

## Geography Medium Term Plan Year 8 - Global Development SOW

### Unit planning and evaluation sheet:

Year 8 Unit 2	Title: Global Development	
Why are you teaching it? <b>What do they need to know? Misconceptions?</b>	<p><b>Links to the KS3 National Curriculum:</b> ‘Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to international development and economic activity in the primary, secondary, tertiary and quaternary sectors’ and ‘Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East.’</p> <p><b>Misconceptions:</b> Students often think development is purely a judgement of wealth, so we explore the other ways development can be measured. They also aren’t knowledgeable about the root causes of inequality, quoting poor education and healthcare as causes, rather than the result of deeper historical and natural causes.</p>	
Why are you teaching it now? What <b>prior learning</b> do students have?	<p><b>Prior Learning:</b> Students have previously learnt about the impact of population growth on the planet in ‘Year 7 - Population Explosion!’ and may have been introduced to the ideas of HICs/LICs throughout other topics before.</p> <p><b>Why Now?:</b> Important that students learn about their place in the world and how the UK compares to other countries in terms of development. Focus on China helps underpin the subsequent topics of ‘Year 8 - Crowded Cities’ and ‘Year 9 - Aspirational Africa’.</p>	
What are you expecting students to be able to do at the end of the module that they couldn’t do at the start	<b>Oracy</b>	Confidently be able to discuss the issues within this topic. Some may be able to justify which of the causes of inequality is the main cause and verbally explain the global distribution of LICs.
	<b>Literacy</b>	Define new key words such as ‘development’, ‘HICs/LICs/NEEs’, ‘literacy rates’, ‘primary/secondary/tertiary/quaternary jobs’ and ‘urban/rural’. Be able to explain how human geography processes help shape countries and give examples of this.
	<b>SEND</b>	BRY pathways are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons.
As a result of assessment what % of students can achieve these focus skills.	Mastered (16+) = Secure (11-15) = Developing (6-10) = Emerging (0-5) =	