Year 10
Subject: Geography
Topic/Unit: Changing economic world
When: Half Term 1

Huntington School
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Overview: This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. Studying the changing economic world in geography is essential because it reveals how wealth, industries, and employment opportunities are distributed globally. Students learn about the development gap between countries, its causes and consequences and how globalisation transforms local communities both positively and negatively.

Why this? Why now? It is the cornerstone of GCSE and A Level geography and helps us to understand the significance of human and physical processes. For example, when comparing the effects of tectonic hazards we must first understand the economic characteristics of each place before we can understand the reasons for the severity of the event and how it may be managed.

Building on…building to: In Year 8 students learn that the world in an unequal place. Development indicators are evaluated and then used to link the demographic transition model to population pyramids. Strategies to reduce the development gap were introduced as a concept in Year 8 and are developed fully in this unit. This unit builds on these ideas and uses India as a case study to exemplify the significant social, environmental and cultural change that a country faces when they industrialise rapidly.

Sequence summary:

- Classifying countries using development indicators
- Limitations of social and economic measures of development
- Links between the DTM and population pyramids
- Causes and consequences of uneven development
- Strategies to reduce the development gap
- How can Jamaica use tourism to reduce the development gap
- India's importance at a variety of scales and how changing industrial structure and the rapid development affect the people and the environment
- Aid and trading relationships with the rest of the world
- The effects of rapid development on quality of life

Key Vocabulary:

- HIC – High Income Country, LIC – Low Income country, NEE – Newly Emerging country
- Demographic Transition model - a framework that explains how a country's population size, birth rates, and death rates change over time as it develops
- Population pyramid – a chart illustrating distribution of a population across age groups and biological sexes

Assessments: Regular recall and retrieval tasks on whiteboards throughout each lesson to check understanding and dispel misconceptions. End of unit assessment exam questions from past papers.

Able and interested: *The Spirit Level: Why Equality is Better for Everyone* (2009), by researchers Richard Wilkinson and Kate Pickett, argues that income inequality is the primary root cause of a wide range of social and health problems in developed nations.

Inclusion, Personal Development and Wider Skills: Tasks are scaffolded to build confidence. Longer exam questions are explicitly broken down into sections. Students will learn to interpret and extrapolate information from choropleth maps. They will also learn to draw and interpret population pyramids and be able to link them to the demographic transition model.

Homework and Independent Learning: Homework is set weekly. Tasks may include completing graphs, interpreting maps and graphs, creating revision material and answering exam questions.