

## 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) =	
What <b>amendments</b> are you going to make following evaluation of this module?	<ul style="list-style-type: none"> <li>- Possibility of an additional research lesson where students use the laptops to research the reasons for a lack of development in their choice of LIC and then present this to the class.</li> <li>- Laminated maps of China could be updated to be clearer.</li> <li>- Differentiate China maps (provide checklist and part completed maps)</li> <li>- double check low stakes quizzes following lesson sequence move (Lesson 4)</li> </ul>	

### Globalisation

This unit introduces students to the concept of globalisation, exploring its drivers, impacts, and how it shapes economies, cultures, and environments worldwide. Students will investigate real-world examples and critically analyse the opportunities and challenges globalisation brings.

Year 8 Unit 2	Title: Global Development	
<p>Why are you teaching it now?</p> <p>What <b>prior learning</b> do students have?</p>		<ul style="list-style-type: none"> <li>Curriculum intent: <ul style="list-style-type: none"> <li>Globalisation is a key geographical theme that links physical and human geography. It develops students' understanding of interdependence and prepares them for GCSE Geography, where globalisation underpins topics like development, trade, and urbanisation.</li> <li>It encourages critical thinking, empathy, and a global outlook, preparing students for life in a rapidly changing, interconnected world.</li> </ul> </li> <li>Knowledge and skills: <ul style="list-style-type: none"> <li>Builds students' understanding of geographical processes (flows of goods, money, information, people).</li> <li>Strengthens enquiry and analytical skills through interpreting maps, data, and case studies.</li> <li>Develops literacy through geographical vocabulary and extended writing.</li> </ul> </li> <li>Cultural capital: <ul style="list-style-type: none"> <li>Exposes students to a diverse range of places and cultures, broadening their world view.</li> <li>Encourages them to reflect on their own role as global citizens and the ethics of global systems.</li> </ul> </li> <li>Key Stage 2: <ul style="list-style-type: none"> <li>Basic locational knowledge of continents, countries, oceans, and major physical features.</li> <li>Introduction to trade and economies in history or geography units (e.g., Ancient trade routes, fair trade).</li> </ul> </li> <li>Year 7 Geography: <ul style="list-style-type: none"> <li>Map skills and spatial awareness (scale, direction, latitude/longitude).</li> <li>Understanding of physical processes (climate, rivers, coasts) and human settlement.</li> <li>Introduction to development and inequality (from weather, population, or development units).</li> </ul> </li> <li>Cross-curricular links: <ul style="list-style-type: none"> <li>History (Industrial Revolution, colonisation, migration).</li> <li>Citizenship/PSHE (global citizenship, ethics, sustainability).</li> </ul> </li> </ul>
<p>Why are you teaching it now ?</p>		<ul style="list-style-type: none"> <li>Curriculum intent: <ul style="list-style-type: none"> <li>Globalisation is a key geographical theme that links physical and human geography. It develops students' understanding of interdependence and prepares them for GCSE Geography, where globalisation underpins topics like development, trade, and urbanisation.</li> <li>It encourages critical thinking, empathy, and a global outlook, preparing students for life in a rapidly changing, interconnected world.</li> </ul> </li> <li>Knowledge and skills: <ul style="list-style-type: none"> <li>Builds students' understanding of geographical processes (flows of goods, money, information, people).</li> <li>Strengthens enquiry and analytical skills through interpreting maps, data, and case studies.</li> <li>Develops literacy through geographical vocabulary and extended writing.</li> </ul> </li> <li>Cultural capital: <ul style="list-style-type: none"> <li>Exposes students to a diverse range of places and cultures, broadening their world view.</li> </ul> </li> </ul>

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What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Define globalisation and describe its main drivers (trade, transport, technology, TNCs, politics, culture).</li> <li>Identify patterns of global trade, migration, and interdependence using maps and data.</li> <li>Describe and explain the role of Transnational Corporations (TNCs) in shaping economies.</li> <li>Recognise positive and negative impacts of globalisation on countries at different levels of development.</li> <li>Understand concepts of fair trade, ethical consumption, and sustainability in a globalised world.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Analyse maps, graphs, and infographics showing global connections.</li> <li>Use case studies (e.g., Apple, Nike, Fairtrade) to explain geographical ideas.</li> <li>Write a structured, balanced answer evaluating globalisation's impacts.</li> <li>Participate in debate and discussion, using evidence to support viewpoints.</li> </ul> <p><b>Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>Appreciate cultural diversity and interdependence between countries.</li> <li>Develop empathy and a sense of responsibility as a global citizen.</li> <li>Make informed personal choices about consumption and sustainability.</li> </ul>	
As a result of assessment what % of students can achieve these focus skills.	<ul style="list-style-type: none"> <li>Mastered (16+) =</li> <li>Secure (11-15) =</li> <li>Developing (6-10) =</li> <li>Emerging (0-5) =</li> </ul>	
What <b>amendments</b> are you going to make following evaluation of this module?	<ul style="list-style-type: none"> <li>Possibility of an additional research lesson where students use the laptops to research the reasons for a lack of development in their choice of LIC and then present this to the class.</li> <li>Laminated maps of China could be updated to be clearer.</li> <li>Differentiate China maps (provide checklist and part completed maps)</li> <li>double check low stakes quizzes following lesson sequence move (Lesson 4)</li> </ul>	

1. Development and Globalisation ( Some lessons on Globalization needs to be fleshed out a bit more )

Development and globalisation	Content	Student Activities	Key Objective
Lesson 1 What is development ?	Introduction to key terms : LIC,HIC.LEE	Students rank developed and developing countries	Key terminology : Students have to be able to describe what

			development is and the different kinds of classifications
Lesson 2 What is GDP	Students need to understand the value / advantages of using GDP and also the disadvantages ...	Complete a graph	What is GDP and how is it measured
Lesson 3 Indicators of development	Students need to be able to use and compare the various indicators of development	Students compare a LIC with an HIC using various indicators of development	What are the various ways we can measure development . Compare various countries development with one another
Lesson 4 HDI	STudents need to understand how the HDI works and the three different variables	Students explore the three different variables of the HDI and the effectiveness of using it as a measuring tool for development	Three different variables of the HDI and the effectiveness of using it as a measuring tool for development
Lesson 5 Different diets around the world	Day to day intake of calories linked to different diets around the world	Students link the different kind of diets with their level of development	Key concepts of Level of development linked to daily calorie intake
Lesson 6 Gross Domestic Happiness	Linking GDP , Quality of life with Standard of Living	Students re-think their relationship with Western style success and Quality of life . Opportunity for deep discussions	Key concept: Standard of Living Vs Quality of life
Lesson 7 : Reasons of unequal development	The main reasons for unequal development : Historical, Physical and human	Consider the physical and human reasons for uneven development	What are the main reasons for unequal development : Physical and human factors
Lesson 8 Reducing the gap	A brief look at the main ways that development gap can be overcome	Students consider which are the best ways to narrow the development gap between countries	Main attempts of reducing the development gap and how effective each one is
Lesson 9 Depth cancelation	Look into more detail into one way of reducing the gap between developed and developing nations	Students write an extensive piece on how effective depth cancellation might be	Look into depth how depth cancelation can reduce the development gap
Lesson 10 Assessment	Development Assessment	Development Assessment	Development Assessment
Lesson 11 R2F	Feedback Lesson	Green pen feedback	Record Assessment data
Lesson 12 Introduction to what globalisation means	Key terms Land how we live in a globalised world	Students are actively involved in showing how their lives are globalised	Key understanding what globalisation means
Lesson 13 why do companies go global ?	Using McDonalds as an example students need to understand hoe globalisation was driven by the development of technology	Using Mcdonalds as an example , they complete a map + other exercises	Why do companies go global
Lesson 14 Why do TNC's operate in other countries	Key terms : TNC's	Students complete a question sheet on Starbucks	Using an everyday example, students need to understand what TNC's are and how they operate in other countries

Lesson 15 What are the advantages and disadvantages of globalisation ?	Key terms and an understanding that there are positives and negatives to globalisation	Students complete a sheet on the positives and negatives of globalisation	Balanced view : an understanding of the positives and negatives of globalisation
Lesson 16 The dark side of globalisation	Using an everyday company students need to understand that there is a dark side to globalisation	Students read article and answer questions regarding.	Links between the difference in development ( beginning of unit) and the negatives of Globalisation
Lesson 17 Case study : SHell in Nigeria	Linked with GCSE : The positives of a TNC' in Nigeria and the negatives	Students complete a factfile on the case study	Facts about the role that SHell plays in Nigeria
Lesson 18 The role of IGO's ( Lesson needs development and the role of NGO's should also be taught	The role that NGO's and IGO's play in solving real problems in the developing world	Students look in depth at how IGO's and NGO's can solve real problems in the developing world	Understanding of the role of NGO's and IGO's
Lesson 19 Globalisation assessment	Assessment	Assessment	Assessment
Lesson 20 R2F	Feedback	Green Pen	Record Assessment data