

Year: 10	Topic/Theme: Global geographical Issues	Unit Title: Development Dynamics	Term: 1.1
<p>Overview of SOW: A study of the scale of global inequality in terms of development, and how inequality can be reduced. An investigation into the factors that hinder development in some of the world's poorest countries and a detailed study of an emerging country (India)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How do we define and measure development • How do demographic data vary at different levels of development? • What are the causes and consequences of global inequalities • How do development theories explain development • Are top-down or bottom-up approaches to development more successful? • How has India's development been influenced by its location and global links • How are globalisation and other changes in the economy linked to India's development • What impacts has rapid economic change in India had on its people and environment <p>Skills:</p> <ul style="list-style-type: none"> • Ability to compare rankings of countries using development measures/indicators • Interpret population pyramids • Analyse global inequality using data • Interpret numerical data • Use proportional flow line maps to look at trade patterns and flows • Using socio economic data to look at core and periphery regions. <p>End Point:</p> <ul style="list-style-type: none"> • Ability to understand development indicators and how they are used. • Ability to interpret data from a graph or table • Use an OS map to determine location and possible issues with trade • To know the causes and consequences of global inequality • To understand how different theories can be used to explain how and why countries develop • Know the roles of TNC's, governments and international organisations in globalisation • To identify India's strategic location in Asia and the world • Understanding of India's broad political, social and cultural context 			

<p>Prior Learning: (Linked Topics)</p> <p>Conflict (KS3) Crime (KS3) Population (KS3) Map skills (KS3)</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links:</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of:</p> <p>a) Concepts & how they are used in relation to places, environments & processes</p> <p>The inter-relationships between places, environment & processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information & issues & to make judgements</p> <p>AO4: Select, adapt & use a variety of skills & techniques to investigate questions & issues & communicate findings</p>	<p>Opportunities for mastery/stretch and challenge:</p> <ul style="list-style-type: none"> • HA assessment structure – less scaffolding after skills teaching. • HA questioning – more evaluative and less recall. • HA sources and texts used within lessons. • ‘Ask the teacher’ after reading sources and texts (structured questioning). • HA resources for homework tasks. • HA recommended reading lists. • Group work
<p>Key words/Vocabulary:</p> <p>Gross national product (GNP) Development Developed Emerging Developing Demographic indicators Birth rate Death rate Mortality Fertility Demographic transition Colonialism Inequality Diversity Migration Globalisation Modernisation theory Dependency theory</p>	<p>Personal Development & SMSC:</p> <ul style="list-style-type: none"> • Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults • Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. • Developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society. • Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy. • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences • <p>GCSE links to Edexcel paper 1 (global Geographical issues)</p>	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> • Direct links to Edexcel B GCSE content and skills (future pathways) • Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Do we have a moral duty to protect our coastlines? 	

<p>Capitalism Core periphery Socialism Trans national corporations (TNC's) Foreign Direct investment (FDI) Multiplier effect Fairtrade Trade Outsourcing Urbanisation Population increase</p> <p>Key Questions (product/process/developmental):</p> <p>Franks dependency theory Rostow's modernisation theory</p> <p>Describe causes of inequality? Explain why dependency theory is critical of capitalism? Discuss why international migration may be a major consequence of inequality?</p>	<p>Low Stake Assessment:</p> <ul style="list-style-type: none"> • Names • Keywords • Dates • Command words • Information retrieval from prior learning • Retrieval of key skills linked to question types • Information recall from case studies • GEOG knowledge starters 	<p>Group/Pair work opportunities:</p> <ul style="list-style-type: none"> • Make relevant contributions to discussions, responding appropriately to others • Be flexible in discussion, making different kinds of contributions • Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions • Comment on the relevance of context and its effects on a text • Establish and develop their own opinion and evidence this from knowledge of case studies
	<p>Formative Assessment/AFL:</p> <p>PIT stop x2 Formative Assessment,</p>	<p>Talking Points (oracy/discussion) opportunities:</p> <ul style="list-style-type: none"> • Debating points of view • Explaining theories/ model answers • Think-pair-share activities • Expressing evaluative opinions
	<p>Summative % Assessment links:</p> <p>pit stop termly exams</p>	<p>Cross Curricular links:</p> <p>History - Colonialism</p>

Weeks	Week overview – skills and knowledge	Directed Lessons	Resources <i>(consider dual-coding WAGOLL)</i>	Assessment/Revision Opportunities	Consolidation Homework
Week 1	<p>To understand how to define development and apply these to explain what development indicators show</p> <p>What are population pyramids and how do we use them</p>	<p>To know different ways of defining and measuring development</p> <p>To know that demographic data are different for countries at different levels of development</p> <p>To describe the different demographic structures of developing, emerging and developed countries</p> <p>To understand population pyramids and know how to interpret them</p>	<p>Power point, handouts, Edexcel b GCSE text book</p>	<p>GEOG knowledge rapid recall Pitstop PLC</p>	<p>Exam questions</p>
Week 2	<p>How do development theories explain development?</p> <p>What are the approaches to development and how do they differ?</p>	<p>To evaluate two development theories, how they show countries developing over time</p> <p>To apply development theories to real life examples in the world and discuss their relevance</p> <p>To investigate how approaches to development vary in type and success</p> <p>To describe the different characteristics of top-down and bottom-up development projects</p>	<p>Power point, handouts, Edexcel b GCSE text book</p>	<p>GEOG knowledge rapid recall Pitstop PLC</p>	<p>exam questions</p>
Week 3	<p>How is one of the worlds emerging countries managing to develop? (India)</p>	<p>To explain the broad political, social, cultural and environmental context of India in its region and globally.</p> <p>To discover how development of an emerging country is influenced by its location and context in the world</p>	<p>Powerpoint, handouts, Edexcel b GCSE text book</p>	<p>GEOG knowledge rapid recall Pitstop PLC</p>	<p>Exam questions</p>
Week 4	<p>Why has there been such rapid development in India?</p>	<p>To describe the key economic trends in India since 1990 that have helped India to develop</p> <p>To examine why India has developed so rapidly and what factors caused it?</p> <p>To understand that other factors such as trade, investment, aid, remittances and debt relief are important in development</p>	<p>Powerpoint, handouts, Edexcel b GCSE text book</p>	<p>GEOG knowledge rapid recall Pitstop PLC</p>	<p>Exam questions</p>

Week 5	Pitstop and Dirt lesson	Students to complete a 20 mark pitstop and DIRT Feedback	Power point, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question Homework booklets?
Week 6	<p>How is globalisation causing rapid economic change?</p> <p>How is globalisation causing rapid demographic change?</p>	<p>To explore the role of globalisation, and government policy in the development of India</p> <p>To understand the impacts of globalisation</p> <p>To appreciate the role of globalisation in India's economic advance</p> <p>To know that economic development has contributed to demographic change, urbanisation and regional contrasts</p> <p>To know the impacts of economic change on different age, and gender groups in India</p>	Power point, handouts, Edexcel b GCSE text book Fieldwork booklet (Coasts)	GEOG knowledge rapid recall Pitstop PLC	Exam question homework booklets?
Week 7	<p>How does economic growth impact on people and the environment?</p> <p>How does economic growth affect India's international role?</p>	<p>To explain positive and negative impacts of development and globalisation on people and the environment</p> <p>To understand that economic growth impacts people and the environment in terms of air, water and land pollution</p> <p>To know that rapid economic development has changed India's international role</p> <p>To know the importance of India in global climate negotiations</p> <p>To understand that rapid economic change brings both costs and benefits</p>	Power point, handouts, Edexcel b GCSE text book Fieldwork booklet (Coasts)	GEOG knowledge rapid recall Pitstop PLC	Exam question Homework booklets