



## YEAR 11 Autumn TERM 1

### 'An ambitious curriculum that meets the needs of all' Medium Term Planning - Topic: Economic LIC



<b>Curriculum Intent</b> <b>Skills/Assessment</b> <b>Objective Links</b>	<p>In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following the AQA GCSE Specification, the following this term:</p> <p>Different ways of classifying parts of the world according to their level of economic development and quality of life.</p> <p>Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</p> <p>Limitations of economic and social measures.</p> <p>Link between stages of the Demographic Transition Model and the level of development.</p> <p>Causes of uneven development: physical, economic and historical.</p> <p>Consequences of uneven development: disparities in wealth and health, international migration.</p> <p>An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <p>An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"><li>• the location and importance of the country, regionally and globally</li><li>• the wider political, social, cultural and environmental context within which the country is placed</li><li>• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li><li>• the role of transnational corporations (TNCs) in relation to industrial development.</li></ul> <p>Advantages and disadvantages of TNC(s) to the host country</p> <ul style="list-style-type: none"><li>• the changing political and trading relationships with the wider world</li><li>• international aid: types of aid, impacts of aid on the receiving country</li><li>• the environmental impacts of economic development</li><li>• the effects of economic development on quality of life for the population.</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Appreciation of how differing levels of development means different standard of living and quality of life.</p> <p><b>PSHE:</b> Appreciation of how clean water, nutrition, access to sanitation affects quality of life.</p> <p><b>British Values:</b> What democracy is but also different political systems other than democracy.</p> <p>Rule of law in terms of trade, TNC regulations etc.</p> <p><b>Skills Builder:</b> Graph drawing and interpretation e.g. pie charts, scatter graphs</p>
<b>Numeracy</b>	<p>Birth rates, death rates – DTM. Natural increase. Calculating the difference between trade and fairtrade. Pie charts - % and degrees.</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, distribution, annotate</p> <p><b>Vocabulary Tier 3:</b> investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. Gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</p> <p><b>Reading:</b> India case study</p> <p><b>Writing:</b> Learning how to structure 6 mark and 9 mark answers</p> <p><b>Oracy:</b> Debate – types of aid/support</p>
<b>Becoming future ready</b>	<p>Citizenship, global awareness, cultures, trade.</p> <p>Careers: Politics, Global Business, Charity.</p>

<b>Adaptation</b> <b>QFT/SEND Provision</b>	<p>Throughout this topic, quality first teaching will provide adaptive teaching and differentiation:</p> <p><b>By product:</b> Different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> By providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> Exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> According to prior attainment, gender, social preference.</p> <p><b>By Task:</b> 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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation</b> <b>Curriculum Delivery</b> <b>Learning Outcomes (Knowledge)</b>	<p>To be able to classify parts of the world according to their level of economic development and quality of life.</p> <p>To know the different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).</p> <p>To understand the limitations of economic and social measures.</p> <p>To understand the link between stages of the Demographic Transition Model and the level of development.</p> <p>To know the causes of uneven development: physical, economic and historical.</p> <p>To understand the consequences of uneven development: disparities in wealth and health, international migration.</p> <p>To have an overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans.</p> <p>To know an example of how the growth of tourism in an LIC or NEE helps to reduce the development gap.</p> <p>To be able to use India to illustrate:</p> <ul style="list-style-type: none"> <li>• the location and importance of the country, regionally and globally</li> <li>• the wider political, social, cultural and environmental context within which the country is placed</li> <li>• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>• the role of transnational corporations (TNCs) in relation to industrial development.</li> </ul> <p>Advantages and disadvantages of TNC(s) to the host country</p> <ul style="list-style-type: none"> <li>• the changing political and trading relationships with the wider world</li> <li>• international aid: types of aid, impacts of aid on the receiving country</li> <li>• the environmental impacts of economic development</li> <li>• the effects of economic development on quality of life for the population.</li> </ul>
<b>Current learning to be developed in the future within:</b>	<p>GCSE – The Challenge of Resource Management – Food, Energy and Water</p> <p>A level – Global Governance</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>End of unit tests</p> <p>End of year exams</p> <p>Mock exams</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p> <p>This is monitored throughout the course and appropriate support, intervention provided.</p>