

Geography Department

Year 11

Topic: Changing Economic World

Learning Journey

Prior learning: This is the second topic for paper 2 of the GCSE geography course. The focus of this unit is how the global economy is changing with a particular focus on those factors which influence levels of development both between and within different nations. There is a particular focus on both the UK and also Nigeria. Some of these ideas have already been explored at KS3 when students studied development and looked at how this varies in a range of different locations. They have also already started to consider what life is like in Nigeria as part of their place study on Lagos as part of their previous unit, the Challenge of Urban Environments.

Learning sequence – topic title	Endpoint
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<p>Main learning steps</p>	<p>Students are introduced to the idea of the development gap, why it exists and how it can be measured. They then explore how levels of development change over time and look at how this can be modelled through the DTM. They will then go on to examine how differences in levels of development lead to disparities in quality of live with a particular emphasis on wealth, health and migration.</p>	<p>Students look at strategies which can be adopted to try and close the development gap. This includes the use of aid, but also considers more self sufficient strategies such as trade, investment, appropriate technology and microfinance.</p> <p>Students then spend some time looking at how Jamaica has utilised its climate and physical geography to promote tourism as a method of boosting its economy.</p>	<p>Students carry out a detailed case study focused on Nigeria. This will include an overview of its context and how its economy is changing. Students will explore the role of TNCs in this change with a focus on Shell oil. They will then explore how aid is being used to try and close the development gap and the consequences of this. Finally students will examine the impact of the countries economic growth, considering some of the environmental and social issues created by this transition.</p>	<p>Students look at how the UKs economy has changed over time considering traditional shifts in employment structure as outlined by the Clark Fischer Model. They will then explore in more detail how the UKs economy has changed in the post industrial era as well as examining steps which have been taken to make our remaining industry more sustainable.</p>	<p>Students look at how rural areas are also changing in response to the UKs changing economy. There is a particular focus on the consequences of counter urbanisation as well as the more traditional rural to urban migration and how this affects areas of population decline.</p>	<p>Students explore the development gap in the UK and examine the traditional North South divide. Some time is then given over looking at strategies such as transport developments are being used to try and promote levelling up.</p>	<p>The final part of this unit considers the UK in the context of its role within the wider role. Students examine the consequences of leaving the EU and consider other important international links such as the commonwealth, NATO and the UN security council.</p>	<p>Students should come away with a clear understanding of the factors which determine the economy of different places and how this changes over time. They will be able to exemplify this with specific reference to both the UK economy and that of Nigeria.</p>
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<p>Assessment</p>			<p>This learning is completed through a flipped learning approach with students completing a booklet focused on the economy of Nigeria. It will examine themes which have been covered in the previous lessons and ask students to apply them to Nigeria. Through marking this work staff will gain an insight into their overall level of understanding of the ideas covered.</p>					<p>End of unit test – 30 minutes completed under formal exam conditions on section B of paper 2. This will be diagnostically marked by teachers as well as gone through question by question in follow up lesson for students to add further detail to answers.</p>
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Where will we use these ideas again:

In the final unit “The challenge of resource management,” students will consider how levels of economic development can have a direct impact on a nations access to different types of resources. This theme is also covered in previous units such as the impact of economics on hazard management or combatting a variety of urban issues and challenges.