

# Scheme of Learning: KS3 – Year 8

## Topic Sequence:

1	2	3
<b>Urban world</b>	<b>Our Shaky world</b>	<b>Mind the development gap</b>

## Topic Overview:

This is the final Geography topic in Year 8 and pupils study the impacts of development at a variety of scales. The aim of the topic is to develop an understanding that inequality exists across the world but also in the UK. We identify indicators that might lead us to understand that there is a development gap between countries, an understanding of the Demographic Transition Model (DTM) and factors that limit development. These lessons will give pupils a base understanding of why there is a development gap. We begin to develop pupils understanding of how we can close this gap through tourism and fair trade. At this point the students will complete a mini assessment. One of the main aspects across many Geographical topics is the multiplier effect where pupils need to expand upon the consequence of an impact. Finally, Year 8 will analyse two case studies such as British American Tobacco and Coca-Cola. Here they will need to understand the advantages and disadvantages of these Trans National Companies (TNCs)

## Lesson Sequence:

The sequence of lessons in this topic builds knowledge at the beginning and develops this through each lesson culminating in an assessment at the end. The initial lesson develops pupils understanding that there is inequality in our world related to life expectancy, health and wealth. This follows into the next lesson where pupils identify social and economic indicators of development such as life expectancy or GDP. At this point, all pupils should be able to identify a HIC or LIC through life expectancy for example. Pupils then identify changes over time through the Demographic Transitional model and how countries have followed a similar pattern. We then focus on factors which will limit development and discuss how these impact people using real world examples such as the war in Syria or natural disasters in Turkey.

After building this basic knowledge pupils learn to apply their knowledge through understanding how aid, tourism and fair trade can close the development gap. Each of these lessons use examples from LIC's and how each will help to reduce the development gap. However, we also look at the limitations of each. At this point in our sequence of lessons they will complete a mini assessment on Aid. This allows pupils to correct any misconceptions about the previous lessons but also to apply their BUMPI strategy which we use in Geography. The pupils next lesson after the assessment is the trade game, an interactive environment for pupils to trade with other but with a few surprises which will impact their ability to trade with each other. The multiplier effect lesson is integral to not just this sequence of lessons but to the whole curriculum, as pupils develop their understanding of consequences. This helps to develop their own literacy but also to build marks in longer answer format.

Finally we analyse two examples which impact at local, national and global scales. Firstly we analyse British American Tobacco and how they have become such a global brand. However, pupils identify how British American Tobacco do this but at a cost to people locally in Low Income Countries (LIC) and to the environment.

Furthermore, our final lessons are on the impact of Coca-Cola. We identify all the good they are doing in the River Nar in Norfolk and for women in Tanzania. Again this helps to improve pupils empathy. To balance this we identify the problems Coca Cola have created in India and El Salvador. This is reinforced with a 9 mark question using the BUMPI strategy. Pupils will complete their assessment after a revision lesson.

## Sequence of Lessons:

<b>1</b>	World population and development
<b>2</b>	Development indicators
<b>3</b>	Demographic Transition Model
<b>4</b>	Population pyramids
<b>5</b>	Factors limiting development
<b>6</b>	Tourism – friend or foe
<b>7</b>	Aid
<b>8</b>	Aid assessment
<b>9</b>	The trade game
<b>10</b>	Fair trade
<b>11</b>	The multiplier effect
<b>12</b>	British American Tobacco
<b>13</b>	Coca Cola advantages
<b>14</b>	Boycott Coca Cola
<b>15</b>	Revision
<b>16</b>	Assessment
<b>17</b>	
<b>18</b>	

## Topic Resources:

<b>Knowledge Map:</b>	Mind the development gap	<b>Any other Resources:</b>	
-----------------------	--------------------------	-----------------------------	--

## Assessment:

<b>Knowledge:</b>	24 question knowledge test
<b>Application of Knowledge:</b>	24 marks related to application of knowledge

## Supportive Reading:

<b>Any supported reading listed here</b>	Impacts of coca-cola The multiplier effect