

## Year 9 SCHEME OF WORK

### Assessment Framework

#### UNIT 1 Ass 9.1

**Development. ICT Internet based exercise using [www.pupilvision.co.uk](http://www.pupilvision.co.uk) to select UK and one LEDC for comparison using five chosen development indicators.**

#### UNIT 1. What is Development?

**Week 1 Perceptions of Development TP page 33 Text pp 4-5**  
N.Curr. 1a 1e 1f 2d 3a 6i 7b

Aims: Selective images are used to encourage pupils think critically and take account of the views of others. Central Citizenship skills and also Development practice where disparate views are involved.

Perception of geographical places. Challenging perceptions.

#### **Powerpoint Year 9 Introduction tally charts**

Text pp 4-5; Perceptions of Development. 8 selected images A to H.

Encourage discussion on personal perception and what we base it on.

Define and place in context the terms MEDC and LEDC from page 5.

- 1) Use exercise book to complete Activities 1 a) and b) based upon images A-G.
- 2) Teacher to prepare a whiteboard class result tally for M (MEDC) or L (LEDC) against each of images A-H.
- 3) Class asked to identify clear MEDC, clear LEDC and disputed images.
- 4) Class to complete Activity 2 in pairs, based upon experience of the tallies.

The answers are:

- A The Bronx New York City USA
- B Village shopping centre in Zimbabwe
- C School children in North Vietnam
- D Cyber café in Dhaka, Bangladesh
- E Clear cut forestry in British Columbia, Canada
- F Dalian, in Liaoning Province, North East China
- G Sikh wedding in London.
- H Electronics factory, Kuala Lumpur, Malaysia

5) Compare the answers to the class findings and deal with any surprises.

6) Work on Activity 3. The pupils should produce personal definitions

HWK: Write a definition for Development; Activity 3 page 5.

*Development, in simple terms, is "Growth and Progress as measured by a number of factors that measure the quality of human life or economic activity."*

*(It may or may not be appropriate, at this early stage, to introduce the idea that any Development has now to be reviewed with regard to **Sustainability** so that the current activity does not reduce the quality of life of future generations or further degrade the environment. The Sustainable Development lesson is Week 7)*

**Week 2. What do we understand by Development? TP pp 33-34 Text page 6**  
N.Curr 1a 1e 1f 2d 3a 3b 3d 5a 5b 6i 7a 7b 7d

Aims: Extension activities that challenge perceptions and promote awareness of different viewpoints. Development as a context sensitive concept. Defining Development is not simple.

**PowerPoint. What do we understand by Development?**

Introduce page 6 and the local personality of Clare Short MP.

- 1) Look at the presentation A to E on page 6 and draw out, and define, the key words from the class, recording them as a word pool on the whiteboard.
- 2) Complete Activity 1a on page 6.
- 3) Complete Activity 1b, treating the definition completed for homework as F and include the key words in the table.
- 4) Complete Activity 2 as either pairs or a class discussion, moving from a to b.

**LITERACY TASK**

Explain and encourage Extension Task (We could easily shy off this but it is worthy and promotes Literacy!) **See PowerPoint last frame for acrostic poems**

An *acrostic poem* is one where particular, i.e. the first, letters in the lines, spell out a word or phrase. Perhaps treat each letter of DEVELOPMENT as the first letter of a key associated word e.g. E for Equality or Environment, L for Life, O for Opportunity, P for People!...and THEN try and give it rhythm or rhyme? Teacher starts a word pool on the board to help the “less able”.....

HWK: Try and complete the Extensions task.

**Week 3 Interpreting development data TP page 35 Text pp 8-9**  
N.Curr. 1a 1c 1d 1e 1f 2d 3a 3b 3c 3d 6i 7a 7b 7d

Aims: Quality of Life issues; raising awareness of the value of composite development indicators e.g. PQLI UN Physical Quality of Life Index.

**PowerPoint Development compass rose**

- 1) Introduce the concepts of Standard of Living and Quality of Life from page 8. Issue double sided DCR sheets. (DCRs are TIDE developed analytical tools.)
- 2) Review the two images on page 8 with the class. Look into the images for quality of life indicators. (N.B. either the class **or** the teacher points out that it could be a matter of opinion! i.e. “Rat race...”)
- 3) Explain the use of the DCR as a tool. Complete a DCR for each image as per Activity 3 page 9.
- 4) Complete Activity 4 page 9 based upon the two DCRs.  
Plenary opportunity to highlight the most extreme similarities and differences.  
(N.B. Are differences of personal opinion of Quality of Life apparent in the class in any boys of this age group?)

HWK: Complete class work together with a simple daily diary schedule for the two images from Extension task 5 page 9

## **Week 4 Mapping Development**

N.Curr. 1a 1c 1d 1e 1f 2c 2d 2e 3a 3b 3e 6i 7a 7b 7d

Aims: Mapping skills for development geography; the visual representation of data using different scales and classifications.

**N.B. CJ and WT have reviewed page 13 Activities 1 and 2; Sheet 1.7. Omit. It does not work.**

### **Issue Atlas**

Look at maps A and B on page 12. There are two different systems or classifications of development:

A is GNP per capita \$US 4 levels; Lower /Lower Middle/ Upper Middle/Higher

B is the UN HDI 3 levels; Low /Medium/ High

Compare A with B and point out one country with comparable colouring e.g. UK and one with different ones e.g. Ghana or Papua New Guinea.

Class to use the atlases to find:

- 1) 6 the same in A and B
- 2) 6 different in A and B

Name them and give the A and B classification for each.

- 3) Use the atlas country data to try to discover why the different ones are different in A and B. Give a possible reason for each one.
- 4) Why is there no data available for some countries?
- 5) Which is the better indicator of development; GNP per capita or HDI?

Plenary review with class contributions.

HWK: Complete class work

## **Week 5 Inequalities in Development TP page 36 Text page 14**

N.Curr. 1a 1c 1d 1e 1f 2c 2d 2e 3a 3b 3e 6i 7a 7b 7d

Aims: Analysis of statistical data to establish inequalities in selected countries.  
Transformed maps of inequality data v. conventional maps.  
Drawing proportional maps.

### **Global inequality**

#### **Issue Sheet 1.9**

- 1) Look at the selected Table A data on page 14. Follow Activity 1b to complete Sheet 1.9.
- 2) Present your results on the squared paper section using the HOW TO guide. N.B. an atlas is required to place the countries in their relative positions on the paper.
- 3) Issue Sheet 1.10 and compare the %population map with the %share of world GNP.
- 4) Draw out from discussion the positive and negative aspects of the two maps as a means of display.
- 5) Pupils to note their findings  
Which maps are more informative? Which maps carry the strongest message?

**ICT OPTION instead of Sheet 1.9**

Activity 2 page 14 using Excel spreadsheets. Computer room.

### **Local and personal inequality in Kenya**

Read page 15 and introduce the Pokot people of Kenya.

Pokot people; one of the half dozen or so native peoples of Kenya.

About 220000; West Central, North and South West Kenya. 1/4 cultivators “corn people” the rest nomadic pastoralists, “cow people,” where the cattle are their wealth. Descended from the Bantu of central Africa and the Nilo Hamitic people of the north.

The Maasai and Turkana are neighbouring people. Age stratified society. Animist religion. Conflict region over water, grazing land and cross border Uganda/Sudan.

1) Complete Activity 1 on page 16 to give for Kenya 1997:

a) Income per person (GNP per capita)

b) Under 5 mortality

c) Primary school enrolment

The pupils have now calculated the quality of life of a “Typical Pokot Kenyan.”

### **Assessment 9.1**

Introduce [www.pupilvision.co.uk](http://www.pupilvision.co.uk) and the CIA World Fact Book.

Introduce Assessment 9.1

HWK: Assessment 9.1

### **Week 6 Water for a Pokot village; who decides? TP page 37 Text pp 18-19**

N.Curr: 1c 1d 1e 2d 3d 5b 6i 7a 7d

Aims: Development case study at a local/micro level. Interpretation, analysis and presentation of results from a real situation. **Role play**, prioritisation. Presentation skills and group work. Appropriate technology.

Introduce the issue from pp 18-19.

#### **Use Power point Water boost for a West Pokot village**

The Cards: 12 identified interest groups

#### **See Yr9 Resources photocopyable resources**

- Pokot Women
- Pokot elders
- Pokot men
- Pokot girls under 15 years old
- Pokot boys under 15 years old
- Pokot girls 15-18 years old
- Pokot boys 15-18 years old
- Kenya Government Regional Development Authority
- Pokot local health worker
- Turkana elders to the East
- Turkana men to the East
- UK water charity

Class, in twos or threes, to adopt the role of one of the twelve interest groups from the cards.

5 minutes to discuss their position re. the proposed new village borehole.

The pupil groups then report to the whole class and the class make a bullet point note of each viewpoint.

TWO forum approaches:

- 1) The textbook Activity 1 c and d for the “Appropriateness”  
Class votes on which interest group gets 1<sup>st</sup> say, 2<sup>nd</sup> etc.; record on Power point rank.
  - 2) How does this match what really happened from the textbook page 18?
  - 3) How could this borehole project make things worse for the villagers?
- Pupils have a bullet point record of the issues and a view of 2) and 3) above.

HWK: Assessment 9.1 continued

## **Week 7      Sustainable development      TP page 37      Text pp 20-21**

N.Curr.      1a-f 2 3 5 7

Aims: National Curriculum watchword from the 1992 Rio conference “Think Globally, act Locally.”

### **The global scale; the Forestry Stewardship Council**

- 1) Take the class through page 20. Record the definition of Sustainable Development. Use the **Power point Sustainable Development** to outline the work of the FSC and Greenpeace with the Indonesian timber trade.
- 2) Working in threes or fours, take an image from frame E on page 21 and complete Activity 1.
- 3) Quick plenary with each group reporting back.
- 4) Pupils to record each project and one sentence of sustainability principles.

### **The local scale. Our school- the place where we spend our working day.**

Issue sheet 1.13 and raise awareness from class discussion, of sustainable or unsustainable practices in the school environment.

Give one example for them:

e. g. aluminium soft drinks cans sold in canteen and machines. Health issues from high sugar and no recycling facility. Aluminium metal.

Turn to bottled drinks and cartons. Reduce sugar intake.

PVC/ plastic; oil derived. However, still no recycling separation of waste for plastics.

HWK: Complete sheet 1.13 for your school

## **UNIT 2      France**

### **Week 8      The changing economic geography of France. TP 58 Text pp24-25**

N.Curr.      3c 4a 4b

#### **Important Cross Curricular opportunity; French KS3**

Aims: Introduction to the country; basic national geography of metropolitan France. Introduction to the regional geography of France.

The identification of human and physical characteristics, on a regional scale, using photographs and maps.

Understanding and being able to link human activity to physical features.

Using text pp 24-25 and the Power point Unit 2 Introduction

- 1) Introduce the geography of France. Metropolitan France and Overseas Territories
- 2) Explain the structure of the data presented on pp 24-25. Relate location to climate and photo evidence of human and physical responses to climate.
- 3) Pupils to construct table from Activities across 2 exercise book pages.
- 4) Work through one photo as a model (get a class vote to involve them all)
- 5) Support each example with the supplementary images on PowerPoint.
- 6) Class to complete Activity 1a and b.
- 7)

### **The weather in France.**

Teach the difference between weather and climate.

Take one graph as a model and create a board description as a guide for 7) below..

Teach:

Maximum and minimum annual temperatures.  
Annual temperature range  
Rainfall distribution  
Seasons

Basic factors determining climate and weather; latitude, altitude, distance from the sea.

- 8) Issue Atlas and take the class into the map of France. Complete Activity c by offering reasons for the weather differences. (pupils note e.g. Latitude and km. distances apart.)

HWK: Complete for homework.

**Week 9**            **What is France's economy like?**    **TP 57**            **Text pp 26-27**  
N.Curr.            3d

Aims: To develop an understanding of different types of economic activity.

To identify the changing importance of different types of economic activity.

To develop an understanding of how France's economy is changing.

Use page 26 to revise the idea of classification of industry

- 1) Redefine and make notes on: a) Primary b)Secondary c)Tertiary Industry
- 2) From page 26, Class to carry out Activities 1 and 2 verbally with Activity 3 as the written summary: **France in the 1970s** and **France today**.
- 3) From page 27, complete Activity 1. Emphasise the pink information box.

Issue Sheet 2.1 and graph paper. Changing quality of life in France. Complete Question 1. Discuss use of symbols to help the presentation.

**ICT Option Sheet 2.1 Question 2 (and even the use of spreadsheet for Q.1?)**

HWK: Complete for homework.

**Week 10**      **Changes in French agriculture**      **TP 57 Text pp 28-29**  
N.Curr.      3d hiii gii

Aims: To understand the changes in French agriculture 1950 to the present and to understand the reasons for those changes.

Read pp 28-29. Use **PowerPoint Changes in French Agriculture**