

# Geography

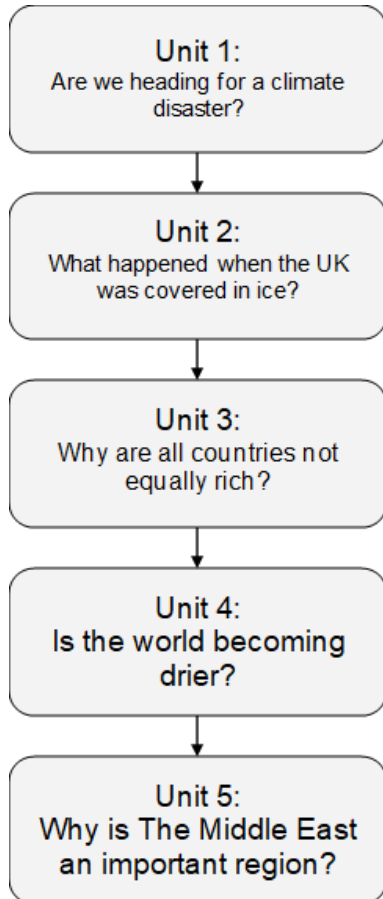
## Year 8: Why are all countries not equally rich?

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<ul style="list-style-type: none"><li>• During each topic students complete a mid-unit knowledge test based on the unit knowledge covered. Students also complete an end-of unit assessment which includes key vocabulary, knowledge questions, geographical and extend writing.</li><li>• During each year, students complete a mid-year and end-of year assessment which assesses students on all content covered.</li></ul>	<ul style="list-style-type: none"><li>• Tier 2 vocabulary is identified on page 2 of this SOL in the key knowledge list and is shown in italics.</li><li>• Tier 3 vocabulary is identified on page 3 of this SOL in the key knowledge list and is shown in bold.</li><li>• Reading opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in blue).</li><li>• Extended writing opportunities take place regularly throughout all Geography schemes of learning. This is identified within tis SOL (highlighted in yellow).</li></ul>	<ul style="list-style-type: none"><li>• Use of different forms of maps</li><li>• Using maps to make decisions Using maps to gather information and data</li><li>• Using data to make decisions</li><li>• Impact of economics on development</li><li>• How different factors influence national and global economies</li><li>• Impact of political decisions on economic wellbeing</li></ul>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

<p><b>Possible Lesson Breakdown:</b></p> <p>Lesson 1 – Poverty                  Lesson 2 – Development                  Lesson 3 – Development Indicators                  Lesson 4 – Rich and Poor Countries                  Lesson 5 – Knowledge Test and HDI                  Lesson 6 – Trading game                  Lesson 7 – Why is Haiti poor – Extended Writing                  Lesson 8 – Collective feedback and Causes of Uneven Development                  Lesson 9 – Comparing Development in Countries                  Lesson 10 – The Development in the Horn of Africa                  Lesson 11 – Comparing the Development in Countries Extended writing                  Lesson 12 – Individual Feedback End of topic Knowledge test</p>	<p><b>Unit Knowledge (key terms in bold)</b></p> <ul style="list-style-type: none"> <li>• Definition of <b>development</b></li> <li>• Measuring development: <b>development indicators (death rate, birth rate, life expectancy, GNP, GNP per capita, access to safe water, people per doctor, literacy rate, HDI)</b></li> <li>• The global pattern of wealth – location of <b>HICs/LICs/NEEs</b></li> <li>• <b>The Brandt Line</b> – what it shows and problems (outdated/only 2 categories, development over time)</li> <li>• Causes of uneven development (<b>climate, natural disasters, education, lack of clean water, low access to healthcare, lack of trade</b>)</li> <li>• Reasons why Haiti is poor – low literacy rate, <b>natural disasters</b>, high percentage of <b>primary industry</b>).</li> <li>• The <b>physical</b> and <b>human</b> geography of The Horn of Africa.</li> <li>• Reasons why countries in The Horn of Africa are at different stages of <b>development</b>.</li> </ul>	<p><b>Writing Tasks</b></p> <p>Why is Haiti Poor?</p> <p>Comparing the Development in Countries</p>		
<table border="1"> <tr> <td data-bbox="94 842 376 1287"> <p><b>Assessment:</b></p> <p>Lesson 5 Knowledge Test                              Lesson 12 Knowledge Test</p> </td> <td data-bbox="376 842 658 1287"> <p><b>Feedback</b></p> <p>Lesson 8 Collective feedback                              Lesson 12 Individual feedback</p> </td> </tr> </table>	<p><b>Assessment:</b></p> <p>Lesson 5 Knowledge Test                              Lesson 12 Knowledge Test</p>	<p><b>Feedback</b></p> <p>Lesson 8 Collective feedback                              Lesson 12 Individual feedback</p>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Using aerial photographs</li> <li>• Using maps on a range of scales</li> <li>• Interpreting data to make decisions</li> <li>• describing human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs</li> </ul>	<p><b>Reading Tasks</b></p> <p>Causes of uneven development</p> <p>Development in the Horn of Africa</p> <p><b>CEIAG</b></p> <ul style="list-style-type: none"> <li>• Use of different forms of maps</li> <li>• Using maps to make decisions</li> <li>• Using maps to gather information and data</li> <li>• Using data to make decisions</li> <li>• Impact of economics on development</li> <li>• How different factors influence national and global economies</li> <li>• Impact of political decisions on economic wellbeing.</li> </ul> <p><b>Careers industry/ sector links</b></p> <p>Economist Aid work Politics</p>
<p><b>Assessment:</b></p> <p>Lesson 5 Knowledge Test                              Lesson 12 Knowledge Test</p>	<p><b>Feedback</b></p> <p>Lesson 8 Collective feedback                              Lesson 12 Individual feedback</p>			



**Notes**  
This topic expands on the knowledge gained during year 7 on differences in wealth between countries and the impact this has on population. Students should understand the different types of country and the basic differences between them. During this topic students should secure a foundation of key terms (development indicators) and what causes countries to be at different stages of development.

<p><b>Key Knowledge Themes:</b> <b>Why are countries poor?</b> – Development definitions, development indicators, reasons why countries are poor. <b>A connected world</b> – The distribution of wealth worldwide <b>Place Knowledge</b> – Haiti, The Horn of Africa.</p>
<p><b>Links to Prior Learning:</b> <b>A connected world</b> – Patterns of shifting global industry covered in Year 7 (basic understanding) <b>Global economic Development</b> – Students should understand key differences between rich and poor countries. Students should know some development indicators from work in Year 7 on population pyramids and some reasons why these are high/low.</p>
<p><b>National Curriculum Links:</b> Human geography relating to international development, economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. Understand how human activity relies on effective functioning on natural systems. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa.</p>