

GCSE GEOGRAPHY CURRICULUM OVERVIEW 2023 24

YEAR 10 SUMMER TERM

UNIT 2 CHALLENGES IN THE HUMAN ENVIRONMENT: CHANGING ECONOMIC WORLD					
No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
<p>There are global variations in economic development and quality of life</p> <p>5 HOURS</p>	<ul style="list-style-type: none"> Different ways of classifying parts of the world according to their level of economic development and quality of life; Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI); Limitations of economic and social measures; Links between stages of the Demographic Transition Model and the level of development; 	<p><u>How I teach: The changing economic world.</u></p> <p><u>How I teach: The development gap.</u></p> <p><u>Changing economic world lesson resources</u></p>	<p>When exploring uneven development, ensure a conscious approach is taken to representation of places and people. For example:</p> <ul style="list-style-type: none"> Use a range of countries outside Europe/West as examples of high income/development, eg Barbados Explore migration as a 'consequence' of uneven development. Pupils match definitions of different types of migration with the correct keyword. AFL task showing different types of migration occurring across Africa which pupils have to identify (this also shows pupils that all types of migration occur across Africa, challenging misconceptions). 	<ul style="list-style-type: none"> Starter activity: display a range of perspectives of what development/equality/poverty means to different people. Pupils compare and contrast, and write their own perspective. Use the following to create this resource: 'Through Other Eyes' which gives the perspectives of indigenous people. Group discussion: repeat back. What socio-economic indices, might be most/least helpful when comparing levels of development/quality of life? Explore a wider range of social measures of development (perhaps a homework task), including the type and global spread of LGBT rights on The Decolonial Atlas website. Use photographs to identify different levels of development through layers of inference resource. This encourages pupils to think critically about representation and the effectiveness of photographs when determining levels of development. Teaching resource: maps of global wealth inequalities. Critical analysis of the demographic transition model through 	<p>KITS tests at start of every lesson</p>

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	<ul style="list-style-type: none"> • Causes of uneven development: physical, economic and historical; • Consequences of uneven development: disparities in wealth and health, international migration 			<p>explorations of limitations. It does not account for:</p> <ul style="list-style-type: none"> ○ demographic change resulting from migration or forced movement of people, eg slavery in the USA ○ demographic change resulting from war and conflict, eg in Syria ○ demographic shifts resulting from rapid economic growth and development, eg Singapore. <ul style="list-style-type: none"> • Explore reasons why there is uneven development, ensuring a critical analysis can be made: <ul style="list-style-type: none"> ○ Include ‘overdevelopment’ of the west. The consumption, ‘development’ and ‘modernisation’ seen in the Western world would arguably not be possible were it not for the wealth generated during colonialism. Through this, you challenge the notion of deficit for the ‘underdeveloped’ world ○ When exploring physical causes of uneven development, introduce the concept of environmental determinism. Use examples of highly developed countries to challenge this notion (eg Switzerland is land locked, mountainous) ○ Conflict teaching resource: map of ongoing armed conflicts (2015). 	
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<p>Various strategies exist for reducing the global development gap</p> <p>4 HOURS</p>	<p>Overview of the strategies used to reduce the development gap:</p> <ul style="list-style-type: none"> • Investment; • industrial development; • tourism; • aid; • using intermediate technology; • fair trade; • debt relief; • microfinance loans <p>One example of how the growth of tourism in an LIC or NEE helps to reduce the development gap</p>	<p>Changing economic world lesson resources</p>	<ul style="list-style-type: none"> • An example of how tourism has been used to encourage development in an LIC or NEE. Examine the advantages and disadvantages of tourism for this case study and evaluate the effectiveness in relation to improving socio-economic conditions. <ul style="list-style-type: none"> ○ Jamaica: include the example of ecotourism in Cockpit Country (a site of resistance and triumph with environmental significance, the local community of which is fighting challenges of bauxite mining through locally-ran eco-tourism). Resources: <ul style="list-style-type: none"> ○ Watch a clip on YouTube Faces2Hearts in JAMAICA: Eco-tourism in the Cockpit Country! (4 minutes) <p>Read more about Cockpit Country on their website.</p>	<ul style="list-style-type: none"> • Compare and assess the significance of different factors • Overview (spider diagram) identifying the different strategies that can be used to reduce the development gap (or improved socio-economic conditions). • Pupils could work in groups to create and deliver speeches on a strategy for closing the development gap, collating notes on the other strategies from their classmates' speeches. • Categorise strategies into top down and bottom up • Could consider UN sustainable development goals as a way of identifying and helping to resolve development issues. • When providing information on how different strategies can reduce the development gap, include both sides of the argument using the following information: <ul style="list-style-type: none"> ○ Negative impacts of aid ○ Uneven trading practices ○ Issues of microfinance <p>Opportunities for Issue evaluation Investigate an area of tourism growth. Consider the advantages and disadvantages and evaluate the effectiveness in relation to improving socio-economic conditions.</p>	<p>KITS tests at start of every lesson</p>
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<p>Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change</p> <p>6 HOURS</p>	<p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> the location and importance of the country regionally and globally; the wider political, social, cultural and environmental context within which the country is placed; the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development; the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country; the changing political and trading relationships with the wider world 	<p>Changing economic world lesson resources</p>	<ul style="list-style-type: none"> Discussion about the cost benefits of development and how managing pollution is a challenge during early phases of rapid economic development. <ul style="list-style-type: none"> include information on the effects of environmental damage on local communities and their responses to environmental damage. Nigeria case study: Read a Guardian article: Nigerians could see justice over Shell oil spills after six decades (25 minutes) Read an article on Aljazeera: Niger Delta residents protest over month-long oil spill (25 minutes) Read a Guardian article: 50 years of oil in the Niger Delta (30 minutes). 	<ul style="list-style-type: none"> Atlas work to identify the location of the country. Build up a fact file of the wider political, social, cultural and environmental context within which the country is placed. <ul style="list-style-type: none"> Identify trading partners Identify regional and global political ties and influence Examine and explain development statistics Examine cultural context of the country including the voices of local people Map biomes/landscapes of the country. The following links can be used to build this resource: <ul style="list-style-type: none"> Africa Decolonised map Map to show indigenous groups and diversity in Africa. Contextualise the case study and explore 'the danger of a single story,' the Ted talk by Chimamanda Ngozi Adichie (18 minutes). There are resources available from the Decolonising Geography website on how to do this for Nigeria, which can be adapted for other case studies. Examine the location and importance of the country regionally and globally. <ul style="list-style-type: none"> categorise factors into regional and global, and assess significance through ranking. 	<p>Changing economic world mini-assessment</p>
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	<ul style="list-style-type: none"> international aid: types of aid, impacts of aid on the receiving country; the environmental impacts of economic development; the effects of economic development on the quality of life for the population 			<ul style="list-style-type: none"> Examine the changing industrial structure through pie charts showing primary, secondary, tertiary, quaternary sectors. Examine how manufacturing and TNCs can stimulate economic development and social change. <ul style="list-style-type: none"> categorise into advantages and disadvantages and evaluate the effectiveness of both strategies. Analyse the changing political and trading relationships with the wider world by making connections to prior knowledge of political and trading relationships (when examining context of case study). Examine types of aid. Provide pupils with examples that they have to correctly identify as being each type of aid. Categorise positive and negative impacts of aid on the receiving country and weigh up to evaluate the effectiveness of aid for stimulating economic development. Use visual evidence/film/articles to illustrate the issues of water/air pollution. <p>Revisit the definition of quality of life. Examine the effects of economic development on quality of life for the population. Assess the extent to which socioeconomic conditions have improved</p>	
<p>Major changes in the economy of the UK have</p>	<ul style="list-style-type: none"> Economic futures in the UK; 	<p>Changing economic</p>	<p>Read an article called Who are you calling unskilled? by London School of Economics</p>	<ul style="list-style-type: none"> Development of a time-line showing industrial change (link 	<p>Changing economic world</p>

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<p>affected and will continue to affect employment patterns and regional growth</p> <p>6 HOURS</p>	<ul style="list-style-type: none"> • Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies; • Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks; • Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable; • Social and economic changes in the rural landscape in one area of population growth and one area of population decline; • Improvements and new developments in road and rail 	<p>world lesson resources</p>	<p>Read this article called There is no such thing as a low-skilled worker by Quartz.</p>	<p>to changing industrial structure- primary, secondary etc).</p> <ul style="list-style-type: none"> • Reason for change (globalisation, technology, government politics, growing wealth (service growth): explain and rank reasons; class discussion on significance of each reason. • Look at images of science/business parks. Use of OS map to consider locational factors. • Use examples to describe and explain environmental sustainability (design, greening renewable resources, waste management etc). • Use census data to identify differences in income and socio-economic opportunities. • Identify and address perceptions and misconceptions around the north and south by getting pupils to write adjectives they associate with each. • Discussion: why are there regional disparities? • Overview of how regional differences can be reduced. • Example of how the development of transport networks can stimulate economic development (regional airports/HS2). 	<p>summative assessment</p>
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	<p>infrastructure, port and airport capacity;</p> <ul style="list-style-type: none"> • The north–south divide. Strategies used in an attempt to resolve regional differences; • The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth 			<ul style="list-style-type: none"> • Look at two rural areas. One expanding, one in decline. (Visual images/atlas, locational factors). <ul style="list-style-type: none"> ○ evidence of growth/decline: identify and categorise ○ reasons for growth/decline: explain using connective chains, or; dual coding could be used to illustrate reasons ○ issues related to growth/decline: identify positives and negatives; evaluate to determine overall opinion. • Provide a range of data (pie charts, bar graphs, maps) to demonstrate the UK’s position in the wider world. Include information on: <ul style="list-style-type: none"> ○ trade links (EU and global) ○ holidays/tourism (transport) ○ electronic communications (call centres) ○ a range of cultural exports (representing different social groups and showing the contributions of different ethnic minority groups in the UK). 	
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