




YEAR 8 Spring TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Development

Curriculum Intent	In addition to working further on objectives from Year 7 and 8, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<ul style="list-style-type: none"> • Some countries are rich, while others are poor. • Differences in levels of development can be measured by development indicators, such as GNI (gross national income) per capita, literacy rate and birth rate. • Scattergraphs can be used to show patterns between wealth and other indicators. • Some countries struggle to develop because of their location, their lack of natural resources or human capital, and their colonial history. • A lack of water can prevent development in many ways. • People might migrate to another country to escape inequality, such as poverty. • Some countries have a lack of food security, leading to famine. • Some countries have good food security, leading to overnutrition and obesity. • People's health and access to healthcare varies around the world. • Trade between countries can be unfair, especially when HICs (high-income countries) buy from LICs (low income countries). • Strategies for closing the development gap such as trade, aid and fair trade.
Spiritual, moral, social, and cultural development	SMSC: Injustice and empathy, understanding of other cultures and societies. PSHE/British Values: Tolerance of different cultures, mutual respect Skills Builder: Describing maps, analysing maps e.g. choropleth/flow line, interpreting graphs (scatter) and charts (pie).
Numeracy	Numeracy (measures of development), scattergraphs and correlation
Literacy	Vocabulary Tier 2: Describe, explain, evaluate, classify, analyse, cause, effect, compare and contrast Vocabulary Tier 3: Development, Development gap, Inequality, Standard of living, Quality of life, Poverty, Development indicator, Literacy rate, Life expectancy, Sanitation, Fair trade, Aid Reading: Development guided reading Writing: Big Write based evaluation of trading game Oracy: playing the trading game. Group discussions on strategies to close the development gap and should we give aid?
Becoming future ready	Careers/Employability: International development, aid worker/NGO, migration law, refugee support, dietician, health worker, medicine, trade and international relations, product design, retail, analyst, politics.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. Refer to Scheme of learning. By resource: Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example. By Intervention: by providing different levels of supervision and support. By Progressive Questioning: exploring pupils' understanding through interactive dialogue. By Grouping: according to prior attainment, gender, social preference. By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. By Offering Optional Activities: In class or as homework, to extend learning.

	<p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p> 
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Describe the social and economic differences between HICs, NEEs and LICs • Evaluate different ways of measuring development • Explain the physical and human reasons for uneven development • Explain why uneven development leads to migration • Explain why uneven development leads to food inequalities • Explain why uneven development leads to health inequalities • Explain why uneven development leads to unfair trading patterns • Suggest strategies for closing the development gap • Explain the objectives of Fair trade and how it helps poorer countries • Discuss the advantages and disadvantages of giving aid to poorer countries
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>Year 8 – some links to tourism topic.</p> <p>Year 9 – some links to urban living topic and migration topics as well as Africa and Asia SOW.</p> <p>GCSE: Changing Economic World and Urban Issues and Challenges topics.</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – refer to assessment results / data review documentation.