

Lesson	Learning Objectives - The pupils should learn:	Differentiation linked to assessment grid	Lesson Content (Students to..)	Possible Resources
1.	<p><b><u>What is an economy?</u></b></p> <ul style="list-style-type: none"> <li>To be able to define key words – <i>economy, employment sector, employment structure, primary, secondary, tertiary and quaternary sectors.</i></li> <li>To devise a class survey about jobs, and choose appropriate methods to present data.</li> <li>To identify how the UK employment structure has changed since 1791, and suggest reasons for the patterns identified.</li> </ul>	<p>Geographical key words, Processes, Opinions, People and their places, Statistics, Patterns (G1-5)</p>	<ul style="list-style-type: none"> <li>Think-Pair-Share: Keywords.</li> <li>Key word match up.</li> <li>Spider diagram of job types; categorise into Prim/Sec etc.</li> <li>Focus on employment structure changes; produce pie charts using data (or excel), line graphs. Describe the patterns.</li> <li>Could devise class survey about family jobs, and choose appropriate data presentation techniques.</li> </ul>	<p>Youtube clips, Photos, Hodder p.42-43</p>
2.	<p><b><u>What is happening down on the farm?</u></b></p> <ul style="list-style-type: none"> <li>To explain what a farm is, and understand their importance.</li> <li>To understand a farm as an economic system.</li> </ul>	<p>Geographical key words, Processes, People and the environment, Impact, Theory (G1-5)</p>	<ul style="list-style-type: none"> <li>Photo starter – why is this important? (Farm)</li> <li>What different types of farms are there? Discussion; write summary.</li> <li>Link to changing UK employment structure.</li> <li>Flow chart arrange to show farm as a system- inputs, processes and outputs.</li> </ul>	<p>Youtube clips, Photos, Hodder p.44-45; and map extract on flap</p>
3.	<p><b><u>Why is manufacturing all about choosing the right site?</u></b></p> <ul style="list-style-type: none"> <li>To understand the location factors for a factory.</li> <li>To make decisions about locating a factory.</li> </ul>	<p>Places, Describing Places, Maps, Using sources, Geographical Key words, Patterns (G1-5)</p>	<ul style="list-style-type: none"> <li>Establish prior knowledge of industry location factors; how and why has this changed over time? Use old photograph v modern.</li> <li>Decision making activity – Groups act as ‘Business Research Consultants’; see p 46-47.</li> <li>Group presentations to feedback decisions. Opportunities for peer assessment.</li> </ul>	<p>Youtube clips, Photos, Hodder p.46-47</p>
4.	<p><b><u>Why did Nissan locate in the UK?</u></b></p> <ul style="list-style-type: none"> <li>To apply the location factors for an industry.</li> <li>To recognise how manufacturing in the UK has changed.</li> </ul>	<p>Geographical Key words, Processes, Using sources, Graphs, Patterns,</p>	<ul style="list-style-type: none"> <li>Starter - Who are Nissan? Find video clip.</li> <li>Discuss why foreign investment is important to the UK.</li> <li>Complete skills activities in Hodder.</li> <li>Role play/scenarios – get them to consider the viewpoints of different stakeholders. Debate.</li> </ul>	<p>Youtube clips, Photos, Hodder p.48-49</p>

	<ul style="list-style-type: none"> <li>To investigate a location using multiple sources (geographical skills).</li> </ul>	(G1-5)		
5.	<p><b><u>What are the environmental impacts of industry?</u></b></p> <ul style="list-style-type: none"> <li>To describe and explain the impacts of industry on the physical environment.</li> <li>To learn about an example of how modern industrial development can be more environmentally sustainable.</li> </ul>	Geographical key words, Processes, People and the environment, Impact (G1-5)	<ul style="list-style-type: none"> <li>Starter – What are the advantages and disadvantages of industry? Categorise into social, economic, and environmental. Rank top 5.</li> <li>Show photos of various industrial scenes. Work in groups to identify the environmental issues.</li> <li>Explain the environmental impacts; perhaps a ‘heads/tails’ worksheet to finish sentence explanations using key terms.</li> <li>Show video clip of how industry is being made more sustainable. Note down facts.</li> <li>Decision making – Give 15-20 ways industry can be more sustainable. Diamond 9 activity – choose, rank and justify.</li> </ul>	
6.	<p><b><u>Why is the tertiary sector increasing? Tourism example.</u></b></p> <ul style="list-style-type: none"> <li>To explain why the tertiary sector of the UK economy is growing.</li> <li>To describe how tourism creates tertiary jobs (direct and indirect).</li> <li>To understand how tourism has changed.</li> </ul>	Places, Key words, Processes, Using sources, Statistics, Graphs (G1-5)	<ul style="list-style-type: none"> <li>Starter – What jobs are there in the tourism industry? Think-pair share.</li> <li>Categorise reasons for tourism growth.</li> <li>Tourist location – identify attractions; create specific list of jobs – perhaps link to the skills needed in the sector. Potential for role play.</li> <li>Will tertiary growth continue? What are the advantages and disadvantages of some service jobs? Introduce terms like ‘zero-hours’, ‘gig economy’ etc. Class discussion.</li> </ul>	Youtube clips, Photos, Hodder p.50-51
7.	<p><b><u>How does the UK trade with other countries?</u></b></p> <ul style="list-style-type: none"> <li>To understand what trade is, and how it works.</li> <li>To know the main UK imports and exports.</li> <li>To understand how the UK is linked to the rest of the world.</li> <li>To understand what a port is and how it functions.</li> </ul>	Geographical key words, Processes, Opinions, People and their places, (G1-5)	<ul style="list-style-type: none"> <li>Think-Pair-Share: Keywords.</li> <li>Key word match up.</li> <li>UK foreign trade – questions based on source A (Hodder).</li> <li>OS map skills tasks – Port of Southampton.</li> <li>Discuss the importance of having good trade relations as plenary. Link to current state of UK trade affairs.</li> </ul>	Youtube clips, Photos, Hodder p.54-55
8.	<p><b><u>What is globalisation?</u></b></p> <ul style="list-style-type: none"> <li>To be able to define and explain the concept of globalisation.</li> </ul>	Geographical Key words, Processes, Using sources, Graphs,	<ul style="list-style-type: none"> <li>Starter – how are you linked to other countries directly and indirectly?</li> <li>Define key terms. Including the 4 elements of globalisation.</li> </ul>	Youtube clips, Photos, Hodder p.52-59. Geog.3 p66-69

	<ul style="list-style-type: none"> <li>To understand the factors that have accelerated globalisation.</li> <li>To know what a TNC is. Example to show global connections.</li> </ul>	Patterns, (G1-5)	<ul style="list-style-type: none"> <li>Explain how this has accelerated over time; technology, containerisation. Categorise factors. Assess the importance of each.</li> <li>What is a TNC, and name some.</li> <li>Use example of chocolate (p52-53) or Apple (p56-57) to highlight global connections.</li> </ul>	
9.	<p><b><u>Who are the winners and losers of globalisation?</u></b></p> <ul style="list-style-type: none"> <li>To assess the impacts of globalisation.</li> <li>To understand that there are many different stakeholders, and viewpoints will differ.</li> </ul>	Impact, People and their places, Opinions (G1-5)	<ul style="list-style-type: none"> <li>Starter – 5 advantages and disadvantages of globalisation.</li> <li>Debate – Give out role cards, and tell groups, they need to come up with arguments for/against globalisation.</li> <li>Teacher chairs debate.</li> <li>Worksheet to categorise advantages and disadvantages.</li> <li>Plenary – opinion line.</li> </ul>	Geog.3 p.74-77 Doddle
10.	<p><b><u>What is fairtrade?</u></b></p> <ul style="list-style-type: none"> <li>To know what fairtrade is and how it works.</li> <li>To explain the moral case for fairtrade, linked to global citizenship.</li> <li>To design a fairtrade T-shirt to promote the message of fairtrade.</li> </ul>	Geographical key words, Processes, Opinions, People and their places, (G1-5)	<ul style="list-style-type: none"> <li>Starter – use two bars of chocolate (1 Fairtrade, 1 not); give out and ask class to identify how they are different?</li> <li>Fairtrade video clip – students identify and list the benefits.</li> <li>Categorise Fairtrade v non-Fairtrade statements. Discuss the moral case.</li> <li>Students design a fair trade T-shirt to promote the cause. Must create plan – materials, logo etc.</li> <li>Each T-shirt comes with a tag; students must summarise the moral case on the tag to promote the cause.</li> </ul>	Geog.3 p.84 and 85. Doddle
11.	<p><b><u>Mid Unit assessment (Globalisation Essay)</u></b></p>		<ul style="list-style-type: none"> <li>MILD – Who are the winners and losers of globalisation? Sentence starters and key word bank.</li> <li>MED/HOT – To what extent do you agree with the following statement? <i>Globalisation has been a good thing for the world.</i></li> </ul>	MILD, and MED/HOT differentiated success criteria available.  Focus of MED/HOT should be on <b>structure</b> of response. Linked to GCSE commands.
12.	<p><b><u>What is development?</u></b></p> <ul style="list-style-type: none"> <li>To define development, and to compare development around the world.</li> </ul>	Geographical Key words, People and their places, Using sources,	<ul style="list-style-type: none"> <li>Think-pair-share: What is development?</li> <li>Photo analysis – developed or developing? Why is it hard to analyse from photos?</li> <li>Key word match up.</li> </ul>	Youtube clips, Photos, Hodder p.122-125.

	<ul style="list-style-type: none"> <li>To understand how to measure development using one economic indicator (wealth).</li> <li>To investigate patterns of wealth across the world.</li> </ul>	Statistics (G1-5)	<ul style="list-style-type: none"> <li>How can we measure development? Choropleth map analysis; describe patterns. Suggest reasons.</li> <li>Plenary – Is wealth the only development indicator? Why is it important to look at other indicators? What could these be?</li> </ul>	
13.	<p><b><u>What other ways can be used to measure development?</u></b></p> <ul style="list-style-type: none"> <li>To identify different measures of development.</li> <li>To understand the benefits of using different measures of development.</li> <li>To use Scatter graphs/Spearman’s Rank to investigate relationships between development indicators.</li> </ul>	Geographical Key words, People and their places, Opinions, Using sources, Statistics (G1-5)	<ul style="list-style-type: none"> <li>Starter – Two photos (LIC/HIC); identify all the things that can indicate differences in development.</li> <li>Explain HDI and the benefits of multiple measures of development.</li> <li>Students predict relationships between development indicators; and use scatter graphs (and/or Spearman’s Rank) to identify relationships.</li> <li>Plenary – Describe the distribution of HDI levels. What are the advantages and disadvantages of choropleth maps?</li> </ul>	Youtube clips, Photos, Hodder p.126-127 Country data
14.	<p><b><u>How can development change over time?</u></b></p> <ul style="list-style-type: none"> <li>To understand that development is a process of change.</li> <li>To understand that development occurs at different rates and times in different countries.</li> </ul>	Geographical Key words, Processes, Using sources, Graphs, Patterns, (G1-5)	<ul style="list-style-type: none"> <li>Starter – UK 1791 v UK 2011. Sort activity. Identify inventions that led to main changes in development.</li> <li>Compare rates and times of development in the UK to development rates of the BRICs. Pie chart analysis.</li> <li>Use gapminder website to demonstrate change using this statistical data visualisation tool.</li> <li>Plenary – True/False statements highlighting key words/themes of lesson.</li> </ul>	Youtube clips, Photos, Hodder p.128-129 <a href="https://www.gapminder.org/">https://www.gapminder.org/</a>
15.	<p><b><u>How does development link to population dynamics?</u></b></p> <ul style="list-style-type: none"> <li>To understand how the population of a country changes as it develops.</li> <li>To use the demographic transition model to investigate population change.</li> </ul>	Geographical Key words, Processes, Using sources, Graphs, Patterns, (G1-5)	<ul style="list-style-type: none"> <li>Starter – Why do populations change? Re-caps work done in Year 8.</li> <li>Maps from memory – DTM.</li> <li>Students to complete DTM sheet for books.</li> <li>Questions related to DTM and development.</li> <li>Plenary – Show world population graph which includes the predicted slowing down of growth in the future. Get them to try to explain why this is predicted (linked to changes in development).</li> </ul>	Youtube clips, Photos, Hodder p.146
16.	<p><b><u>What is the global development map missing?</u></b></p> <ul style="list-style-type: none"> <li>To understand that inequality occurs within countries at different scales.</li> </ul>	Impact, People and their places, Opinions, Using sources, Graphs, Patterns,	<ul style="list-style-type: none"> <li>Starter – Use the global HDI map. Zoom into the UK. Ask what is wrong with what this shows? Link to it as a disadvantage of using choropleth maps.</li> <li>Explain the term ‘inequality’.</li> <li>Get them to identify inequality using variety of sources.</li> </ul>	Youtube clips, Photos, Hodder p.130-131

		(G1-5)	<ul style="list-style-type: none"> <li>• Could begin to offer reasons for inequality; perhaps focus on Liverpool as an example (ward data showing contrasts is available from PL).</li> <li>• Write a letter to an MP raising concerns and offering solutions.</li> </ul>	
17.	<p><b><u>Why do people live in poverty?</u></b></p> <ul style="list-style-type: none"> <li>• To understand the causes of poverty.</li> </ul>	Impact, People and their places, Opinions, Using sources, (G1-5)	<ul style="list-style-type: none"> <li>• Starter – Re-cap. How can inequality be evidenced?</li> <li>• Create mind map of causes of poverty. Categorise causes, e.g. climate, location, politics.</li> <li>• Apply understanding to Nepal case study. Complete activity 3 (Hodder).</li> <li>• Apply understanding to Liverpool. What is de-industrialisation? How did this exacerbate inequality in Liverpool? What is being done to address this?</li> </ul>	Youtube clips, Photos, Hodder p.132-133
18.	<p><b><u>How can gender equality increase development?</u></b></p> <ul style="list-style-type: none"> <li>• To understand gender inequality.</li> <li>• To understand how gender equality can lead to higher levels of development.</li> </ul>	Impact, People and their places, Opinions, Using sources, (G1-5)	<ul style="list-style-type: none"> <li>• Starter – Gender equality facts. True or false?</li> <li>• Get them to think in pairs to write their own definition.</li> <li>• Explain what gender equality is. Own definitions correct?</li> <li>• Benefits of gender equality on development. Give sentence starters – get them to finish them off (heads and tails).</li> <li>• Discuss poster shown on page 135. Rank them in order of importance and justify why (diamond 9).</li> <li>• Plenary – Which of the FCJ values most links to this lesson theme?</li> </ul>	Youtube clips, Photos, Hodder p.134-135
19.	<p><b><u>How do countries and organisations support development?</u></b></p> <ul style="list-style-type: none"> <li>• To understand how bilateral and non-governmental aid supports development.</li> <li>• To understand how development aid may change over time.</li> </ul>	Geographical Key words, People and their places, Opinions, Using sources, Statistics (G1-5)	<ul style="list-style-type: none"> <li>• Think-Pair-Share: Keywords.</li> <li>• Key word match up.</li> <li>• Use sources from Hodder to analyse the information.</li> <li>• Use the examples of Actionaid (p137) to create a storyboard to show how aid supports development.</li> <li>• Plenary – Doodle quiz.</li> </ul>	Youtube clips, Photos, Hodder p.136-137 Doodle
20.	<b><u>Revision lesson</u></b>		<ul style="list-style-type: none"> <li>• Revision clock activity.</li> <li>• 5 mins intervals used to complete one section of the clock.</li> <li>• Carousel style group work.</li> </ul>	
21.	<b><u>Assessment (Summative)</u></b>		<ul style="list-style-type: none"> <li>• Assessment created using KS3 assessment guidance. Marks out of 50.</li> </ul>	