**Edexcel GCSE Geography B Scheme of Work**

**Component 1, Topic 2: Development dynamics**

Introduction

Edexcel GCSE Geography B Investigating Geographical Issues offers an issues-based approach to the content and assessment, and the content is split by Global and UK scale. As with all GCSEs, the guided learning hours is 120 hours over 2 years. This document provides a sample scheme of work for teaching Component 1 Topic 2 that can be adapted by centres to fit their timetabling and staffing arrangements. It is meant as an example approach only and is not intended to be prescriptive. This scheme of work follows the order of the content in the Geography B specification. This document can be edited and updated over time to develop a resource bank. The scheme of work contains suggestions for resources that you can use to support your teaching. These are suggestions only of material you may find useful and you are encouraged to use a wide range of resources that suit the needs of your students. Pearson is not responsible for the content of external websites.

Overview of Component 1

Component 1 is worth 37.5% of the GCSE.

All students are required to study 3 topics.

Topic 1: Hazardous Earth

Topic 2: Development dynamics

Topic 3: Challenges of an urbanising world

You need to allow 45 hours to teach Component 1 and 15 hours to teach each topic.

Component 1 will be assessed in Paper 1 which is worth 37.5% of the GCSE assessment and is 1 hour 30 minutes in duration. The paper is marked out of 94. The sample assessment materials can be used for question practice to enable students to build up the confidence and skills as part of their revision and exam practice.

Health and safety

The practical work and fieldwork suggested within the scheme of work are those which we believe are not banned or restricted in any way and are still currently used in most schools and colleges. We advise teachers and technicians to discuss the merits of the suggested practical work and fieldwork when deciding which to carry out and how they will be carried out. You may have ideas for practical work and fieldwork which we have not suggested but would work just as well. As with all practical work and fieldwork, a risk assessment is expected as part of good health and safety practice in all centres. Reference to health and safety in the field is made in the specification.

**Scheme of Work for Topic 2, Development dynamics**

| **Lessons** | Learning objectives | | Content (vocabulary, concepts, processes, ideas) | **Place exemplification** | **Integrated skills** | Teaching activities and resources |
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| Enquiry question: *What is the scale of global inequality and how can it be reduced?* | | | | | | |
| 1 lesson  (1 hour) | Key idea 2.1:  There are different ways of measuring economic, social and political development.  Suggested learning objectives:  To understand the different ways to define development.  To know ways of measuring development and be able to explain what they show. | | 2.1a  Contrasting ways of defining development (economic criteria and broader social and political measure) and measuring development (Gross Domestic Product (GDP) per capita, the Human Development Index (HDI), measures of inequality and indices of political corruption).  Key words:  Development  Gross Domestic Product (GDP) per capita  Human development Index  Social  Economic  Political | Student could compare the UK (Developed country) with China (Emerging country) and Afghanistan (Developing country). |  | Starter  Connection vs separation – Show to contrasting images that represent development. Ask students to decide what connections and separations are between the two images. An ideal set of images would be a child in a developed country and a child in a developing country.  Main Activity  Show the definitions of Social Development, Economic Development and Political Development as a match-up activity. Review student’s suggestions for these key terms. Can they offer an example for each type of development?  Introduce the different ways of measuring a countries level of development through GDP and HDI. Students create a graph to show the differences between the HDI for a developed, emerging and developing country. Students compare the chosen countries and offer explanations for the differences.  Introduce the development indicators (life expectancy, education, death rate, birth rate) and get students to create a mind map using examples from developed, emerging and developing countries.  Students suggest reasons for the difference in the development indicators. Provide question stems to encourage higher order thinking skills.  Plenary  *Reflection pyramid* – students write three key terms they have learnt from the lesson, explain two of the key terms and suggest a follow up question for the next lesson. |
| 1 lesson  (1 hour) | Key idea 2.1:  There are different ways of measuring economic, social and political development.  Suggested learning objectives:  To recognise the different demographic structures of developing, emerging and developed countries.  To understand the reasons why differences in countries demographic data exist. | | 2.1 b  How countries at different levels of development (developing, emerging and developed) have differences in their demographic data (fertility rates, death rates, population structures, maternal and infant mortality rates). |  | Interpreting population pyramid graphs for countries at different levels of development | Starter  *True or false –* Read a series of statements on the different types development. Students guess if the statements read are correct or incorrect. If incorrect they need to make the correction.  Main activity  <http://populationpyramid.net/india/1985/>  Use the website above to create three different pyramids for a developing, emerging and developed country.  Students annotate the pyramids to describe the key differences between the pyramids. Students should be encouraged to consider the following points:   * The shape of the pyramids * The highest/ lowest age groups * Reasons for the different shapes   Once students have annotated the pyramids provide opportunity for a class discussion on the reasons for the differences in the demographic structure.  Provide question stems to develop students through process.  Plenary  *KUI –* Students complete the following sentence stem to reflect on their learning from the lesson.  *As a result of the lesson:*  *I know…*  *I understand…*  *I will investigate further…* |
| 1 lesson  (1 hour) | Key idea 2.2:  There is global inequality in development and different theories in how it can be reduced.  Suggested learning objectives:  To recognise the causes and consequences of inequalities in development.  To understand how theories can be used to explain how and why countries develop over time. | | 2.2a  The causes and consequences of global inequalities; social (education, health), historical (colonialism, neo-colonialism), environmental (climate, topography), economic and political (systems of governance, international relations).  2.2b  How Rostow’s modernisation theory and Frank’s dependency theory can be used to explain how and why countries develop over time.  Key words:  Inequality  Colonialism  Topography  Political  Dependency |  | Using income quintiles to analyse global inequality. | Starter  *Interpreting images –* Show two contrasting images representing inequalities in development. Students decide on two factors that have caused the inequalities.  Main activity  Produce a series of cards on the causes and consequences of global inequalities. Students organise the cards into the correct category (social, historical, environmental and economic and political). Students then produce a detailed mind map to represent the causes and consequences.  Students to make a detailed copy of Rostow’s Modernisation Theory and Frank’s Dependency Theory. Annotate both to explain what they show.  Students should find examples of countries to fit each stage of both theories or try to fit the countries that they have been looking at giving evidence for their choice of location in the model.  Students annotate their models with the examples identified.  Plenary  *One minute challenge –* Students tell their partner what they have learnt about the Rostow’s Modernisation Theory and Frank’s Dependency Theory. |
| 2 lessons  (2 hours) | Key idea 2.3  Approaches to development vary in type and success.  Suggested learning objectives:  To know the difference between top-down and bottom-up development projects.  To understand the different characteristics of top-down and bottom-up development projects.  To understand the advantages and disadvantages of different approaches to development. | | 2.3a  Characteristics of top-down and bottom-up strategies in terms of their scale, aims, funding and technology. The processes and players (Transnational Corporations (TNCs), governments) contributing to globalisation and why some countries have benefitted more than others.  2.3b  Advantages and disadvantages of different approaches to development: NGO led, intermediate technology, Inter- governmental organisation (IGO)- funding large infrastructure and investment by TNCs.  Key words:  Top-down  Bottom-up  Non-governmental organisation (NGO)  Transnational Corporations (TNC)  Inter-governmental organisation (IGO) | Top Down case studies – Three Gorges Dam, China OR Madeira River Project, South America.  Bottom-up case studies – Micro-hydro Project Peru  Intermediate technology case studies – Kukri Mukri, Bangladesh OR Kenya |  | Starter  *Bingo -* Create a bingo style grid with the different definitions for the types of aid. Put images of the different types of aid on a PowerPoint and get student to match each type of aid to the correct description on their grid.  Main Activity (2-3 Lessons)  Discuss the differences between top-down and bottom-up development projects.  Split students into groups of 3-4 and provide a series of fact sheets (each group has a different type of project) based on the following type of aid projects:  Top-down development projects:  <http://www.gcsegeography.co.uk/people-and-the-planet/development-dilemmas#TOC-Top-down-case-study---Three-Gorges-Dam-China> OR  <http://www.gcsegeography.co.uk/people-and-the-planet/development-dilemmas#TOC-Top-down-case-study---Madeira-River-Project-South-America>  **Bottom-up development projects:**  <http://www.gcsegeography.co.uk/people-and-the-planet/development-dilemmas#TOC-Bottom-up-case-study---Micro-hydro-scheme-Peru> OR  <http://www.gcsegeography.co.uk/people-and-the-planet/development-dilemmas#TOC-Bottom-up-case-study---Wells-and-Hand-Pumps-AfricaProvide>  Provide each group with a series of key learning questions to cover in their groups to produce a presentation on their project. Possible questions could be:   * What are the aims of the project? * Who is the project aimed at? * Does it focus on the real needs of people? Is it appropriate? * Does it give support to those who need it? * Are people better off because of it? * What funding is used to enable the implementation of the project?   Students present their group presentations to the rest of the class and use a peer assessment grid to provide feedback.  To demonstrate understanding students answer an exam style question using the case studies they have looked at.  Plenary  *Peer marking* – students mark their partners answer using the mark scheme. Students provide a WWW (what went well) and an EBI (even better if) for their partner. |
| **Case Study**  **Enquiry question*: How is ONE of the world’s emerging countries managing to develop?***  **To be studied in the context of an emerging country\* (with high or medium human development).** | | | | | | |
| 1 lesson  (1 hour) | Key idea 2.4:  Development of the emerging country is influenced by its location and context in the world.  Suggested learning objectives:  To know the site, situation and connectivity of India at different scales.  To understand the broad political, social, cultural and environmental context of India in its region and globally. | 2.4a  The site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.  2.4b  Broad political, social, cultural and environmental context of the chosen country in its region and globally.  Key words:  Globalisation  Transnational cooperation  Multinational cooperation  Developing country  Emerging country  Developed country | | India |  | Starter  *Locating places -* Remind students of how to locate places on a local, global and national scale using an example modelled on a different country. Students then use a series of maps to write a location statement for India.  Main activity  Discuss and define the key terms of political, social, cultural and environmental with students.  Provide a series of fact cards on the characteristics of India. Students classify the statements into the different categories of political, social, cultural and environmental.  Students share their ideas with the rest of group to check understanding. Students then write an overview of the key characteristics of India, using what they have learnt from the statements. A possible question could be:  *‘Describe the key characteristics of India in relation to its regions and in a global context’.*  Plenary  *Five-five-one –* Students review the learning from the lesson by completing the following tasks:   * Summarise today’s topic in five sentences. * Reduce to five words. * Now to one word. |
| 1 lesson  (1 hour) | Key idea 2.5:  Globalisation causes rapid economic change  in the emerging country.  Suggested learning objectives:  To know the key economic trends in India since 1990. | 2.5a  The key economic trends (GDP, per capita GNI, changing importance of economic sectors, imports and exports and **type and origin of foreign direct investment – homework task)** since 1990.  Key words:  GDP  Imports  Exports  Foreign direct investment | |  | Using proportional flow line maps to visualise trade patterns and flows. | Starter  Can you remember? – Students write on a post-it note a characteristics they found out about India in the previous lesson. Students then share their point with someone else and spend five minutes sharing the characteristics they remember.  Main activity  Show examples of proportional flow line for other countries. Provide a ‘how to’ guide for students to know how to create their own proportional flow line map.  Use the data from the following link:  http://www.theguardian.com/news/datablog/2013/feb/22/cameron-india-trade-exports-imports-partners  Students produce their own maps to show the main imports and exports for India.  Plenary  *Mime -* Students get into pairs and mime key learning/ideas/concepts whilst the other has to guess what it is. |
| 1 lesson  (1 hour) | Key idea 2.5:  Globalisation causes rapid economic change in the emerging country.  Suggested learning objectives:  To understand the role of globalisation and government policy in the development of India. | 2.5b  The role of globalisation (advances in communications and transport technology, TNCs and outsourcing) and government policy (receipt of tied or multi-lateral aid, education and infrastructure investment, pro-FDI policy) in the development of the chosen country.  Key words:  Tied aid  Multi-lateral aid  Infrastructure  TNCs  Outsourcing | |  |  | Starter  *Powerful Images* – Show a thought provoking image like women sifting through the rubbish tips and ask students to create two questions – Who? What? When? Where? Why? How?  Main activity  Set up a series of learning stations that allow students to investigate the impacts of rapid development in India. The learning stations could be focused on the following:   1. **Infrastructure** - Mumbai’s eastern freeway, double-decker trains and solar park in Gujarat 2. **Urbanisation** – metro cities 3. **Education** – online education and distant education 4. **Healthcare** - National Rural Health mission 5. **Power** - the Eleventh Plan (2007-12) 6. **Tourism**.   Students circle the room gathering the information on the positive and negative impacts from the six different sectors. Students then produce a detailed mind map of the impacts categorising them firstly into economic, social and environmental. Then highlighting which are positive and negative.  Provide opportunity for a class discussion to review students understanding.  Plenary  *Chinese whispers -* In groups or a whole class, send whispers round summarising the learning. Compare the end result with the summary and then explore the learning, maybe referencing communication, memory and listening. |
| 2 lessons  (2 hours) | Key idea 2.6:  Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country.  Suggested learning objectives:  To understand how rapid economic change has contributed to demographic change and created different regions in India. | 2.6a  How rapid economic change has contributed to demographic change (fertility and death rates), caused urbanisation (rural-urban migration, city growth) and created different regions with different socio-economic characteristics.  Key words:  Demographic  Socio-economic  Migration  Fertility | |  | Using socio-economic data to calculate difference from the mean, for core and periphery regions. | Starter (1)  *Describing patterns –* Show a graph of India’s population for males and females.  Students describe the general trend of the graph using *PQE*  *technique:* the general pattern, qualifications, exceptions.  Provide a model answer and get students to peer assess their answers using a marking grid.  Starter (2)  Provide a number of push and pull factors that cause rural to urban migration. Students decide which statements are push factors and which are pull factors. Review ideas as a group.  Main activity (1)  <http://populationpyramid.net/india/1985/>  Use the website above to create three different pyramids for India over a 30 year period.  Students annotate the pyramids to describe the key changes over the 30 year period. Students should be encouraged to consider the following points:   * The shape of the pyramids * The highest/ lowest age groups * Reasons for the different shapes   Once students have annotated the pyramids provide opportunity for a class discussion on the reasons for the changes in the population structure of India.  Main activity (2)  Produce two fact cards on life in Mumbai and Jitvapur (or similar rural area). Students complete an active reading task identifying the differences in life in relation to employment, housing, infrastructure and services.  Students summarise the key differences identified in the following table:   |  |  | | --- | --- | | Life in Mumbai | Life in Jitvapur | |  |  |   Students then suggest reasons why the differences exist. Share ideas as a class and teacher directs the discussion from the ideas expressed by students.  Plenary (1)  *Top 5* – students write five sentences to summarise their learning for the lesson.  Plenary (2)  *My word* - students are given (or choose) a word related to the lesson. They must stand up and point to someone in the class who must then give the meaning. That person then chooses the next person to pose a word. |
| 1 lesson  (1 hour) | Key idea 2.6:  Rapid economic growth results in significant positive and negative impacts on people and environment in the emerging country.  Suggested learning objectives:  To know the positive and negative impacts of economic development and globalisation on people and the environment. | 2.6b  Positive and negative impacts of economic development and globalisation on different age and gender groups.  2.8c  Impacts of economic development and globalisations on the environment at a variety of scales.  Key words:  Development  Economic  Globalisation | |  | Using socio-economic data to calculate difference from the mean, for the core and periphery regions. | Starter  *Discussing images* ***–***Show an image of air pollution in India. Students have to create two questions – Who? What? Where? Why? How?  Students ask someone in the room to see if they can answer one of their questions.  Put the rest of the questions on the board to be used as reflection at the end of the lesson.  Main activity  Students research in pairs one of the following environmental impacts of development and globalisation in India:   * Air pollution * The degradation of crop lands, pastures and forests * Poor water supply and sanitation.   Students present their findings as a short presentation to the rest of the group.  Whilst listening to each other’s presentations students compile a summary of the impacts in the following table:   |  |  |  | | --- | --- | --- | |  | Overview | Impacts | | Air pollution |  |  |   Students then decide which factor they believe is having the greatest impact on the environment of India.  Plenary  *Summary in 50 –* Students summarise the learning from the lesson in no more than 50 words. |
|  | Key idea 2.7:  Rapid economic development has changed the international role of the emerging country.  Suggested learning objectives:  To appreciate how rapid economic development has changed the geopolitical influence and relationships between countries.  To understand the views of the costs and benefits of changing international relations and the role of foreign investment. | 2.7a  How rapid economic development has changed the geopolitical influence and relationships with the EU and USA.  2.7b  Conflicting views of the costs and benefits of changing international relations and the role of foreign investment in the economic development. | |  |  | Starter  *Scramble –* Provide a scrambled definition of the EU for students to work out the correct version.  Students then write the correct definition in their books.  Share the location of EU countries on a map.  Main activity  <http://europa.eu/about-eu/index_en.htm>  Students make a list of key relationships that the EU and USA have with other locations. They should describe all and explain some.  <http://www.eurasiagroup.net/pages/top-risks-2015>  Students research case study looking at how foreign investment has helped in the development of a countries economy. Students should include positive and negatives of investments.  Plenary  *Txt Msg –* Students write a text message to summarise the key learning points from the lesson. |

Independent learning/homework

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| **Task 1** | *Research task* | Students use website below to investigate what political corruption is and how it is measured. Students select example countries from emerging, developing and developed countries - <http://info.worldbank.org/governance/wgi/index.aspx#home> |
| **Task 2** | *Fact file* | Students produce a detailed double A4 spread on the city of Mumbai. |
| **Task 3** | *Research task* | Students investigate the changing social factors in India. Focus could be on education, equality of women and employment. Students present their findings as a PowerPoint presentation. |
| **Task 4** | *Knowledge check* | –*–* Students write an answer to the following question, *‘Explain one advantage of top-down development projects in the promotion of development.’* |
| **Task 5** | *Revision task* | Create a revision poster explaining what top-down and bottom-up schemes are, their advantages and examples. |
| **Task 6** | *Knowledge check* | Students write an answer to the following question from Sample Assessment Material Geography B, Paper 1: Global Geographical Issues *‘For a named country, explain the impact of economic development on people and the environment. (12 marks)’* |
| **Task 7** | *Revision task* | Complete test bite and take a screen shot of score <http://www.bbc.co.uk/bitesize/quiz/q29711656>. From card sort activity students write a paragraph stating which will have the biggest impact and why. |
| **Task 8** | *Research task* | Students investigate the type of origin and foreign and direct investment in India producing a mind map to represent their findings. |