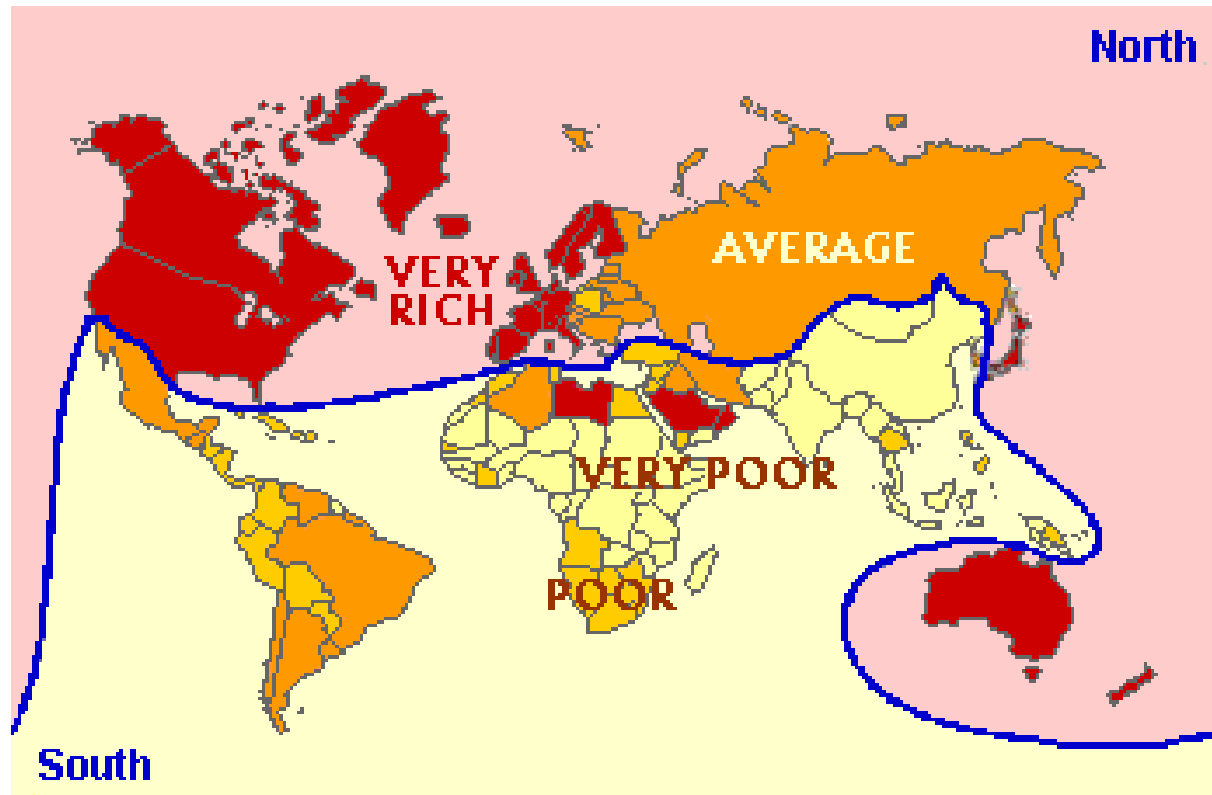


# Development


A Programme of Study for Year 9 Geography  
by Andy Ouma







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## Development

This Scheme of Work has been written by Humanities teachers at Quintin Kynaston School with an emphasis on achieving understanding of the subject rather than simply a drive to complete a syllabus.

It is designed for our multi-cultural student body spanning a range of abilities. Wherever practicable we prepare [Differentiated Resources](#) (indicated by a ) for students with Special Needs, those who are early English learners and for gifted and talented students. Further

work is in hand on these. We also take into account National Strategies: specific tasks are indicated by  for **Literacy**,  for **Numeracy** and  for **Information Technology**. Topics supporting **Citizenship** are marked . This Scheme of Work will be reviewed and revised in due course.

Each Key Question is scheduled to take two weeks.

January 2004

Key Question	Learning Objectives	Key Vocabulary	Suggested Activities	Resources	Homework
Where in the world are the rich and poor countries located?	<ul style="list-style-type: none"> <li>To say where rich and poor countries are to be found</li> <li>To define 'Rich North' and 'Poor South'</li> <li>To assess the accuracy of 'Rich North, Poor South'</li> </ul>	Equator Poor South Rich North Wealth	Locate selected countries on a world map. Draw dividing line between the rich and poor ones. Decide which of a given list are rich and which poor countries. Describe distribution of rich and poor countries by continent.	Atlases Map of world with selected countries	Write an article explaining how life differs for people in rich and poor countries.
What do we mean by the term 'development'?	<ul style="list-style-type: none"> <li>To say what development means</li> <li>To compare life in a developed country with that in a developing one</li> <li>To suggest what aspects of life in a developing country</li> </ul>	Development Standard of Living	Decide which given activities relate to developing countries, and which to developed. Fill in blanks to describe life in a developing country. Suggest which phenomena should be included in any discussion of development. Say what they would	Key Geography Places Map of world divided into rich and poor. Video: Planet.com video, programme	Conduct an interview with a family in a developing country, emphasising deprivation OR one with a family in a developed country,

## Development

	students might find pleasant		not miss if they went to live in a developing country.	7	emphasising abundance.
Key Question	Learning Objectives	Key Vocabulary	Suggested Activities	Resources	Homework
How can development be measured?	<ul style="list-style-type: none"> <li>To define indicator of development</li> <li>To categorise the indicators</li> <li>To suggest which are more reliable than which</li> </ul>	Birth Rate Death Rate Gross National Product (GNP) Indicator of Development Infant Mortality Rate Life Expectancy Literacy Rate Natural Increase Statistic	Draw bar charts to compare GNPs of rich and poor countries. Connect indicator to definition. Rank order countries level of development by aggregating indicators. Draw scattergraphs to identify correlation between indicators. Put indicators into groups: Social, Economic, Demographic, Health	Key Geography Places Graph paper Development statistics for selected countries (Brazil, France, India, Japan, UK)	Draw scattergraphs and lines of best fit of more indicators and attempt to explain any causation.
How did historical factors make some countries rich and others poor?	<ul style="list-style-type: none"> <li>To explain how Europe got developed</li> <li>To say how this caused other countries to become less developed</li> <li>To evaluate to what extent historical factors explain underdevelopment today</li> </ul>	Developed Export Manufactured Goods Raw Materials Underdeveloped	Connect pictures and captions explaining the effects of colonisation. Conduct interview with a resident of an LEDC on why the country is so poor. Say to what extent they attribute poverty to historical factors.	Cartoon strip of effects of colonisation	Find out what a population pyramid is, and how it differs for rich and poor countries. (Preparation for next lesson)

Abbreviations:

## Development

LEDC Less Economic Developed Country

MEDC More Economic Developed Country

Key Question	Learning Objectives	Key Vocabulary	Suggested Activities	Resources	Homework
How does population affect development?	<ul style="list-style-type: none"> <li>To show how population structures of countries differ</li> <li>To explain what causes overpopulation</li> <li>To assess to what extent population affects development</li> </ul>	<p>Optimum Population</p> <p>Overpopulated</p> <p>Underpopulated</p>	Read statements and say which refer to an MEDC/LEDC population pyramid. Conduct an interview with a LEDC resident on why they have so many children when they are so poor. Match terms to definitions.	Videos: (1) The population problem (2) World population issues	Write a campaign leaflet trying to encourage people in LEDCs to have fewer children. Be sure to include counter-arguments to reasons they may give.
How does employment structure affect development?	<ul style="list-style-type: none"> <li>To demonstrate the differences between LEDC and MEDC employment structures</li> <li>To say what causes employment structures to change over time</li> <li>To predict the UK's employment structure in 100 years time</li> </ul>	<p>Employment structure</p> <p>Primary industry</p> <p>Secondary industry</p> <p>Tertiary industry</p>	Draw pie charts to depict employment structure in UK, Brazil, Bangladesh. Fill in blanks to explain the different characteristics of countries with a particular employment structure. Attempt to predict UK's employment structure in 100 years time.	Employment data for UK, Brazil, Bangladesh Employment data for UK in 1790, 1890 and 1990. Key Geography Interactions	Define export, import, trade, primary good, manufactured good. (Preparation for next lesson)

## Development

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How does trade affect development?	<ul style="list-style-type: none"> <li>To define primary and secondary goods and list their characteristics</li> <li>To say what goods LEDCs and MEDCs export and import</li> <li>To conduct a cost-benefit analysis on mono-export dependency</li> </ul>	Export Import Manufactured good Mono-export dependency Primary good Secondary good Trade	Draw pie-charts of exports of selected countries. Mount on map. List countries of the world with one chief export.	Key Geography Interactions Protractor Data for raw material vs manufactured good export for selected countries. Outline world map	Think of ways in which developing countries can get out of their trade predicament.
How can aid be used to foster development in LEDCs?	<ul style="list-style-type: none"> <li>To distinguish between the different types of aid</li> <li>To suggest criteria for 'good aid'</li> <li>To say to what extent aid is the answer to under-development in LEDCs</li> </ul>	Aid Bilateral aid Development aid Emergency aid Long-term aid Multilateral aid Short-term aid Voluntary aid	Match type of aid with definition. Distinguish given items as being either short- or long-term aid. Give reasons for and against aid to LEDCs. List characteristics of good aid. Construct a development snakes and ladders.	Key Geography Interactions Pictures of various items of aid Squared paper Videos: (1) Thinking about disasters (2) Vietnam: impact of aid	For each of these scenarios, give three items you would regard as the best aid to send. Justify. <ol style="list-style-type: none"> <li>Earthquake-hit country</li> <li>Drought-stricken country</li> <li>Country with excessive rural-urban migration</li> <li>Mono-export</li> </ol>

## Development

					dependent country (primary good)
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