

Humanities Department

Year 9 Spring Term

Topic: Why are some places richer than others?

Learning Journey

Prior learning:

Students will have explored the concept of High-Income Countries (HICs) and Low-Income Countries (LICs) in previous schemes of work in Year 7 on Urbanisation. This topic would have given students an understanding that not all places are equal and there can be significant differences between people’s income, quality of healthcare/education and conflict. In Year 8, two units of work on environmental threats and over-population look at the economic, social, historical and environmental causes of these inequalities and how they can affect people’s quality of life.

Learning sequence – topic title							Endpoint
Main learning steps	To understand what development is and how it is measured using development indicators, including GNI per capita, infant mortality, birth and death rates and literacy rates.	To understand the reasons for why a ‘development gap’ exists between richer and poorer countries and within countries, such as the United Kingdom where there is a north-south divide.	To understand the environmental, economic, historical causes of uneven development with a focus on specific factors that has left South Sudan struggling to develop.	To understand and evaluate ways in which the ‘development gap’ can be reduced through short-term options such as emergency aid and voluntary work, through to longer term investment and	To introduce a sense of place for Africa. Students will know what human and physical geographical features can be found. To review prior learning and understand whether a development	To introduce a sense of place for Asia. Students will know what human and physical geographical features can be found. To review prior learning and understand whether a development	Students finish the unit with an understanding of what development is, how it is measured, what causes uneven development and what is being done to address these issues.

				large-scale infrastructure projects.	gap in Africa exists.	gap in Asia exists with a focus on India and China.	
Assessment		Students will complete a diamond 9 which explores what factors prevent countries from developing and evaluating these from least to most significant, ahead of their assessment on South Sudan.	Students will write an essay demonstrating their knowledge and understanding of reasons which have left South Sudan struggling to develop. They will also be expected to evaluate these reasons and suggest what factors have been the most significant.				

Where will we use these ideas again:

For the GCSE specification, students will revisit a larger topic (Changing Economic World) which revisits the key ideas on what development is, how it is measured and why some places are unevenly developed. Throughout the rest of the GCSE course, we touch on ideas linked to the development topic such as how uneven development affects natural disaster responses and prevention (Challenges of Natural Hazards) and how it may be a key driver when looking at the environmental destruction through deforestation or desertification (The Living World).

