

Knowledge Focus: Measuring global inequalities.

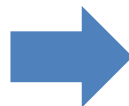
Skills, knowledge and understanding to be developed in this Learning Plan:
Measuring global inequalities, causes and consequences of uneven development at a global scale. Whilst looking into water resources and their management and regional economic development.

Key terms to be learned in this

LP:
Dependency, Diversify, Ecotourism, Emerging middle class, Formal occupations, Globalisation, Gross National Income (GNI) per person, Landlocked, Leakage, Mass tourism, Micro-credit, Multi-national companies (MNCs), Multiplier effect, Newly Industrialised Country (NIC), Self-help, Subsistence farmers, Top-down development, Tourist enclave.

Week/Wythnos 1 - 2 Learning Objectives:

- 6.1.1 Economic Development: How is economic development measured and what are the contemporary global patterns?
- 6.2.1 The development Gap: What are the causes of uneven development at the global scale?



Objective assessments:

Be able to:

- Rank countries in terms of best QoL.
- Write up the definitions of keywords.
- Look at what a development indicator is.
- Data task
- Diamond 9 task.
- 4 worlds model: colour code map and explain how this map splits the world up in terms of development.
- Brandt Line annotations.
- HIC vs LIC map task.

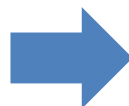
Homework/Gwaith cartref:

Write a short paragraph explaining what a 'good quality of life' might mean to someone living in a Low Income Country (LIC), compare to a High Income Country (HIC).

Set: This week
Due: Next week

Week/Wythnos 3 Learning Objectives:

- 6.2.2 Globalisation: What are the responses to uneven development at the global scale?
- Trade: How does trade help to create global inequality?
- Trade in Ghana: How is Ghana affected by trade?



Objective assessments:

Be able to:

- Use the spider diagram you have been given for ideas. Draw a spider diagram with four arms - labelled Trade, Culture, Multinational Companies (MNCs), and Communications.
- For each 'arm', write in one colour pen the advantages that

Homework/Gwaith cartref:

Assessment

Set: This week
Due: Next week

globalisation brings. In a second colour pen, write the disadvantages. Use examples where you can.

- Research Task:
Flows of people
Flows of ideas and culture, Foreign investment, Improved communication technologies. Cover keywords
- Compare Ghana's trade with that of the UK as follows:
Export value, Import value, Type of goods exported, Type of goods imported
- Explain the advantages and disadvantages of subsidies for:
Consumers in Europe, Tomato growers in Ghana

Week/Wythnos 4 Learning Objectives:

- Tata Trade: How has India been affected by trade?
- Multinational Corporations: What are the benefits and problems brought by MNC's?



Objective assessments:

Be able to:

- Describe how India's economy has changed between 2000 and 2014.
- Complete the worksheet on Tata Steel and the global steel industry to show how this MNC has been affected by globalisation.
- Suggest what would happen to the UK steel industry if EU tariffs on Chinese steel were increased.
- Suggest what would happen to the UK steel industry if the UK Government subsidised energy costs for the UK steel industry.

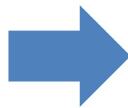
Homework/Gwaith cartref:

Set: This week
Due: Next week

- Cut out the cards that show the benefits of MNCs expanding into NIC/LICs.
- Sort the statements into a diamond 9 from the best benefit to the worst benefit.
- Explain why you have chosen your biggest benefit in detail.

Week/Wythnos 5 Learning Objectives:

- Just Do It: How are Nike 'just doing it' and affecting development?
- Globalised Tourism: What are the key drivers of the globalised tourist industry?
- Tourism in Gambia: How has tourism contributed to economic development in Gambia?



Objective assessments:

Be able to:

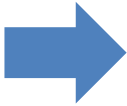
- Summarise the role of each of the countries involved in the creation of Nike products. Describe the distribution of different countries involved in creating Nike products. Suggest and explain one reason why Nike have chosen the locations that they have.
- Videos
- Use the information from the video and above to write a job contract for an employee in a Nike Sweatshop.
- What percentage of total tourists arrived in Europe in 1995? Compare the growth of tourist arrivals in Asia with the growth of tourist arrivals in Europe.
- Describe how the time it takes to get to Australia from London has changed.
- Explain why cruise tourism may not benefit the local economy as much as independent travel.
- Use an atlas to find Gambia. Draw a sketch map and

Homework/Gwaith cartref:

Assessment

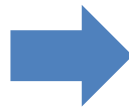
Set: This week
Due: Next week

	<p>label it to show why it may be popular to tourists from Europe.</p> <ul style="list-style-type: none"> • Use the data to explain why tourism is seasonal in Gambia. What problems will this seasonal industry create? • Use the opinions on the right to suggest how the tourist industry in Gambia is affecting: <ul style="list-style-type: none"> - People - The local economy
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<p>Week/Wythnos 6 Learning Objectives:</p> <ul style="list-style-type: none"> • Tourism in Mexico: How has tourism contributed to the economic development in Mexico? • Global Inequality: How should we respond to global inequality? (6.3.2 Are water resources being managed sustainably?) • Water Resources: How and why is the demand for water changing? 	 <p>Objective assessments: Be able to:</p> <ul style="list-style-type: none"> • Video – notes • Use your map to describe the location of Cancun and Acapulco (two popular tourist resorts in Mexico). • Categorise and colour code the cards into the positive and negative impacts of tourism in Cancun. • What do you think is the most positive impact of tourism in Cancun? Explain your answer with at least two reasons. • What do you think is the most negative impact of tourism in Cancun? Explain your answer with at least two reasons. • Videos: After each video we will use the information to explain the solution it has just discussed. • Compare the global water demand in 2000 and 2050. Remember to use comparative 	<p>Homework/Gwaith cartref:</p> <div data-bbox="1353 1016 1517 1070" style="border: 1px solid black; background-color: #FFC0CB; padding: 2px; display: inline-block;">Assessment</div> <p>Set: This week Due: Next week</p>
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- connectives.
- Describe the location and distribution of countries that use more than 90% of water withdrawals for agriculture.
- Describe the distribution of countries affected by **physical water security** and **economic water security**.
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Week/Wythnos 7 Learning Objectives:



- Water Management: How are water resources being managed?
- 6.4.1 What are the causes and consequences of regional patterns of economic development in one economically developing country?
- Water Management: What are the impacts of managing water at different scales?
- 6.4.2 What are the causes and consequences of regional patterns of economic development in the UK?
- 6.4.3 How can regional inequalities in the UK be reduced?

Objective assessments:

Be able to:

- Annotate diagram with air patterns.
- Video
- Choose 5 techniques shown above and describe how it does either of the actions below:
- Collects rain water
- Recharges groundwater
- Categorise and colour code the impacts of dams into advantages and disadvantages.
- Explain the biggest advantage of constructing dams. Justify your answer,
- Explain the biggest disadvantage of constructing dams. Justify your answer.
- Study the chart to the right. Explain how the construction of dams on the Mekong River can result in 'winners' and 'losers'.

Homework/Gwaith cartref:

Assessment

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