

Objectives and key words	
<p>Knowledge:</p> <ul style="list-style-type: none"> • I know what is meant by the term development • I know what developing, emerging and developed countries are • I can suggest countries with different levels of development • I know how to use data to say how developed a country is • I know where the rich and poorer parts of the world are • I understand why some countries are more developed and some are less developed • I understand how poverty leads to poverty – the poverty cycle. • I know what aid is and different types of aid are • I know how rich countries can help poorer countries • I know how aid can help people improve their lives • I know how safe water can have a massive impact on people’s lives • I know what sustainable development is • I know how sustainable development can improve people’s lives • I know how people’s lives are different at different levels of development 	<p>Key Words (Tier 1, Tier 2, Tier 3):</p> <ul style="list-style-type: none"> Developing Emerging Developed Development Indicator Poverty Wealth Birth rate Death rate Life expectancy Infant mortality rate Gendercide Inequality One Child Policy Debt GNI (GNP) Aid
NC link code: A3, C8, C8, C9, C10	
<p>Prior learning:</p> <ul style="list-style-type: none"> - Russia’s development - Natural resources <p>Prior learning at KS2: Limited links back to KS2, although anytime they have studied other countries, especially poorer countries will link to this unit.</p>	<p>Future learning:</p> <p>Africa Where do people live and why, links heavily to the population unit Development unit at GCSE</p>
Hypotheses/objectives for lessons	Geographical skills
<p>LO1 What does development mean</p> <p>LO2 How can we measure development with key indicators</p> <p>LO3 How is money spread around the world (inequality)</p> <p>LO4 Causes of uneven development</p> <p>LO5 Impact of uneven development (The poverty cycle)</p> <p>LO7 How can some countries help others</p> <p>LO8 How does building a well help change the lives of the people in a village</p> <p>LO9 what are the sustainable development goals</p> <p>L10 Investigation into how people live in different stages of development (skills book)</p>	<p>Drawing and interpreting graphs</p> <p>Empathy</p> <p>Atlas and map skills</p> <p>Creativity</p>
Misconceptions	
<p>Countries development does not change</p> <p>There is not gender equality in all countries</p> <p>What is meant by sustainable</p>	
Success/Assessment	
<ul style="list-style-type: none"> • Opportunities through Blooket to assess vocabulary from the key word list • Vocabulary definition quiz • HW activities via Educake 	

- An AFL activity on correlations of development indicators
- An extended question, summarising ideas from the topic and prior learning:

Employment skills and career opportunity

Aiming high **Creativity** Leadership Listening Presenting Problem solving
Literacy Numeracy Independence Communication Teamwork Staying positive

Career link: environmental engineer

<https://www.unifrog.org/student/careers/keywords/environmental-engineering-technician>

Pedagogy approaches (and homework suggestions)

LO1 What does development mean

Intro PPT (guess the topic)

Introduce terms developing, emerging, developed

Students suggest a country/countries that they think would fit into each

Complete writing frame using atlas data pages

LO2

Students use countries data to draw 2 scatter graphs using different development indicators (20 countries for each and plot scatter graph) page 64 skills booklet

Explain why there is a positive or negative correlation between the 2 sets of data

Why is 1 measure of development (use Cuba education and doctors as an example)

Human development index P126 why is this better using 3 different measures?

Work sheet pack P139 HDI work sheet

AFL question

LO3 STARTER – Careers (environmental engineer)

A) introduce compass rose and explain asking questions is important to find out why is happening in a country (Work sheet pack P135)

B) where are the richest and poorest countries. PPT as starter. Use world map out line and work through activities P124/125 idea of north south divide.

LO4 See PowerPoint (Rach)

LO5 See PowerPoint (Rach)

LO6 How can some countries help others

Use information and questions on p 136/137 and complete questions

Work sheet pack P150-152

LO7 How does building a well help people?

Watch video and read text on the Zinder region of Niger helped themselves by building a well

Students make notes from the video and use it to explain how people have benefited from the building of the well.

LO8

What are sustainable development goals?

Use information and questions on p 138/139 and complete questions

Work sheet pack P154

LO9

Investigation into how people live in different stages of development (skills book p67/68)