What is development? Year 9

About the unit

In this unit pupils will tackle the concept of development and how it can be interpreted, measured and compared at a global scale. They will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept. The broader notion of 'quality of life' is used throughout the unit so that the understanding of development is not focused on economic terms. The world is shown as messy and complex as the world is not split into two (north, south) and the speed of development for countries occurs at different rates. Pupils are given a range of theoretical perspectives recognising multiple definitions of development. A range of factors including gender can be used to explain inequalities operating at a range of scales. Pupils develop the understanding that the geographical knowledge presented is tentative and contested.

Pupils will progress their understanding of economic activity from the previous unit to understand how the UK developed.

Pupils will study from the global, regional and local scale to see how inequality exists in the world.

Pupils will also understand how gender and development can be both a cause and solution of global inequality and assess role of the global community in sustainable development.

This unit enhances pupil's knowledge so that they can make critical decisions.

Key learning for this unit:

- To define development
- To compare development around the world
- To understand where and why inequality occurs
- To understand the actions taken by individuals, governments and communities to aid development

Key aspects of pupil achievement

Contextual world knowledge of locations, places and geographical features

Pupils will:

- understand global patterns of development, locating countries in different states of development
- identify development priorities for Bolivia
- consider the state of development in Nepal
- identify regional inequality in the UK.

Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space

Pupils will:

- understand the concept of development and appreciate different definitions of development
- understand that development occurs at different rates and times in different countries
- understand that there are regional disparities of development within countries
- identify reasons for poverty, including gender inequality
- understand how organisations work to support development
- further develop understanding of the concept of sustainability, investigating sustainable development goals.

Competence in geographical enquiry and skills

Pupils can:

- use a Development Compass Rose to classify indicators of development

- interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales
- communicate understanding of development and use new terminology
- apply understanding of causes of poverty to Nepal.

Prior learning

- What is geography?
- How do we use our planet as a natural resource?
- What is weather and climate?

Key geographical terminology

Through the activities in this unit pupils will be able to understand, use and spell correctly the following words:

Development; developing; extreme poverty; quality of life; GNI; GNI per capita; choropleth map; Human Development Index (HDI); life expectancy; sustainability; ecological footprint; Industrial Revolution; gender inequality; child bride; international aid; bilateral aid; Department for International Development (DfID); United Nations; Sustainable Development Goals.

Assessment opportunities

7.10. What is development? Review

Apply understanding, using a range of geographical data for Bolivia, to write a report about development priorities**.**

Geographical data

Data includes:

Maps: 7.2, 7.3, 7.5, 7.10
Photos: 7.1, 7.5, 7.6, 7.10
Infographics: 7.8, 7.10
Posters: 7.2, 7.7, 7.9
Newspapers: 7.5
Personal stories: 7.1, 7.7

Websites

Dollar Street: www.gapminder.org/dollar-street
Gapminder: www.gapminder.org/tools
World Bank: http://databank.worldbank.org/data/ website for up-to-date data on GNI and country profiles of development indicators. There is also a link on the website to the Atlas of Sustainable Development Goals 2017 http://hdl.handle.net/10986/26306 which gives further information on the SDG.
Human Development Report: http://hdr.undp.org/en/data
Plan International: www.plan-internatioanl.org

Links to 2014 National Curriculum

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

Future learning in *Progress in Geography*

- Glaciation & Climate Change
- Earthquakes 7 Volcanoes

- Globalisation

- Middle East

Future learning at GCSE

GCSE Geography subject content 2014

- **20.** Global economic development issues – The causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy. Country study should include examination of the wider political, social and environmental context within which the country is placed, the changing nature of industry and investment, and the characteristics of international trade, aid and geo-political relationships with respect to that country.

GCSE (9–1) Geography specifications 2016

- **OCR B:** 6.1 Why are some countries richer than others? 6.2 Are LIDCs likely to stay poor?

Lesson outlines

Lesson 7.1 What is development?			
Key learning for the unit	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To define development. • To compare development around the world. • To understand where and why inequality occurs. • To understand the actions taken by individuals, governments and communities to aid development.	• Create a need to know by exploring the Dollar Street website. Select different households and question students how and why people may live differently around the world. • Activities 1–3. Simply define development and introduce that development has multiple definitions. Discuss the different views of development. Activity worksheet 7.1a is an activity to support conceptual understanding of the term development. A DART (Directed activity related to text) is used to analyse definitions and reconstruct into a spider diagram. • Introduce Dollar Street, using the weblink: www.gapminder.org/dollar-street • Activity 4. Work with pupils to analyse the screenshot of Dollar Street. Opportunity to explore the website as a class using an interactive whiteboard. Pupils can view homes from around the world. • Activities 5–7. Introduce the Development Compass Rose, a tool that Geographers use to interpret data. • Pupils can use Worksheet 7.1 Development Compass Rose to ask questions about the photo. • Work with pupils to rework their definitions of development and question why it is a complex concept.	• Development • Quality of life • Developing	• Student book pages 122–123 • Lesson presentation 7.1 • Activity worksheet 7.1a: Definitions of development • Activity worksheet 7.1b: Images from Dollar Street • Quick quiz 7.1
Weblinks for the lesson			
• Introduce Dollar Street: www.gapminder.org/dollar-street • There is an interesting TedTalk where Anna Rosling explains the concept: https://www.gapminder.org/videos/using-photos-as-data-to-understand-how-people-live/ • https://www.gapminder.org/videos/using-photos-as-data-to-understand-how-people-live/			

Lesson 7.2 How is money spread around the world?

Learning objectives	Possible teaching and learning activities	Key geographical terminology	Supporting resources
• To understand how to measure development using one economic indicator. • To interpret different ways of presenting development data. • To investigate the patterns of wealth across the world.	• The choropleth map itself can be used to create a need to know. Question pupils why the world is divided into different colours, what may be the purpose of doing this, are the colours permanent? • Activity 1. Introduce pupils to GNI as a way to measure development. Discuss how the World Bank uses it to define countries. This monitory indicator links to the definition of poverty from the World Bank in Lesson 7.1 • Get pupils to map and describe the countries at either end of the spectrum (the top ten countries for GNI per capita and bottom ten) using Activity sheet 7.2a. • Activities 2–4. Introduce middle income countries. Pupils will be able to rank all ten countries using Table A and the categories provided. Discuss benefits of choropleth map. • Discussion over the usefulness of GNI per capita as an indicator. • Activity 5. Discussion of Oxfam poster. The homework sheet 7.2 progresses pupils' skills of interpreting political cartoons. • Activity 6. Activity worksheet 7.2b provides a writing frame to support description of global GNI per capita.	• Gross National Income (GNI) • GNI per capita • income • choropleth map	• Student book pages 124–125 • Lesson presentation 7.2 • Activity worksheet 7.2a: Global distribution of GNI per capita • Activity worksheet 7.2b: Describing patterns • Quick quiz 7.2

Weblinks for the lesson

• With higher ability class, teacher may want to show World Bank website with GNI per capita moving over time to highlight how this is a snapshot in time:
https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?view=map

Lesson 7.3 What other ways can be used to measure development?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To identify different measures of development. • To understand the benefits of using different measures of development.	• Create a need to know using the country names on Activity worksheet 7.3a. Pupils to use Activity worksheet 7.3a to create a card sort for the ten countries shown in Table A. Ask pupils to order them in level of development. Question the reasoning behind their ordering. Ask pupils to order them in order of which country people may live longer in. Question why the order may have changed. • Activities 1–2. Introduce indicators: life expectancy, schooling and HDI to rank order the countries. Discuss benefits of using other indicators of development. Opportunity to link back to Development Compass Rose in Lesson 7.1. • Activities 3-4. Use Activity worksheet 7.3b to understand HDI further. Pupils to create HDI trees composing of the scores for HDI. The larger the tree, the higher the level of development. Pupils can use this understanding to provide a description of the global spread of HDI (Map B). • Activities 5–7. Introduce and describe the ecological footprint as an indicator to compare development. • Discuss which indicators may show each point from the Development Compass Rose. Homework sheet 7.3 asks students to go online to the World Bank website and search for new indicators.	• life expectancy • HDI • sustainability • ecological footprint	• Student book pages 126–127 • Lesson presentation 7.3 • Activity worksheet 7.3a: Levels of development • Activity worksheet 7.3b: HDI trees • Quick quiz 7.3

Lesson 7.4 How can development change over time?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To understand that development is a process of change. • To understand that development occurs at different rates and times in different countries.	• Create a need to know by showing pupils images of the Industrial Revolution or the following video which introduces the Industrial Revolution and identifies the Industrial Revolution as a moment of social progress https://www.history.com/topics/industrial-revolution Ask students what their local area, school and home may have looked like 200 years ago. • Activity 1. Use Activity worksheet 7.4a for students to head the statements and create sets of pairs comparing the UK in 1800 and 2000 (Pre-and Post-industrial Britain). • Students to create pie charts on economic sectors of industry. This builds on key skills introduced in Unit 3 – Economic Activity. • Activities 2 and 3. Read through the key inventions. • Activities 4 and 5: Introduce the BRICs. Students to compare pie charts with earlier task. • Stretch and challenge: Go online to Gapminder, the axis is GNI per capita/Atlas method (teachers can easily change the x axis by clicking at on the label) or see link http://bit.ly/2E5e4jM. With the Gapminder chart: First, introduce the graph by explaining 'Each country in the world is a bubble', 'the size of the bubbles represents the population size', 'colour represents regions of the world', 'the vertical axis is the average life span', 'the horizontal axis is income per person'. Second, briefly describe the situation in 1800. Third, click play and display the progress of development. Fourth, restart the time and play slowly in stages. Discuss why countries started at the bottom left corner, how are money and health related, what happened for countries to move, why is there a gap between countries and how have some countries caught up.	• industrial development	• Student book pages 128–129 • Lesson presentation 7.4 • Activity worksheet 7.4a: Levels of development • Activity worksheet 7.4b: BRICS • Quick quiz 7.4

Weblinks for the lesson

- For Activities 2 and 3, for Higher Ability students, teachers can play a podcast of the inventions and provide questions to frame a discussion. Podcast episodes can be found on https://www.bbc.co.uk/programmes/p04b1g3c/episodes/downloads. Discuss how the inventions have led to the development of the UK.

Lesson 7.5 What is the global development map missing?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To understand that inequality occurs within countries at different scales.	• A great need to know to start the lesson can be to show students the Tube Map 'Lives on the Line' http://tubecreature.com/ Here pupils will see how life expectancy changes vastly in small areas. • Activity 1. Pupils to describe maps of development in the UK, comparing life expectancy, GCSE grades and income. Activity worksheet 7.5a for support. • Use Activity worksheet 7.5b to investigate life expectancy at a local scale. Students here can apply their understanding of choropleth maps to create their own. • Activity 2. Pupils consider what Image D suggests about regional inequalities, say whether or not they agree with this, and justify their choice. • Activity 3. Pupils to select words to describe the inequality in the photo. In pairs, pupils could write an account of a young person living on either side of the photo and compare stories. There is an interesting article behind the photo where pupils can question the invention of the photo https://www.theguardian.com/cities/2017/nov/29/sao-paulo-injustice-tuca-vieira-inequality-photograph-paraisopolis • Activities 4 and 5. Discussion over the '350 million people missing from the map'. Take pupils back to the GNI per capita map in Lesson 7.2 and ask pupils to identify what is missing demonstrating their learning from the unit. http://www.bbc.co.uk/news/business-41730606 •	• inequality	• Student book pages 130–131 • Lesson presentation 7.5 • Activity worksheet 7.5a: Inequality within the UK • Activity worksheet 7.5b: Development at a local scale Quick quiz 7.5

Lesson 7.6 Why do people live in poverty?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To identify countries where people are living in extreme poverty. • To understand the causes of poverty.	• Create a need to know. This article from the *Guardian* shows images of people living in extreme poverty - https://www.theguardian.com/society/gallery/2014/jun/05/portraits-of-people-living-on-a-dollar-a-day-in-pictures • Complete Activity 1. Work with pupils to analyse the photos of poverty in different locations to construct questions around a Development Compass Rose. • Complete Activity 2. Pupils can use their questions created around the Development Compass Rose to describe development in the photos. • Activity worksheets 7.6a and 7.6b. • Pupils to read the statements which are factors that cause uneven development. Cut out the statements below. Use the diamond on sheet 7.6b to rank each statement. The statement pupils think is the most important should be placed at the top. The statement pupils think is least important place at the bottom. Write a paragraph to explain their top choice. • Pupils to justify the reason they believe is the most important reason. • Complete Activitiy 3. Teacher can lead discussion and show pupils families in Nepal on Dollar Street. There is a range of families on different incomes. • Google Maps Street View can also be used to view the landscape of Nepal and for students to appreciate the landscape. • Complete Activities in book investigating Nepal.	•	• Student book pages 132–133 • Lesson presentation 7.6 • Activity worksheet 7.6a: Causes of uneven development • Activity worksheet 7.6b: Causes of uneven development Quick quiz 7.6
Weblinks for the lesson			
• *Step into the Life of a Child Living in Poverty.* In the first 2 minutes of this video the child explains the difficulties of living in poverty https://vimeo.com/37381240 It can be used for students to question what poverty may mean to people around the world and what services they lack. • https://www.youtube.com/watch?v=HEB4tvIRTXo Can extreme poverty ever be eradicated? This is a video from *The Economist*, which explains where in the world extreme poverty is found and where numbers are increasing.			

Lesson 7.7 How can gender equality increase development?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To understand gender inequality.	• Create a need to know by reading the facts in A. Teacher may also want to show pupils any recent newspaper headlines of gender inequality such as: The gender pay gap starts early – with pocket money. • Show pupils the video from Plan International: 'Because I am a Girl: I'll take it from here' stop motion https://vimeo.com/80392113 • https://plan-international.org/education/girls-education • Complete Activity 1. Work with students to discuss gender inequality. How they think people may experience gender inequality in the UK or around their home. • Complete Activities 2 and 3. Plan International has many good resources on child marriage. This blog shows more stories of girls and when they married using the Microsoft's new 'how old am I' app https://plan-uk.org/blogs/too-young-to-marry • Complete Activities 4 and 5. Activity worksheet 7.7a is a scaffold for Poster C. Pupils can work through the activities using the card sort. • Activity Worksheet 7.7b is an additional activity for this lesson where pupils make a campaign poster. •	• gender inequality • child bride	• Student book pages 134– 135 • Lesson presentation 7. • Activity worksheet 7.7a: Invest in girls and women • Activity worksheet 7.7b: Campaign poster • Quick quiz 7.7

Lesson 7.8 How do countries and organisations support development?			
Learning objectives	**Possible teaching and learning activities**	**Key geographical terminology**	**Supporting resources**
• To understand how bilateral and non-governmental aid supports development. • To understand how development aid may change over time.	• A need to know can be created by showing a campaign poster. Ask pupils the purpose of the poster and where the money may go. Ask pupils why their school may organise fundraising events and the purpose of these. • Complete Activity 1. • Complete Activity questions 2 and 3. Show pupils DfID's website: https://devtracker.dfid.gov.uk/ • From the Home page, teacher can select 'Aid by Location' – this gives details on country budget and the number of programmes in place. The 'Aid by Sector' page gives further information about the projects. • Activity worksheet 7.8a supports question 2. • Complete Activity 4. Work with pupils to consider how DfID supports social, economic, political and environmental aspects of development. • Complete Activity 5. Activity worksheet 7.8a can now be referred to again to compare ActionAid spending to DfIDs. • Activity worksheet 7.8b gives a range of scenarios that match up with Table E. • Complete Activity 6.	• international aid • bilateral aid • non-governmental aid	• Student book pages 136–137 • Lesson presentation 7.8 • Activity worksheet 7.8a: Aid • Activity worksheet 7.8b: ActionAid scenarios • Quick quiz 7.8
Weblinks for the lesson			

- Unicef's 'Likes don't save lives' is a good example of getting pupils to think about aid: https://vimeo.com/64551300
- There are many videos on YouTube of ActionAid's work, search 'ActionAid What we do'. Examples of fundraising can be found here: https://www.actionaid.org.uk/fundraise.

Lesson 7.9 What are Sustainable Development Goals?

Learning objectives	Possible teaching and learning activities	Key geographical terminology	Supporting resources
• To understand Sustainable Development Goals. • To understand the purpose of these goals in reducing world poverty.	• Complete Activities 1-3. Activity worksheet 7.9a is additional material which introduces the United Nations in more detail. • Complete Activity 4. Activity worksheet 7.9b once completed can be used as a card sort. Pupils should cut out the goals and rank them into the most important. • Pupils could also create a concept map linking the goals together to show how they relate to each other. • Complete Activity 5.	• United Nations • Sustainable Development Goals:	• Student book pages 138–139 • Lesson presentation 7.9 • Activity worksheet 7.9a: Who is the UN? • Activity worksheet 7.9b: How do the Sustainable Development Goals support development? • Quick quiz 7.9

Weblinks for the lesson

• The following video introduces the SDGs (Global Goals) with a range of celebrities – 'We The People' for The Global Goals: https://vimeo.com/140716856

• There is a lot of information of the Goals online. The following links to the 2016 report online and information about the goals: https://read.un-ilibrary.org/economic-and-social-development/the-sustainable-development-goals-report-2016_3405d09f-en#page1

• There is also information in the World's Largest Lesson which is an online resource introducing young people to the Goals: http://worldslargestlesson.globalgoals.org/

• If teachers are interested in taking this lesson further, the Design for Change website shows how young people can work to achieve the Global Goals: http://www.dfcworld.com/SITE

• For low ability classes, The Small Smurfs, Big Goals campaign features an advert to explain and promote the SDGs: https://www.un.org/sustainabledevelopment/blog/2017/02/teamsmurfs/

Lesson 7.10 What is development? Review

Learning objectives	Possible teaching and learning activities	Key geographical terminology	Supporting resources
Pupils will answer questions that assess what they have learnt in this unit: • to define development • to compare development around the world • to understand where and why inequality occurs • to understand the actions taken by individuals, governments and communities to aid development.	• Pupils answer a series of questions to help them and their teachers assess their understanding of what they have learnt in the unit. • A range of resources about Bolivia are provided. • Pupils investigate the resources using the enquiry questions from Lesson 1.1. • Pupils describe Bolivia's level of development. • Using the resources and their knowledge, pupils explain the challenges to development that Bolivia needs to overcome. • Pupils describe how SDGs have been implemented in Bolivia. • Pupils write a report on the priorities for future development of Bolivia identifying problems, types of aid available, and SDGs to prioritise. • Using the DCR from Lesson 7.1, pupils develop their ideas and understanding to add new questions.		• Student book pages 140–141 • Lesson presentation 7.10 • Activity worksheet 7.10a: Barriers to education • Activity worksheet 7.10b: Report on Bolivia • Quick quiz 7.10