiction

The shed that fed a million children: the extraordinary story of Mary's meals
by Magnus MacFarlane-Barrow

The power of geography by Tim Marshall

Academic reading

A new recipe for economic development

<https://www.rgs.org/schools/teaching-resources/a-new-recipe-for-economic-development/>

Follow Tim Marshall on twitter

https://twitter.com/Itwitius?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwtgr%5Eauthor

Follow Hans Rosling on twitter

<https://twitter.com/hansrosling>

Dead Aid: Why aid is not working and how there is another way for Africa by
Dambisa Moyo

The Bottom Billion: Why the Poorest Countries are Failing and What Can Be
Done About It by Paul Collier

Fiction

The Kite Runner by Khaled Hosseini

The children of men by PD James

Vocabulary Lists

*Speaking like a
geographer (Splag)*

LIC

HIC

NEE

Commonwealth

De-industrialisation

Demographic transition
model

Development gap

European union

Globalisation

Gross national income

Human development

Industrial structure

Intermediate technology

International aid

Microfinance loans

North-south divide

Post-industrial economy

Science and business parks

Service industries (tertiary
industry)

Transnational corporation
(TNC)

Careers Links

International aid/development
worker

<https://www.prospects.ac.uk/job-profiles/international-aid-development-worker>

<https://nationalcareers.service.gov.uk/job-profiles/aid-worker>

<https://www.redcross.org.uk/get-involved/jobs/international-and-overseas>

<https://www.allaboutcareers.com/job-profile/international-aid-development-worker/>