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| **Unit 6 : What is development?** | **Topic Tracker** | | | | |
| The aims are:  **LG1: Knowledge**  Know that development is a process of change that improves people’s lives and that development is occurring all over the world. However, there are big variations in levels of development. Know development can be measured. Understand that extreme poverty can be reduced.  **LG2: Application**  Apply learning to different nations including Malawi and Singapore.  **LG3: Skills**  Empathy. Numeracy. Evaluation of measurements of development. Interpretation of a range of information sources. | **Assessment results** | **Topic specific key terms:**   |  |  |  | | --- | --- | --- | | **development**  **stages of development**  **standard of living**  **development indicators**  **life expectancy**  **adult literacy rate**  **mortality rate**  **neglected tropical diseases** | **Malawi**  **landlocked**  **Singapore**  **trans-shipment port**  **industrial revolution**  **cities migrant**  **natural resources**  **corruption**  **infrastructure**  **aid**  **energy** | **development gap**  **poverty**  **extreme poverty**  **manufacturing**  **Non-Government Organisation**  **microfinancing**  **technology**  **developed**  **developing**  **GDP**  **wealth** | | | | |
| **Themes** | **Learning Goals/Outcomes/Content** | |  |  |  |
| 1 Rich World, Poor World  How unequal is our planet? | LG1 Understand ‘standard of living’ varies a lot (depending upon where people live).  LG2 Use evidence to prove this. | |  |  |  |
| 2 What is development? | LG1 Know how to describe highly developed countries and poorly developed countries.  LG2 Apply to photographs | |  |  |  |
| 3 and 4 Measuring and mapping development | LG1 Know different ways to measure development.  LG3 Interpret development data and maps. | |  |  |  |
| 5 Malawi: a developing country | LG2 Describe characteristics of a developing nation – Malawi  LG3 Interpret data and images | |  |  |  |
| 6 Singapore: a developed country | LG2 Describe characteristics of a developed nation – Singapore  LG3 Interpret photos and satellite images | |  |  |  |
| 7 How did the development gap grow ? | LG1 Know some causes of the development gap | |  |  |  |
| 8 More causes of the development gap | LG1 Know more causes of the development gap  LG3 Apply to photos | |  |  |  |
| 9 Energy use and development | LG1 Know that level of wealth links to energy use.  LG3 Creating hypotheses, plotting scatter graphs and deciding correlations | |  |  |  |
| 10 Poverty and disease | LG1 Describe neglected tropical diseases (NTDs) and water-borne diseases  LG2 Explain the distribution of neglected tropical diseases  LG3 Assess how disease is linked to development | |  |  |  |
| 11 Escaping from poverty | LG1 Know why dangerous journeys (migrations) are made to escape poverty | |  |  |  |
| 12 Putting an end to poverty | LG1 Know some solutions to reduce world poverty | |  |  |  |
| 13&14 Dragons Den- which plan is best? | LG1 2 Describe and explain the ways that the development gap can be reduced. | |  |  |  |
| 15 Assessment |  | |  |  |  |

**Links:**

**LG1 & 2: Knowledge and application** Links to KS3 units: Yr7 Population and Migration, Africa; Yr 8 Asia. Links to KS4 GCSE units: Development dynamics; Challenges in an urbanising world; Consuming energy. Links to KS5 A level units: Yr 12 Globalisation; Yr 13 Superpowers and Migration, identity and sovereignty.

**LG3: Skills** Empathy- being able to understand other people’s perspectives is valuable in many subjects. Percentages, ranking, ratios, numeric comparison, choropleth link to maths. These skills are also used in GCSE and A Level Geography.

Media links

<https://www.gapminder.org/>

<https://www.cia.gov/library/publications/the-world-factbook/>

Films:

Living on One Dollar trailer and clips <https://vimeo.com/ondemand/livingononedollar/176783281?autoplay=1>

Beyond Good intentions <http://www.beyondgoodintentionsfilms.com/about_the_film_series.php>

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