



Knowledge focus: **Theme 6: Development and Resource Issues**

Skills, knowledge and understanding to be developed in this Learning Plan: Pupils will explore the causes and consequences of global inequality, the role of trade, tourism and globalisation in development, and evaluate how different countries manage resources like water. They will develop critical thinking and decision-making skills through the use of real-world case studies, maps, graphs and data. Pupils will also assess strategies to tackle inequality and promote sustainable development.

Key terms to be learned in this LP: GDP (Gross Domestic Product), GNI (Gross National Income), HDI (Human Development Index), Quality of Life, Standard of Living, LIC, HIC, NEE, Inequality, Development Gap, Trade, Fair Trade, Aid, Top-down development, Bottom-up development, Water Scarcity, Water Security, Desalination, Food Security, Malnutrition, Food Miles, Organic Farming, Irrigation, Carbon Footprint, Fossil Fuels, Energy Mix, Hydroelectric Power (HEP), Fracking.

Week 1 Learning Objectives:

L1: What is Economic Development?

LO: To compare levels of development using indicators such as GNI, literacy rate and life expectancy.

L2: Indicators of Development

LO: To analyse the strengths and weaknesses of using single vs composite indicators (e.g. HDI).

Objective assessments:

- Be able to:
- Interpret development data using choropleth maps and graphs
- Evaluate which indicators are the most reliable for measuring development

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Week 2 Learning Objectives:

L3: Causes of Uneven Development

LO: To explain how colonization, conflict and geography contribute to global inequality.

L4: Effects of Uneven Development

LO: To explore how uneven development impacts health, wealth and migration.



Objective assessments:

- Interpret and compare development data using different types of graphs
- Assess the usefulness of HDI as a development measure
- Use examples to support understanding of global inequality
- Analyse the consequences of development gaps on countries and individuals

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Week 3 Learning Objectives:

L5: Trade and Ghana's Cocoa

LO: To explore trade patterns and the role of Ghana in the global cocoa market.

L6: Aid – Pros and Cons

LO: To understand the different types of aid and who provides it and evaluate the benefits and drawbacks of aid for LICs.



Objective assessments:

- Describe Ghana's role in the cocoa trade and identify issues in the supply chain
- Evaluate whether trade is fair and suggest improvements (e.g. Fairtrade)
- Explain how aid can support development using examples
- Evaluate the effectiveness of aid and potential long-term issues

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Week 4 Learning Objectives:

L7: Tourism and Development: Gambia

LO: To explore how tourism can contribute to development in LICs and to assess the sustainability and limitations of tourism in Gambia.

L8: Tourism and Development - Mexico

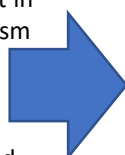
LO: To understand how tourism can generate economic development in an NEE and evaluate the environmental and social impacts of mass tourism.

L9: Reducing the Development Gap (Top Down/Bottom Up)

LO: To understand strategies used to reduce the development gap and compare top-down and bottom-up approaches to development.

L10: India – Uneven Development in an NEE (NIC)

LO: To explore regional inequality within a named NEE (India) and to understand causes and consequences of uneven development in India.



Objective assessments:

- Explain how tourism can reduce the development gap
- Assess whether tourism is a sustainable development strategy
- Describe the main features of Mexico's tourism industry (e.g. Cancun)
- Evaluate whether tourism is beneficial overall for Mexico's development

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<p>Week/Wythnos 5 Learning Objectives: <u>L9: Reducing the Development Gap (Top Down/Bottom Up)</u> LO: To understand strategies used to reduce the development gap and compare top-down and bottom-up approaches to development.</p> <p><u>L10: India – Uneven Development in an NEE (NIC)</u> LO: To explore regional inequality within a named NEE (India) and to understand causes and consequences of uneven development in India.</p>	<p>Objective assessments:</p> <ul style="list-style-type: none"> • Compare the advantages and disadvantages of each approach • Evaluate which approach is more sustainable and effective • Explain the causes of regional differences (e.g. industry, investment) • Analyse the impact of uneven development on people and the economy 	<p>Homework/Gwaith cartref:</p> <p>Set:</p> <p>Due:</p>
<p>Week/Wythnos 6 Learning Objectives: <u>L11: Causes and Impacts of Inequality - Malawi</u> LO: To explore the factors causing inequality in an LIC and to assess the social and economic impacts of inequality in Malawi.</p> <p><u>L12: North South Divide</u> LO: To identify the evidence of the North–South divide in the UK and explore causes and impacts of regional inequality.</p>	<p>Objective assessments:</p> <ul style="list-style-type: none"> • Describe the main causes of inequality in Malawi (e.g. landlocked location, trade imbalance) • Explain how inequality affects access to education, healthcare and income • Evaluate the long-term impacts of inequality on development 	<p>Homework/Gwaith cartref:</p> <p>Set:</p> <p>Due:</p>
<p>Week/Wythnos 7 Learning Objectives: <u>L13: Reducing Inequality in the UK</u> LO: To assess the effectiveness of regeneration projects and investment initiatives.</p> <p><u>L14: Resource Management – Water Supply</u> LO: To explore how physical and human factors affect water availability</p>	<p>Objective assessments:</p> <ul style="list-style-type: none"> • Explain the historical and economic reasons for the North–South divide • Analyse the impacts of regional inequality on people and places • Evaluate how successful these strategies have been in closing the development gap • Explain reasons for water insecurity (e.g. climate, pollution, overuse) • Analyse the challenges of managing water sustainably 	<p>Homework/Gwaith cartref:</p> <p>Set:</p> <p>Due:</p>

- Since lessons have been reduced from 5 to 4 lessons:
- 8 week 20 lessons reduced to 16 lessons.
- 7 weeks reduced to 14 lessons.
- 6 weeks reduced to 12 lessons.
- 4 weeks reduced to 8 lessons.
- **Term 1a** – Theme 5 – Loses 5 lessons from the theme to fieldwork.
- **Term 1B** – Theme 6 – first 14 lessons
- **Term 2a** – Theme 6 – finish off 9 lessons (including assessment and feedback. Then start theme 7: first 3 lessons
- **Term 2B** – Theme 7: L4-9 (last 6 lessons of theme 7, leaving 6 lessons left (*go back to theme 5 and complete the lost 5 lessons?*))