



Introduction to the Geography and History Curriculum

This Integrated Geography and History Curriculum for 3rd year of E.S.O. is derived from the British National Curriculum and the Spanish Curriculum.

The content of the entire curriculum for Geography and History is covered in the Integrated Curriculum for ESO 3 and ESO 4, so that students work on both subject areas throughout the whole Secondary stage.

The philosophy of the Spanish education system concerning these subjects is maintained while the methodology draws heavily on the British National Curriculum Key Stage 3 Framework for teaching Geography and History.

In some areas the order of teaching topics is flexible in order to allow the pupils to use English resources (books, websites etc) and to work within topic areas. The Qualifications and Curriculum Authority (QCA <http://www.qca.org.uk/>) has produced a series of detailed schemes of work for teaching Geography and History from 11-14 in accordance with the National Curriculum. There is now a large amount of resource materials based on these schemes, including textbooks and support materials from all the major publishers, web based resources and software. Information on some of these materials can be found in the section on teaching resources.

In each section there are **textbooks recommended** for use, which in many cases compliment the lesson outlines provided.

Teachers are strongly advised to read through the *whole* of this document before beginning to work on individual units in order to obtain a global view of the content and objectives involved in teaching History and Geography as part of the Integrated Curriculum.

Different approaches to teaching and learning

All pupils do not learn in the same way so it is important to give them a range of different kinds of experiences to give them the opportunity to develop. The range of types of experience can be summarised as:

▪ Examples of possible activities		
Type of experience	Used by pupils	Used in teaching
Visual	PowerPoint slides, making videos, making posters, use of colour codes for revision, mind maps, making graphs, key diagrams, topic webs, computer based learning	PowerPoint slides Posters on the walls Video Internet searches Practical demonstrations Field trips
Audio and linguistic	Word puzzles, writing a magazine article, poems and songs, crosswords, discussion, debates, vocabulary webs, comprehension tests, library search, presentations to the class	Word walls Using music Setting library or newspaper search investigations School magazine Entering competitions
Kinaesthetic, physical	Model making, practical tasks, role-play, making flash cards, dance and drama	Hands-on practical lessons Using role-play to act out social dilemmas.
Mathematical	Organising tasks into steps, listing key points, making tables and graphs of information, making timelines, creating flow charts	Preparing quantitative practical lessons to generate data Using flow charts to sequence an activity Using Excel for dealing with data tables and graphs.

These experiences should be taken into account when preparing the scheme of work to ensure a good range of different activities.

This does not mean that there is no place for the traditional class where the teacher stands at the front and delivers a lesson. On the contrary, the teacher has an even more central role in ensuring that all the pupils are given the best opportunity possible to understand the concepts and take an active part in their own learning.

However, rather than lecturing to the pupils, the teacher has continually to be looking for feedback, by questioning the pupils, checking to see if they understand and providing them with the opportunity to express their knowledge at any given time or level. (See following diagrams for examples of explanations and descriptions at various levels.)



Teaching materials and resources

The course is designed so that teachers can choose which books and extra resource materials to use to best suit themselves and their pupils. As the methodology is based on both the Spanish and British Curricula, there is **no single ideal text to use, but some are recommended**. However, a good deal of resource material should be British. The British education system has five years of secondary education from Year 7 to Year 11, corresponding to the Spanish system as follows :

Year 7 (Key Stage 3)	:	6° Primaria
Year 8 (Key Stage 3)	:	1° ESO
Year 9 (Key Stage 3)	:	2° ESO
Year 10(Key Stage 4)	:	3° ESO
Year 11(Key Stage 4)	:	4° ESO

Years 7 – 9 are known as “Key Stage 3” and are taught at secondary schools. In the integrated Curriculum some of the work for Year 7 will have been covered at primary Year 6 but the curriculum has been designed to include the most important aspects of the National Curriculum for Key Stage 3 and some elements of KS4, together with the Spanish Curriculum for 3rd year E.S.O. The suggested schemes of work are flexible, including extension activities that may be used if time permits. Where appropriate, a curricular link with literacy or other relevant areas has also been suggested. References to books, websites and other resources are included.

Creating resource banks

Creating resources will help teachers to provide pupils with suitable visual aids and adequate texts for classroom activities. These resources should be prepared in advance. Organised planning and coordination among teachers from different departments could save both time and work. In addition, completed resources should be adequately organised and stored for future use.

Suggestions for resource banks :

- Scan and laminate illustrations from English or Spanish textbooks, reference books, magazines etc.
- Print and laminate illustrations, graphs, photographs and simple texts from web sites. (see list)
- Compile questionnaires based on texts, illustrations, maps, graphs, artwork etc.
- Design simple posters with step-by-step explanations about how to carry out a report, investigation project, presentation etc.

Cross-curricular links and Inter-Departmental Coordination

Close coordination between different departments involved in teaching the Integrated Curriculum is essential in order to avoid too much repetition where a topic is included in, for example, both science and geography. The content covered by one subject teacher should be complemented, where appropriate, by another. Coordination is particularly important between the English department and the others involved in the Integrated Curriculum in order to reinforce the vocabulary and language skills necessary to reach a full understanding of and participation in the topics covered in the suggested schemes of work. Where appropriate, it has been suggested that teachers coordinate for these purposes. A specific reference has also been made where reinforcement could be done in a literacy class with the English teacher (LL), or “Literacy Link.” Links to other subjects have also been identified: AL – Art Link and SL – Science Link.

Language for learning

In order to avoid slowing pupils’ progress in History or Geography due to difficulties with reading or writing, the vocabulary and structural/functional language may be revised or reinforced as part of a literacy lesson where appropriate. Teachers should introduce new items of vocabulary carefully, giving the pupils the opportunity to articulate them before using them in written work.

A strong visual element should be introduced and capitalised on through the use of illustrations, diagrams, ICT etc. Specifying the vocabulary and type of language used for a particular unit of work allows the pupils to refer back to this in books, charts and other visual aids as well as making good use of the glossaries provided in some of the recommended resources.

The main language for each unit of work is briefly outlined at the start of each unit. These outlines are not, however, exhaustive, but rather intended to serve as a guide for teachers as to the kind of input that may be necessary when teaching these topics.

Geography Curriculum for 3° ESO.

The Geography Curriculum for 3° E.S.O. is divided into six main sections as follows:

Introduction Topic and Sample Lesson

Topic One: World Ecosystems-Natural Environments

Topic Two: Economic Activities-Primary and Secondary

Topic Three: A Fast Changing World-Tertiary and Quaternary Economic Activities

Topic Four: Settlement and Urbanisation

Topic Five: Development, Trade and Aid

Methodology

- A major aim of this integrated Curriculum is to encourage an imaginative approach to geography teaching. Not only do our pupils need to learn facts but also to take an interest in their surroundings and in the variety of human and physical conditions on the earth.
- Pupils need to be encouraged to develop a sense of wonder at the world around them. They also need to develop an informed concern about the quality of the environment and the future of the human habitat. In doing so, they will also develop a sense of responsibility for the care of the earth and its people.

The use of investigation and enquiry

As well as teaching geography as a factual subject, the skills of investigation and enquiry should also be developed. Geography offers the pupils the opportunity to:

- Investigate a wide range of places and environments around the world
- Investigate how places and environments are interdependent
- Carry out geographical enquiry, including identifying questions and developing their own opinions
- Carry out geographical enquiries, both inside and outside the classroom.
- Use a range of investigative and problem-solving skills and resources, including different types of maps, atlases, ICT images, etc

Key Aspects

Pupils will learn how to:

- Ask geographical questions
- Analyse evidence and draw conclusions
- Use appropriate geographical vocabulary
- Use atlases/globes/maps
- Use and complete vocabulary webs
- Draw maps, plans and diagrams
- Experience decision-making
- Use secondary evidence

Language Skills

Speaking and listening- through the activities pupils could:

- Identify the main points of a task, text...
- Listen for a specific purpose, note the main points and consider their relevance
- Discuss and respond to initial ideas and information, carry out tasks and refine ideas

Reading - through these activities pupils could:

- Follow the sequence of actions, processes or ideas being discussed
- Undertake independent research using knowledge of how texts, databases, etc are organised and on appropriate reading strategies

Writing - through these activities pupils could:

- Group sentences into paragraphs and form well-developed essays
- Properly introduce, develop and conclude pieces of writing
- Use proper punctuation

**The specific language and vocabulary relating to each topic is included in the "Language for Learning" section in the schemes of work.

Schemes of Work

Each section has been designed as a scheme of work including the following aspects:

H: The suggested timing of the lesson, usually one or two hours.

In the same column there may also be information as to the importance of the lesson:

- **Core** means it is an essential part of this Integrated Curriculum
- **Extension** means if you have time you might like to do it, but it is included to provide more practice or give more depth to a topic

There has been a huge amount of content to include and teachers should be aware that they will need to use their discretion when delivering the content, giving some topics more emphasis than others, as covering everything included in the detailed outline would prove extremely difficult.

Cross Curricular Links: These are sections that are studied or can be reinforced in other areas of the curriculum. Teachers are encouraged to co-ordinate with link teachers early on in the course in the following areas:

LL: Literacy Link

HL: History Link (The historical aspects of this material will be studied in greater detail in the History section of this course).

SL: Science (This material may be covered in Science).

AL: Art Link (This material may be covered in Art).

Lesson Outline: this is not a lesson plan, but there are suggestions for presenting the topics in each lesson.

Activities/Assessment Criteria: these are suggestions for student activities and assessment opportunities that may arise in each lesson

Lesson Outcomes: an outline of the learning expectations for the pupils from that lesson

Resources: suggestions for useful resources, which are needed or would be of help for that lesson

The first topic is intended to serve as an introduction and includes ready-made worksheets, which may be photocopied for use in class.

Introduction Topic: Is there a relationship between nature and society?

(Includes a sample lesson)

Some points in this topic may have been covered in 1° and 2° ESO.

The idea of this introduction topic is:

- to revise previous knowledge**
- to introduce a deductive approach towards Geography and**
- to show teachers how resources can be used.**

Assumed knowledge and skills from previous years:

1. That the world's population is unevenly distributed
2. That there is a strong migratory movement towards developed countries.
3. Use of map skills to recognise important situational facts related to population.
4. Identification of environmental problems that occur in each continent.

Knowledge and understanding of the relationship between the natural environment and human beings.

Pupils will learn to :

- Understand the relationship between nature and human activity.
- Explain why human settlement depends less on nature than it did before.
- Explain why population density varies within a same country.
- Compare population pyramids of two different countries (UK and a LEDC)
- Identify reasons for population increase.

Language for Learning

Through the activities in this topic pupils will be able to understand, use and spell correctly words relating to:

Population: Distribution, habitable, wealthy, growing population, birth rate, death rate, crowded, population explosion.

Environment: industrial, communication link, water supply, dairy products, fossil fuels, coastal plains, steep slopes, extreme climates, poor soils.

Key geographical questions on the Topic:

- How is the world’s population distributed?
- Why are some areas more populated than others?
- Do physical features affect human settlement?
- Do we depend on nature as much as before?
- Can humans control nature ?

h	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
2 Core	<p>Is there a relationship between nature and society?</p> <p>Can relief and climate affect human life?</p> <p><u>Introduction:</u> questions to “think about.” Explain briefly how relief and climate affect human settlement and economic development.</p> <p>Discuss how physical features can affect population: mountains, valleys, sea, rivers, plains.</p> <p>Why are some areas more populated than others?</p> <p>Explain other reasons for population increase: birth rate, religion.</p>	<p>Look at a physical map and a population map and discuss reasons for population density.</p> <p>Draw up a list of factors that affect population positively and negatively. (Sample lesson)</p> <p>Cut into pieces of paper, place in an envelope. Ask children to order them.</p> <p>Use an Internet link to understand the “population explosion”. (Sample lesson)</p>	<p>Understand how nature can influence the distribution of population and human beings can change natural environments.</p> <p>To be able to contrast and understand different population patterns.</p> <p>To be able to discuss birth rate policies over the world.</p>	<p>Use world population maps.</p> <p>http://sedac.ciesin.columbia.edu/gpw/</p> <p>Letts-GCSE.Geography-Questions and answers (Population). (Sample lesson) “Geography Matters 1”-Teachers</p> <p>Resources-<i>People Everywhere</i>.Heineman (Sample lesson)</p> <p>www.historycentral.com/NationbyNation/Spain/population.html</p> <p>“Geography homework for KS3” (chapter 5,Population) Heineman</p>
1 Core	<p>Does human settlement depend on nature as much as it did before?</p>	<p>By observing photographs compare population density and discuss reasons. (Sample</p>	<p>To be aware of the effect population is having on the environment.</p>	<p>http://www-popexpo.ined.fr/eMain.html (Sample lesson)</p> <p>GCSE Geography (section8, Population</p>

	Discuss today's urbanization, modern tourism and whether man can control nature.	lesson).		CGP (Sample lesson) http://www.geointeractive.co.uk/contribution/wordfiles/Bi-polar%20analysis%20of%20photos.doc "Geography Matters 1"-Teachers Resources- <i>People Everywhere</i> . Heineman (Sample lesson)
1 ext	Investigate population patterns in countries.	Population pyramid comparing population in Ghana and	To understand why two countries have such different populations.	www.library.uu.nl/wesp/populstat/Europe/spaing.htm
1 ext	Identify population density in Spain	With the help of a map observe the distribution of the Spanish population.	To be aware of the population differences in Spain.	www.iiasa.ac.at/Research/ERD/DB/mapdb/map_2.htm-7K

Sample lesson (2/3 hours)

IS THERE A RELATIONSHIP BETWEEN NATURE AND SOCIETY?

(This lesson does not correlate exactly to the activities and resources described above, rather it shows one way in which the topic could be delivered using those resources, but other activities are equally valid. The books used are referred to in the curriculum of 3° ESO and strongly recommended.)

1.Introduce topic by showing two or three photographs showing different environments. Locate on world map. Brainstorm on ideas for different population densities. Write ideas on blackboard.

(“Geography Matters 1” Teacher’s Resource Pack. Page93. –Heineman)

2.Discuss reasons affecting population density: natural, social and economic.

(“Geography Matters 1” Teacher’s Resource Pack. Page 92 –Heineman)

3.Read information on where people live, where they don’t live and the factors affecting population distribution.

(“GCSE Geography-Complete Revision and Practice. Pages 96,97 –Coordination Group Publications)

4.Investigate the reasons for the population explosion.

Interactive link: <http://www-popexpo.ined.fr/eMain.html>

5.Possible Assessment.

“GCSE SUCCESS”- Questions and Answers - GEOGRAPHY. Pages38, 39 Lett’s Education

TEACHERS ARE ADVISED TO HAVE AT LEAST ONE COPY OF THE VARIOUS RESOURCES.



There are a number of reasons why some areas of the world are more densely populated than others. You are going to look at two very different places and try to explain their population densities. The photographs on pages 44 and 52 and on Activity Sheet 3.8b show one area of sparse population and one area of high density population.

- 1 Place labels around the photograph of the Himalayas on Activity Sheet 3.8b showing all the reasons why you think very few people live in this area.
- 2 Complete a similar set of labels for the photograph of Hong Kong to explain why it has a high density of population.
- 3 For each photograph, circle the physical factors in green and the social factors in red.

4 Extension

Underline those social factors that are also economic in blue.

help!

Try to think of your reasons in a systematic way:

- think first about all the **natural factors** that cause a population density to be high or low, e.g. relief, vegetation, climate and soils
- next think about the **social factors**, which include **economic factors** (e.g. employment), culture and the history of the area.

help!

Always think carefully about the best place to position your labels. Some could be linked closely to the photographs. Here are some factors that you could use in your labels. You will not need to include them all.

- | | |
|-------------------------------------|--------------------------------------|
| steep slopes | place likely to have hurricanes |
| high land | good land for farming |
| foggy place | place with lots of job opportunities |
| place with few jobs | very cold place |
| earthquake zone | place likely to have blizzards |
| rich soil | place with poor TV reception |
| volcanic area | coastal area |
| good roads | river valley |
| rocky place | industrial place |
| place with lots of office buildings | cheap supply of labour |
| wet area | good building material for houses |
| place likely to flood | cloudy place |
| sunny place | lowland area |
| thickly forested area | place with good communications |
| rainforest | |

3.8b

Explaining contrasting densities of population

Pupil Book
pages 44, 52



Why are the Himalayas sparsely populated?



Why does Hong Kong have a high population density?



Population Distribution

Population Distribution — Where People Live

Population distribution is where people live — this can be on a global, regional or local scale.

- 1) PLACES WITH LOTS OF PEOPLE usually have habitable environments. They are either:
 - wealthy and industrial e.g. Europe, Japan, Eastern USA.
 - poor with rapidly growing populations e.g. India, Ethiopia.
- 2) PLACES WITH FEW PEOPLE are usually hostile environments.

Map showing World Population Distribution



Large Populations Live In Accessible Areas With Good Resources

- 1) RIVER VALLEYS are sheltered. The river provides a transport and communication link as well as a water supply. Examples: the Ganges Valley in India and the Rhine Valley in Germany.



- 2) LOWLAND PLAINS are flat with fertile soils allowing productive farming and easy communication. Examples: Denmark — very low lying and famous for dairy products. East Anglia in the UK — a good location for growing cereals.

- 3) AREAS RICH IN NATURAL RESOURCES can be important sources of materials for industry. Resources include fossil fuels (coal, oil and gas) and ores such as iron and bauxite. Examples of areas rich in coal are the South Wales Coalfield and the Ruhr Valley in Germany.



- 4) COASTAL PLAINS often have moderate climates and good access for international trade because they have sea ports. A good example is New York in the USA.



Good communication links, natural resources and hospitable climates

It's no accident that people settle and communities develop in certain areas. Learn the areas where there are dense populations, and the main reasons why these areas are so hospitable.

Population Distribution

Few People Live in Places Without Resources

1

AREAS WITH EXTREME CLIMATES are almost empty. But don't think temperature is the only extreme — lack of precipitation (aridity) is just as important. Humans can cope with pretty hot and cold temperatures but we can't cope without water. Even so, very hot and cold places such as Antarctica and the Sahara Desert are good examples of places too extreme for people to live in.

Some people have adapted to live in small communities in extreme places like the Inuit in the Arctic Circle.



The Sahara Desert: too hot and dry for humans, or much else, to live.

There are no trees to provide building materials in the Arctic, so the Inuit build Igloos from ice.



2

HIGH ALTITUDES are inaccessible, have poor soils and steep slopes which means that farming is difficult. This combination means that this environment can support few people. Good examples are the Andes mountains in South America. The inhabitants of the Andes cut terraces into the mountainside to provide strips of flat land to farm.



Terracing in the Andes

Population distribution — it's mostly common sense

There you go then — a couple of starter pages all about where people live and why. A lot of it probably seems pretty obvious but it's got to be done. You need the details and the examples here too.

POPULATION

A Choose just one answer, a, b, c or d.

- 1** What is the approximate total global population today?
 (a) 6 million people
 (b) 600 million people
 (c) 6 billion people
 (d) 60 billion people (1 mark)
- 2** When did the global population reach 1 billion?
 (a) 1700 (b) 1800
 (c) 1900 (d) 2000 (1 mark)
- 3** The rapid growth in population during the last 200 years is called the
 (a) Population explosion
 (b) Population contraction
 (c) Population implosion
 (d) Population distribution (1 mark)
- 4** What percentage of the total global population growth is taking place in LEDCs?
 (a) 35%
 (b) 50%
 (c) 75%
 (d) 95% (1 mark)
- 5** The global population is predicted to stabilise in 2200 at
 (a) 8.7 billion
 (b) 9.2 billion
 (c) 10.4 billion
 (d) 12.6 billion (1 mark)

Score /5

B Answer all parts of all questions.

- 1** (a) Calculate the population density for each of the countries in the table below. (5 marks)

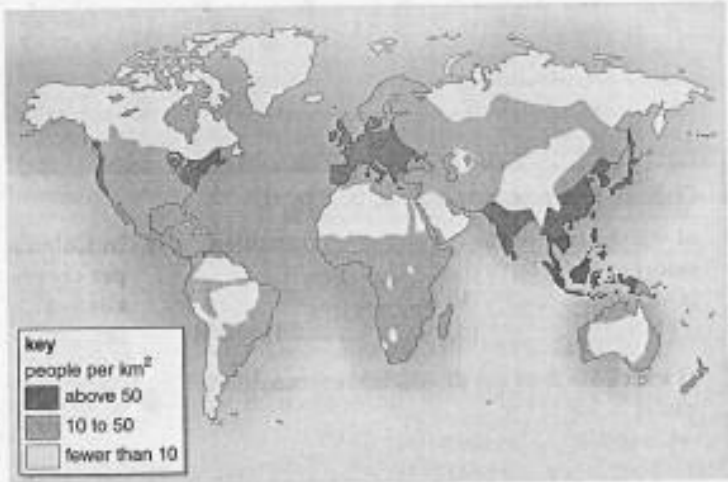
Country	Population (millions)	Area (km ²)	Population density (per km ²)
UK	60	245,000	
France	59	545,000	
Australia	20	7,618,000	
USA	287	9,100,000	
China	1,280	9,326,000	

- (b) Which country is the most crowded?
 (1 mark)
- 2** (a) Define the term 'birth rate'.
 (1 mark)
- (b) Define the term 'death rate'.
 (1 mark)
- (c) Define the term 'natural increase in population'.
 (1 mark)

Score /9

C These are GCSE-style questions. Answer all parts of the questions.

1 Study the map, which shows population density around the world.



(a) Describe the distribution of areas of high population density.

.....

(2 marks)

(b) Describe the distribution of areas of low population density.

.....

(2 marks)

(c) Suggest reasons for the patterns you have described in **(a)** and **(b)**.

.....

(4 marks)

(d) Name an area of the UK with a high population density.

.....

(1 mark)

(e) Explain why the area you named in **(d)** has a high population density.

.....

(3 marks)

(f) Explain how governments collect information about populations.

.....

(3 marks)

Score /15

How well did you do?

- 0–7 correct Try again
- 8–15 correct Getting there
- 16–22 correct Good work
- 23–29 correct Excellent!



TOTAL SCORE /29

For more on this topic see pages 42–43 of your Success Guide

Topic One: World Ecosystems –Natural Environments

Assumed knowledge from previous years:

- 1.Capable of locating places on atlases and globes.
- 2.Be aware of environmental issues.
- 3.Establish differences and similarities between the UK and Spain.
- 4.Reasons for human settlement.

Knowledge and understanding of landscapes

Pupils will learn about:

- 1.The various landscape patterns.
- 2.World-wide ecosystems.
- 3.Local ecosystems.
- 4.How population is affected by the environment.
- 5.How to read an ordinance and survey map.

Knowledge of climate and its effect on the environment

Pupils will learn about:

- The role of water on our planet.
- World Climates.
- The “Greenhouse effect”: Natural Disasters are becoming more frequent and greater number of population is under threat.
- The increase in sea level and its effect on large areas of the planet.
- To what extent man can change the environment.

Language for learning: Biomes, food web, food chain, rainforest, podsols, deforestation, world summit, gas emissions, acid rain, drought, impact, high pressure, moderate, depression, coastal defences, landslide, collapse, erosion, hydrograph, river course, floodplain, climograms, carbon dioxide, levee, run-off.

Key geographical questions on the Topic (Some may have been studied during previous years)

Natural Environments

- What do we mean by “environment”?
- What aspects influence an environment?
- How are biomes affected by climate, soil and animals?
- How many types of ecosystems are there?
- How many climates are there?
- What climates are there in Spain?
- What climates are there in the UK?
- Is climate changing?
- Why is water so important for life?
- Which are the main rivers in Spain?
- Which are the main rivers in Europe?

Changes in the Environment

- How do people adapt to the environment?
- What happens when man tries to change the environment?
- Is man responsible for major natural disasters?
- How does climate affect population?
- What is “the greenhouse effect”?
- What is “global warming”?
- Why is our planet called “The Blue Planet”?
- Why is population unevenly distributed?
- Why is the sea level rising?
- What will happen if the sea level continues to rise?
- Can flooding be prevented? Can flooding benefit humans?
- What are the consequences of deforestation?

h	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
1 core	<p>What do we understand by a natural environment?</p> <p>Why are landscapes over the world so different?</p> <p>Observation and description of different landscapes: Relief, water, vegetation, climate, settlement.</p>	<p>Identify different ecosystems on a map: Colours, coordinates.</p>	<p>Awareness of various landscapes and their meaning.</p>	<p>http://en.wikipedia.org/wiki/Natural_environment</p> <p>www.andalucia.com/environment/protect/home.htm</p>
1 ext	<p>How do you feel when you observe a particular landscape?</p> <p>Express feelings by using different adjectives: pleasure, stress...</p>	<p>By using photographs, express different sensations both orally and written.</p>	<p>Understand the meaning of an ecosystem and its complexity.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Flooding%20worksheet.doc</p> <p>Homework for KS3 (chapter 4)</p>
2 core	<p>What do we mean by an ecosystem?</p> <p>Explain how biomes are related to climate, soil and animal activity.</p> <p>Identify world ecosystems.</p>	<p>Define an ecosystem.</p> <p>Identify different biomes: Savanna, Desert, Temperate grassland, Temperate forest, Mediterranean regions, Coniferous forests and Tundra.</p>	<p>Identify the main ecosystems in the world and relate it to human activity.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Why%20should%20we%20save%20the%20rainforest.doc</p> <p>http://www.ucmp.berkeley.edu/glossary/gloss5/biome/</p> <p>Letts GCSE Success Geography-pp 72</p> <p>GCSE Geography-section seven.</p>
1 ext	<p>Investigate how biomes are related to climate and vegetation.</p>	<p>Describe one ecosystem and its interaction with human activity</p> <p>Prepare as a presentation.</p>	<p>Analyse a nearby ecosystem and how it can be easily altered.</p>	<p>Letts GCSE Success Geography-pp 72</p> <p>GCSE Geography-section seven.</p>
1 core	<p>Study Human effect on Ecosystem cycles: deforestation and floods</p> <p>Does a town have its own ecosystem?</p> <p>Study your own local district.</p>	<p>Describe one ecosystem and its interaction with human activity</p> <p>Prepare as a presentation.</p> <p>Fieldwork: investigating your local pavement.</p>	<p>Locate regional differences in the world's distribution of wealth.</p>	<p>http://ec.europa.eu/environment/air/transport.htm (Very easy but very clear) GCSE Geography-section six</p> <p>http://www.cru.uea.ac.uk/cru/demos/temrec/</p>

(SL)	Is wealth and poverty related to a climatic zone? Study the distribution of rich and poor countries.	Use a blank map and locate rich and poor regions in the world, Europe, Spain and the UK Revise the definition of climate and weather.		http://www.metoffice.com/education/index.html Homework for KS3 –chapter3. Heinemann
(SL)	Are climate and weather the same thing?		Debate international issues: drought in African countries.	http://www.coolkidsforacoolclimate.com/ Atlas.
(SL)	Does climate influence human behaviour and human activity?			
2 core	What do we know by “green house effect”? Explain the difference between “weather “ and “climate”. Explain the reason for the rise and fall of temperature.	Draw a chart with the temperatures for Madrid and London over the last 30 years.	Understand how climate works and the differences in temperature and rainfall.	www.worldatlas.com http://www.geointeractive.co.uk/contribution/wordfiles/Flooding%20worksheet.doc www.rev.net/-aloe/river/
1 ext	Describe how rainfall is produced. Observe the different climatic zones in Europe: UK :temperate oceanic. Spain: temperate oceanic and Mediterranean.		Locate climatic zones in Europe and the world. Locate climatic differences within the UK and Spain.	http://www.geointeractive.co.uk/contribution/wordfiles/Flooding%20worksheet.doc Very good for water cycle and quizzes related to water Homework for KS3(chapter 2)
2 core	Study a hurricane and its effects: where they happen and what effect they have on the people	Observe climatic zones on a world map. Relate with population. Diagram showing “green house effect” and answer related questions.		http://sosig.ac.uk/ GCSE Geography-section three
1 ext	Why is planet called “The Blue Planet”? Identify forms of water distribution on our planet(rivers, lakes, seas..) Revise the concept of hydrological cycle. Recognise river patterns in Spain and the UK.	Using maps and information relate the meaning of “bourne” and the location of English towns. Revise the water cycle by drawing a diagram and using the appropriate	Understand the need for water and how water affects the development of an area.	Google: towns with the word “bourne”. Letts GCSE SUCCESS,pags 32-37

<p>.</p> <p>2 core (LL) 1 core</p> <p>(SL)</p> <p>2 core</p> <p>2 ext</p>	<p>Explain how to spot rivers on the map. Contour lines provide a lot of information on gradient and flow.</p> <p>Does water play a role in human-nature interaction?</p> <p>Why do some floods have such disastrous consequences?</p> <p>Explain the ways in which flooding can help man. Irrigation. agriculture.</p> <p>Discuss improved methods of water control. education, well-construction, drip feeding</p> <p>Explain the concept of water supply and demand and why many LEDCs have a water shortage: no clean water supply, increase in demand and droughts.</p> <p>Discuss how man is responsible for some floods: deforestation, soil erosion, irresponsible building of houses and roads.</p> <p>Why is the sea level rising? Are our coasts changing? What can we do to stop it?</p> <p>Identify main coastal features: cliffs, arches, caves and stacks.</p> <p>Explain the reasons for sea level rise: increase in temperature, global warming.</p>	<p>terminology: evaporation, run-off..</p> <p>Observe on a map the main rivers and the main seas and relate them to population.</p> <p>Trace two maps with the river patterns in Spain and the UK. Compare.</p> <p>Use an ordnance and survey map to recognise the course of a river.</p> <p>(Hist) Revise irrigation methods: Egypt, Moors.. Investigate rice farming. (Delt Ébro, Albufera..)</p> <p>(LL) Choose a recent flooded area and find information on the Internet and prepare a project.</p> <p>New Orleans: presentation.</p> <p>• Reading comprehension on how sea level rise will affect coasts.</p> <p>Using articles and maps examine what land</p>	<p>Describe the water cycle and water patterns in the UK and Spain.</p> <p>Understand the reason for flooding and how man is mainly responsible for its disastrous effect on the environment.</p> <p>Understand why areas such as New Orleans and Bangladesh are in danger of flooding.</p> <p>Understand global warming and offer a critical opinion on coastal destruction.</p>	<p>“Geography Matters” Teacher’s Resource Pack (Heinemann)</p> <p>http://www.freedrinkingwater.com/water-education2/3-water-hidrologic-cycle.html</p> <p>http://ga.water.usgs.gov/edu/watercycle summary.</p> <p>http://www.washingtonpost.com/wp-dyn/content/gallery/2005/08/31/GA2005083100740_index_frames.htm?startat=1</p> <p>http://pubs.usgs.gov/fs/fs2-00/</p> <p>http://www.secretsoftheice.org/icecore/warming.html</p> <p>http://www.nasa.gov/vision/earth/environment/sealevel_papers.html</p> <p>• http://www.geointeractive.co.uk/contribution/wordfil</p>
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<p>Explain the concept of coastal erosion. And the power of the sea. Identify depositional features: beaches and spits..</p> <p>Are our cities safe?</p> <p>Observe world population distribution in reference to world coasts. Identify which cities might be in danger.(Spain, UK and main world cities)</p>	<p>surface will be affected by the rise in sea level.</p> <p>Study a threatened coastline in Spain and UK.</p> <p>Use maps to locate coastal areas in danger.</p> <p>Investigate with the help of photographs how housing is affected by nearer coasts. Identify defence elements built by man to prevent coast erosion.</p>	<p>Locate world population in relation to the seas.</p> <p>Identify population distribution in Spain and the UK and understand the reason for its location.</p> <p>Become aware of the effects of global warming.</p>	<p>es/hilltop%20farm%20letter.doc</p> <p>http://nsidc.org/sotc/sea_level.html</p> <p>http://www.greenpeace.org/espana/campaigns/costas</p> <p>Homework forKS3-chapter 2, excellent photocopies</p> <p>http://www.foe.co.uk/pubsinfo/briefings/html/19971215150205.html</p> <p>http://www.soton.ac.uk/~imw/barteros.htm</p>
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Topic Two: Economic Activities –Primary and Secondary

Assumed knowledge and skills from previous years:

- 1.Knowledge concerning the nature of economic activities.
- 2.Identify and define productive resources and economic features.
- 3.Explain which are the main problems and challenges of today’s economy.
- 4.Select and use appropriate techniques to present evidence.
- 5.Understanding of patterns and processes through texts, graphs and maps on world economy.
- 6.Classification of companies depending on the activity (industrial, commercial and services)
- 7.Classification and distribution of means of production.
- 8.Understanding of social changes throughout history and the reasons why these take place.

Knowledge and understanding of economic activities.

Pupils will learn about:

- The role of services in today’s world.
- Different types of economic activities.
- Relation of economic wealth to different activities.
- The changes in employment.
- Why farming is important.
- Different types of agricultural landscapes.
- Different kinds of farming.
- The development of GMFs.
- The farming of alternative types of food: organic food.
- Fishing patterns in the world.
- Fish farming.
- Greenhouse farming.
- Types of industry and their location.
- What we need energy for.
- Where we get energy from: renewable, non renewable.
- The effect of progress on the environment.

Language for learning

Through the activities in this topic pupils will be able to understand, use and spell correctly words relating to:

Economic activities: food processing, manufacturing, input, output, labour supply, skilled labour force, fishing, inshore fishing, over-exploitation, conservation, recycling, sustainable, producer services, consumer services.

Farming: arable, pastoral, forestry, GMFs, organic food, deep-sea fishing, inshore fishing, crops, cattle, breeds,

Industry: raw materials, source and supply, fossil fuels, government policies, coal, iron ore, chemical plants, capital, markets, investment, exports, imports.

Key Geographical questions on the Topic

What are economic activities?

How many types of economic activities are there?

Why is employment changing?

What is the EEC and how does it affect national economies?

Why is farming so different?

What factors influence farming?

How is farming distributed in Spain?

How is farming distributed in the UK?

How many different kinds of meat are there?

Why has fishing become such a controversial issue?

Is fish farming a sustainable alternative?

Why has green house farming become so popular in Spain?

How is industry classified?

Where is industry located?

Where is energy produced?

Which countries use most energy?

How can the environment be saved from pollution?

h	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
1 core	<p>What is an economic activity?</p> <p>Define types and classification of an economic activity: Primary, Secondary, Tertiary and Quaternary.</p>	<p>Organise jumbled economic activities into four columns.</p>	<p>Identify the different types of economic activity and explain why their importance in world economy is changing.</p>	<p>Letts-GCS-Geography-Questions and Answers(pp 54-55)</p> <p>GCSE Geography (pp 142).CGP.</p>
1-core	<p>Have new technologies had an effect on changing economic activities?</p> <p>Observe the distribution of economic activities in the world.</p> <p>Relate wealth to economic activity.</p> <p>Study economic distribution in Spain and the UK.</p>	<p>Draw diagram showing how economic activities have changed over the past.</p> <p>Locate on a map the areas where an economic activity is predominant and discuss if it is related to wealth.</p>		<p>http://www.anti-slaverysociety.addr.com/toc.htm</p> <p>Homework KS3.Heineman.(chapter7)</p> <p>World Maps</p>
1-core	<p>Is employment changing?</p> <p>Explain basic vocabulary: mining, manufacturing, leisure, and biotechnology, quarrying etc. Differentiate Industry from Employment.</p> <p>History of the EEC</p>	<p>List and discuss different jobs and their relation to economic activities.</p> <p>Identify all the countries in the European union on a map.</p>	<p>To understand why employment has changed so much.</p> <p>To understand the reason for regional prosperity and how it applies in the UK and Spain.</p> <p>Have a sense of belonging to a European identity.</p>	<p>http://www.geointeractive.co.uk/contribution/consearchbytopic.htm</p> <p>http://www.infoplease.com/ce6/history/A0817889.html</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/sosteacher/history/41349.shtml</p>

(LL) 1 ext	Child labour: a fact in the 21 st century.	Read text: “Nike as an employer” and answer questions)	An awareness and critical attitude towards child labour.	http://www.unicef.org/protection/index_childlabour.html
2 core	<p><u>An example of a Primary Economic activity.</u></p> <p>Why is farming so important?</p> <p>Where does food come from? Discuss the origin of the food we eat and how the increase in population results in a greater demand for food.</p> <p>Why are agricultural landscapes so different?</p> <p>Study the <u>fields</u>(shape, size,boundaries), <u>Crop system</u>(single crop, varied, dry, irrigated), <u>Type of farming</u> -Intensive farming/extensive, <u>Settlement</u>(scattered, concentrated).</p>	<p>Study maps that indicate world farming distribution.</p> <p>Study maps to locate fishing and ca.ttle areas in the world .</p> <p>Provide employment distribution graphs and answer given questions.</p> <p>•Consider what events are dangerous for farming.</p> <p>With the help of photographs , ask students to describe the agricultural landscape they see.</p>	<p>To be aware of the need for farming in the world.</p> <p>Show a critical attitude towards social injustice: excess of food in some countries, hunger in others.</p> <p>Compare farming in Spain and the Uk and compare regional differences in each country.</p> <p>Understand different agricultural landscapes.</p> <p>Show a critical attitude towards labour employed in agriculture: immigration, prospects..</p>	<p>GCSE Geography-Complete revision an practice –section 10</p> <p>GCSE Success-questions and answers (Letts)</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/economic/agricultureglobaleconomyrev2.shtml</p> <p>http://www.tintometer.com/MILK_QUALITY.HTM</p> <p>•http://www.geointeractive.co.uk/contribution/wordfiles/Taboo%20cards%20farming</p> <p>http://www.disknet.com/indiana_biolab/farms.htm</p> <p>http://library.thinkquest.org/org/03/01272/id25.htm</p> <p>http://www.wn.com/Farming</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Farming%20type%20definition</p> <p>http://cgi.wn.com/?template=worldphotos%2Findexsearchvera.txt&action=search&first=0&SearchString=topic:africa1%20and%20topic:food&mode=bool&x=14&y=7</p>

1-core	<p>How are farms classified</p> <p>Investigate farm classification according to: <u>Produce</u>: arable,pastoral,mixed,market-gardening. <u>Input</u> : intensive, extensive. <u>Purpose</u> : subsistence and commercial.</p> <p>Why does a farmer have to make decisions?</p> <p>What do you need to become a farmer?</p> <p>Analyse the factors affecting farming: <u>Physical</u> –climate, relief, soil, temperature, seasons...</p> <p><u>Human</u>-labour, market, money, quotas, CAP,.</p> <p>How are farming patterns distributed?</p>	<p>Use maps to identify farming patterns in the UK and Spain.</p> <ul style="list-style-type: none"> •Ask students to adopt the role of a farmer and to argue the choice he/she has made. •Locate a farming area and understand the type of farming adopted. <p>List human factors affecting farming</p>	<p>To value an economic activity essential for the survival of mankind.</p> <p>Understand how mechanization has affected the number of people working in agriculture.</p> <p>Contrast agricultural landscapes and understand their relationship with human and physical factors.</p>	<p>http://www.worldofstock.com/search_pages/cattle_farm.php</p> <p>http://www.s-cool.co.uk/topic_principles.asp?loc=pr&topic_id=8&subject_id=20</p> <ul style="list-style-type: none"> •http://www.geointeractive.co.uk/contribution/wordfiles/What%20type%20of%20farmer%20am%20I.doc <p>http://agriculture.einnews.com/news/Spain-Pork</p> <ul style="list-style-type: none"> •http://www.geointeractive.co.uk/contribution/wordfiles/Why%20should%20we%20save%20the%20rainforest.doc <p>http://www.geointeractive.co.uk/contribution/wordfiles/Taboo%20cards%20farming.doc</p>
2-core	<p>Identify main farming patterns in the world: <u>types of farming and population working in primary economic activities.</u></p> <p>Where does meat come from?</p>	<p>Learn from the teacher what CAP is and how it affects agricultural policies..</p> <p>(LL)Cultural investigation. Choose countries over the world and establish which kind of meat they eat (or their staple diet).</p>	<p>To be aware of the population working in agriculture and be able to argue why it is very much undervalued.</p> <p>To identify economies dependent on meat market.</p>	<p>http://www.geography.learnontheinternet.co.uk/links-f-g.html</p> <p>http://www.design-technology.info/foodsubsite/default.htm</p> <p>http://www.schoolhistory.co.uk/gcselinks/industrialrevolution/agriculture_worksheets.shtml</p>
1 core	<p>Identify types of pastoral farming: cattle, sheep, goat, poultry, pig, ostrich..</p> <p>Study the main cattle producing areas in the world.</p>			

2 core	<p>Our seas : a wonderful source of protein.</p> <p>Which are the main fishing areas in the world?</p> <p>Identify main fishing areas and analyse production methods used by the fishing Industry : traditional and industrial.</p> <p>Why has fishing become such a controversial industry?</p> <p>Describe different types of industrial fishing : deep-sea fishing ,inshore – fishing.</p>	<p>Do the same for different regions in Spain, including fish.</p> <p>Use Internet to study menus .Trace the origin of the ingredients.</p> <p>Draw a map of the main fishing areas in the world.</p> <p>Investigate which countries consume most fish: locate them.</p> <p>Locate main fishing ports in Spain.</p> <p>Scan the media and gather information on news referring to fishing. Analyse the information.</p> <p>Ask students to create a survey and then use it to find out what fish is eaten in their communities, how much fish they eat</p>	<p>To respect alternative eating habits : vegetarians.</p> <p>Adopt a critical attitude towards an excess of protein in modern diets.</p> <p>To be aware of the over exploitation our seas are suffering.</p> <p>Adopt a critical attitude towards fishing restrictions and how it affects employment.</p> <p>Locate main fishing areas in the world.</p>	<p>http://www.ices.dk/marineworld/bw.asp</p> <p>http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/W9900E/w9900e02.htm</p> <p>http://www.fishreports.net/deep-sea-fishing.php</p> <p>http://www.panda.org/about_wwf/what_we_do/marine/our_solutions/sustainable_fishing/index.cfm</p> <p>http://www.nmm.ac.uk/</p> <p>http://www.panda.org/about_wwf/what_we_do/marine/our_solutions/sustainable_fishing/index.cfm</p>
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1 ext	<p>Explain the result of over-exploitation.</p> <p>Discuss the concept of National Waters.</p>	<p>,where the fish comes from , size...</p>	<p>Locate fishing ports in Spain ,UK ,and Europe.</p> <p>To value the food we eat.</p>	
2 ext	<p>Do you eat organic food?</p> <p>Is your pop-corn genetically modified?</p> <p>Explain the meaning of organic food and its growing importance in consumer shopping.</p> <p>Study how vegetables are modified genetically.</p> <p>Investigate the use of organic and genetically modified food.</p>	<p>Ask students to locate where they can buy organic food and understand the difference in quality and price.</p> <p>Draw a list of GMP and bring to class .</p> <p>Survey at school to find out who eats organic food or GMP.</p>	<p>Be aware of alternative growing methods.</p> <p>Argue the pros and cons of organic farming.</p> <p>Discuss the advantages of GMP.</p>	<p>http://www.farmtrails.org.uk/rushall</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/biology/livingthingsenvironment/4foodandsustainabilityrev5.shtml</p> <p>http://www.atmosphere.mpg.de/enid/26m.html</p>
1 ext	<p>Why is Spanish Farming changing so quickly ?</p> <p>Investigate greenhouse farming in the South of Spain : tomatoes, strawberries. North of Spain : kiwis.</p>	<p>Locate on a map main greenhouse farming areas in Spain and what they produce.</p> <p>Use photographs and ICT to describe green house farming in the South of Spain.</p>	<p>Understand the economic and social situation of certain regions of Spain where green house farming has developed.</p>	<p>http://www.guardian.co.uk/spain/article/0,,1574648,00.html</p>

1-ext	<p>Is fish-farming the solution to the over-exploitation of seas?</p> <p>Investigate how fish is produced at “fish farms”</p>	Locate fish farms in Spain and Scotland.	To be aware how food production is changing.	<p>http://en.wikipedia.org/wiki/Fish_farming</p> <p>http://www.time.com/time/globalbusiness/article/0,9171,1101021125-391523,00.html</p>
2 core	<p><u>An example of secondary economic activity</u></p> <p>What is industry? Explain how industries vary according to the purpose: capital goods , consumer goods.</p> <p>Where is industry located? Observe the main industrial areas in the world.</p> <p>Identify an industrial area in Spain and the UK.</p> <p>What are raw-materials?</p> <p>In which way is location related to the resources?</p> <p>Explain the meaning of “source” and “supply” of a resource.</p> <p>How does industrial location affect the environment?</p> <p>How does pollution affect us?</p>	<p>Draw a sketch on factors affecting industrial location.</p> <p>On a map ,locate industrial areas in Spain and the UK.</p> <p>Draw a list of the main raw materials.</p> <p>Study maps of industrial location in the world.</p> <p>Choose a trading estate on internet and explore it.</p>	<p>Define industry and understand all the factors that intervene in industrial development.</p> <p>Understand the meaning of resources.</p> <p>Locate the main industrial areas in the world.</p> <p>.</p> <p>Locate the main industrial areas in Spain and the UK.</p>	<p>Homework for KS3.Heineman.(chapter 10)</p> <p>GCSE Letts Success to Geography (pp54-59)</p> <p>GCSE Geography(CGSE-section 11) Homework for KS3.Heineman.(chapter 10)</p> <p>GCSE Letts Success to Geography (pp54-59)</p> <p>http://www.eia.doe.gov/emeu/cabs/uk.html</p> <p>http://www.eia.doe.gov/emeu/cabs/iberian.html</p>
1 core	<p>Explain the meaning of acid rain: causes, effects and prevention.</p>	Use photographs and texts to illustrate environmental effects	Understand the effect industry can have on the environment	<p>http://www.natwindpower.co.uk/homepage/index.asp</p>

1-ext	<p>Have quarries changed our landscape?</p> <p>What are quarries and what is extracted in a quarry?</p> <p>Study the effects of quarrying in the UK and Spain .</p>	<p>Investigate how quarries can be occupied by leisure parks: Cabárceno in Spain.</p>	<p>Explain the counter effects of on our landscape and their possible reconversion in leisure parks.</p>	<p>Google-Images. Quarries</p> <p>http://www.cantabriajuven.com/naturaleza/cabarceno/cabarceno.html</p>
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Topic Three: A Fast Changing World: Tertiary and Quaternary Economic Activities.

Assumed knowledge from previous years.

1. Knowledge concerning the nature of economic activities.
2. Identify and define productive resources and economic features.
3. Explain which are the main problems and challenges of today's economy.
4. Select and use appropriate techniques to present evidence.
5. Understanding of patterns and processes through texts, graphs and maps on world economy.
6. Classification of companies depending on the activity (industrial, commercial and services)
7. Classification and distribution of means of production.
8. Understanding of social changes throughout history and the reasons why these take place.

Knowledge and understanding of rapidly improving services and scientific research:

Pupils will:

- Learn about the role of services in today's world.
- Appreciate the establishment of the welfare state.
- Describe shopping facilities in their area.
- Explain why better transport has changed industrial location.
- Understand the importance of tourism in many countries.
- Recognise the main problems tourism has created.
- Explore an alternative "eco-tourism".
- Explore the possibilities of modern scientific research.

Language for Learning

Through the activities in this topic the pupils will be able to understand, use and spell correctly words relating to:

Services: range, teaching, nursing, retailing, civil service, research, healthcare, national health, banking, research, skilled workers, insurance, high-tech companies, social services.

Economy: economic growth, forecast, labour, investment, enterprise zones, incentives, high unemployment, full employment, "Silicon valley", "Silicon Glen", transaction, consumers, cash dispenser, branch teller, customers, deposits, printed statements.

Key geographical questions on the Topic:

What do we mean by “services”?

What is “the welfare state”?

Why is the service sector changing so rapidly?

In which way is shopping changing?

What do we mean by consumers?

Why is transport so important today?

In which way does transport affect the location of industry?

How many kinds of transport are there?

How does transport contribute to a global world?

Why does tourism have such an effect on the economy?

Why is tourism so important in Spain?

Why is tourism in the UK different?

Has modern communication contributed to make a “smaller world”?

What relationship is there between the rapidly growing service sector and future societies?

Is there no end to consumer’s spending?

Is scientific research moving too fast?

Is eco-tourism a sustainable alternative?

What are the results of instant communication?

Are we moving towards a unified world?

Is technology helping to improve the standard of life equally?

Are we right to blame price increase on petrol?

How has the EEC helped to develop eco-tourism in Spain?

h	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
1 core	<p>An example of a Tertiary economic activity.</p> <p>Why are services so important today? Describe types of services: banking, shops, nursing.</p> <p>Explain Economic and social indicators (PIB, IDH) Explain “National Health”.</p> <p>Have cash machines changed our lives?</p>	<p>Draw two lists on services: state provided and private. Discuss what use is made of them.</p> <p>Homework: local field work on cash dispensers. Investigate how new ways of banking have changed people’s lives.</p>	<p>Understand the concept of welfare – state.</p> <p>Be aware of the great social differences between rich and poor countries</p> <p>Understanding of modern banking.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/economic/industryrev6.shtml</p> <p>http://www.highwire.org.uk/showcase/sc_04_05/pm_brit/pm1_brit/web%20pages/shopint.html</p> <p>Chapter seven. Geography Homework for KS3 (Heineman)</p> <p>http://www.geography.learnontheinternet.co.uk/topics/hierarchy.html</p> <p>http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=ge</p> <p>http://geography.about.com/library/faq/blqzlargemalls.htm</p> <p>http://www.geointeractive.co.uk/contribution/consearchby topic.htm</p>
1 core	<p>Is the concept of “shopping” changing? Discuss today’s shopping habits. The use of Internet to shop. Awareness of new shopping complexes.</p>	<p>Debate shopping habits. “Where, How often?”</p> <p>Draw a Venn diagram to illustrate shops at a shopping centre.</p>	<p>Reflect on consumption and have a critical opinion on our “developed world” shopping habits and their implications.</p>	<p>http://images.google.es/images?q=shopping</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/ict/implications/1lifestylerev6.shtml</p> <p>http://www.traffordcentre.co.uk/default.asp?id=23</p>
2-core	<p>Why is transport so important?</p> <p>How does transport contribute to a global world?</p> <p>Relate transport and industrial location.</p>	<p>Study a transport map for the UK and Spain. Compare them.</p> <p>Identify different types of transport: car, train, lorry,</p>	<p>Understand the importance of transport in its contribution to global economy.</p> <p>Achieve a critical approach towards</p>	<p>http://www.avenidam40.com/mainsite/mall/mall_items.aspx?</p> <p>http://images.google.es/images?q=transport&svnum</p> <p>Maps indicating transport grids.</p>

1-core	<p>Locate transport grid in the UK and Spain.</p> <p>Discuss the advantages and disadvantages of various types of transport. (Speed, safety, infrastructure, price, capacity, ICT)</p>	<p>bus, plane, and ship. Discuss whether transport affects location as much as it did before.</p> <p>Study a transport grid of Spain, the UK and a third country.</p>	<p>environmentally harmful forms of transport.</p> <p>Recognise different transport grids.</p>	<p>http://www.highwire.org.uk/showcase/</p> <p>http://www.spartacus.schoolnet.co.uk/REVgeography.htm</p> <p>http://www.geographyfieldwork.com/GeographyVocabularyGCSEIndustry.htm</p> <p>http://people.hofstra.edu/geotrans/</p> <p>http://www.schoolhistory.co.uk/revision/transport.shtml</p>
2-core	<p>Can transport affect the environment? Investigate the building of a major motorway.</p> <p>Why does the cost of petrol affect consumers?</p> <p>Tourism is big business. Why is it such an important economic sector?</p> <p>Explain the reason for the existence of tourism: holidays, transport development, ageing population, increased standard of life.</p> <p>Investigate who travels, where to, when....</p>	<p>Gather information on the construction of a major motorway. Encourage a debate –for and against.</p> <p>Trace the origin of the fuel various means of transport use. Discuss how transport is <u>not</u> always polluting.</p> <p>Use adverts to determine which are popular holiday destinations.</p> <p>Study photographs on holiday destinations.</p>	<p>Develop a critical approach towards environmentally harmful forms of transport.</p> <p>Locate transport grid in the UK and Spain.</p> <p>Understand the importance of tourism for national economies, in particular Spain.</p> <p>Understand the large workforce employed in tourism.</p>	<p>GCSE –section eleven (CGP Complete Revision and Practice)</p> <p>http://images.google.es/images</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/urbanrural/urbanissues</p> <p>pp 60&62 Letts GCSE SUCCESS Geography.-Questions and Answers.</p> <p>Section 12 GCSE Geography –Complete Revision and Guide.(CGP)</p> <p>Any Travel agency web page.</p> <p>http://www.questconnect.org/sa_photo_n_brazil.htm</p> <p>http://images.google.es/images?q=tourism.package</p> <p>http://images.google.es/images?q=tourism.package+tours&svnum</p> <p>http://www.pilotguides.com/tv_shows/globe_trekker/shows/europe/northern_spain.</p>

1-core	<p>Identify jobs and economic activities related to tourism.</p> <p>Study tourism in Spain: main world destination-Give reasons for such a rapid development. Discuss advantages and disadvantages.</p> <p>Tourism in Britain is different: London and Edinburgh take it all.</p>	<p>Project on how tourist locations looked 50 years ago.</p>		<p>http://www.avro.co.uk/cheap_flights_costa_del_sol.htm?</p> <p>http://www.hoteltravel.com/tangent/082005/tangent_3rd_article.htm</p> <p>http://www.waikato.ac.nz/wfass/subjects/geography/</p> <p>http://www.spain.info/TourSpain/Costas%20y%20Playas/Playas/K/AW/0/Levante?</p> <p>http://www.geographypages.co.uk/trav.htm</p>
2-core	<p>What effect does tourism have on the environment?</p> <p>What do we mean by ecotourism? Investigate the result of mass tourism on the environment by looking at photographs on the Mediterranean coast.</p>	<p>Survey: Where have you been on holiday? Present findings.</p> <p>Gather information on “illegal” touristic developments Make a poster and discuss in class.</p> <p>Choose an exotic holiday destination and report how you would spend your time there.</p> <p>Study map showing (GNP) distribution. Play a game which encourages ecotourism.</p>	<p>Develop a critical attitude towards non-sustainable tourism.</p> <p>Be aware of tourist development in Spain and how it ought to be made sustainable”.</p> <p>Offer alternative ways of spending a holidays. Argue the advantages and disadvantages of mass tourism.</p>	<p>http://www.londontown.com/</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/tourismattractions</p> <p>http://www.qca.org.uk/geography/innovating/key3/geography_plus/citizenship.htm</p> <p>http://www.geointeractive.co.uk/contribution/consearchbytopic.htm</p> <p>http://www.geographyfieldwork.com/GeographyVocabularyGCSEIndustry.htm</p> <p>http://images.google.es/images?q=ecotourism</p>
1-ext	<p>Are National Parks the solution? Explain why the ecotourism option is beneficial. Choose an</p>	<p>Use ICT to find information on National</p>		

<p>example: “Leader” program in Spain. An example of quaternary activity.</p> <p>Is technology moving too fast? Discuss how research, biotechnology and communications have changed the world.</p> <p>Understand the meaning of “globalisation”. Explain how computers and television have helped towards globalisation.</p> <p>Investigate who has access to them and how they have benefited the world.</p> <p>What are the economical consequences of globalisation?</p> <p>Understand the terms: decentralization, cost reduction, automatisisation, and loss of non-qualified jobs.</p>	<p>Parks in Spain and the UK</p> <p>Project on Silicon Valley (USA)</p> <p>Draw up a list of discoveries made over the last ten years. List different ways of transmitting information.</p> <p>Debate on the ethics of medical development.</p> <p>Debate: Has technology made a fairer world?</p> <p>Survey on students and their access to ICT: mobiles and internet.</p> <p>Investigate the work of “charity” organisations.</p>	<p>To develop a critical approach towards current issues: medical experiments in the LEDCs, the use of Internet.</p> <p>Awareness of a globalized world without frontiers.</p>	<p>http://www.el-mundo.es/sudinero/noticias/act-49-5.html</p> <p>http://www.tutor2u.net/economics/content/topics/trade/globalisation.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/ict/</p> <p>http://www.geography.org.uk/projects/pilotgcse/resources/peopleasconsumers/whatawaste/</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/economic/globalisationrev2.shtml</p> <p>http://www.bananalink.org.uk/</p> <p>http://www.geointeractive.co.uk/contribution/consearchbytopic.htm</p>
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Topic Four: Settlements and Urbanisation.

Assumed knowledge and skills from previous years:

1. Use maps and graphs to get information and draw conclusions
2. Interpret different types of graphs and describe what they show
3. Recognise relationships between human beings and the world in which they live
4. Describe the national, international and global contexts of places studied
5. Select and use secondary sources of evidence, including the Internet
6. Apply the concepts of overpopulation and migration on different scales

Geographical enquiry and skills:

Pupils will:

- Ask geographical questions
- Suggest investigation sequences
- Collect/record/present evidence
- Analyse evidence and draw conclusions
- Appreciate values and attitudes
- Draw maps, plans and graphs
- Communicate, including using ICT

Knowledge and understanding of places

Pupils will:

- Locate places and environments
- Describe scale contexts
- Describe and explain physical and human features
- Investigate changes in places

Knowledge and understanding of patterns and processes

Explored through:

- Settlement
- Economic activity

Language for Learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

Settlement, e.g. settlement function, settlement hierarchy, sphere of influence, out-of-town development, aspect, central business district (CBD), dry point settlement, green belt, inner city, morphology, rural, rural-urban fringe, shanty town, site, sphere of influence, sprawl, urban, urban zone, urbanisation, and wet point settlement

Key Geographical questions in the unit

What is a settlement?

When and how did settlements originate?

What are the reasons why the original population of a settlement chose to locate the settlement there?

What are the site factors?

What types of settlements exist?

How do settlements develop?

What is a settlement function?

What is a settlement's sphere of influence (or catchment area)?

How can settlements be arranged in rank order?

What is urbanisation?

How will the cities of tomorrow differ from those of today?

What are the characteristics of a city?

What are urban land-use models?

What is the land-use model for LEDCs?

What are some MEDC urban issues?

What problems do LEDC's cities face?

Hours	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What is a settlement? Review the term settlement.</p> <p>When and how did settlements originate? Review nomadic and sedentary lifestyles: transition from hunting and gathering to farming and stockbreeding. Agricultural Revolution.</p>	<p>Identify and list the main reasons for the origins of settlements.</p> <p>Power Point Presentation: Urban Growth in Britain</p>	Understand the concept of settlement and its origins.	<p>http://www.geointeractive.co.uk/contribution/ppfiles/urban%20growth</p>
2 Core LL	<p>What are the reasons why the original population of a settlement chose to locate the settlement there? Explain the concepts “site” and “situation”.</p> <p>What are the site factors? Explain how water supply, relief, fuel, soil, defence, transport, building materials, resources, dry land, and crossing point were (and are) considered for locating a settlement.</p>	<p>Analyse site factors for any settlement. Look at any Ordnance Survey Map to find clues as to why a location was chosen for a settlement.</p> <p>Worksheet "Where would you build your house" "Wanted: a place to live and exercise" Write an essay: "Roman Settlement Mind Movie"</p>	Understand the importance of site and situation in the location of settlements.	<p>Ordnance Survey Maps.</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Where%20would%20you%20not%20build%20a%20house.doc</p> <p>http://www.geointeractive.co.uk/contribution/ppfiles/settlement%20advert.ppt</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Roman%20Settlement%20Mind%20Movie.doc</p>
1 Core	<p>What types of settlements exist? Introduce the two types of settlements: rural (concentrated and dispersed) and urban.</p> <p>Discuss population trends in MEDCs and LEDCs in terms of rural and urban population</p>	<p>Identify different types of settlements on a map, then draw a map illustrating the different types of settlements.</p> <p>Settlement patterns handout and exercise. The world's largest city worksheet.</p>	Understand the concepts rural and urban settlements and their main characteristics.	<p>http://www.ordnancesurvey.co.uk/oswebsite/education</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/settlement%20patterns.doc</p>

				http://www.geointeractive.co.uk/contribution/wordfiles/World%27s%20largest%20cities.doc
2 Core	<p>How do settlements develop? Explain settlement shapes and patterns. (Linear, dispersed, nucleated and planned.) Demonstrate geographical reasons for these patterns (relief, resources, natural hazards, etc.) Explain that settlements may contain a mixture of these patterns.</p>	<p>Make a diagram illustrating the types of settlements patterns, which also demonstrates possible geographical explanations for that pattern. Settlement activity worksheets</p>	<p>Understand and identify settlement patterns applying geographical knowledge.</p>	http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20Activity%20Worksheet.doc
1 Core	<p>What is a settlement function? Explain that a settlement's functions are its economic and social activities: (residential, administrative, industrial, commercial, services, tourism) Discuss possible reasons why these functions change over time.</p>	<p>Write a short report about how a settlement's functions changed. For example, you can talk about how an agricultural village became a commuter or dormitory settlement, or how a fishing village became a tourist site for leisure and recreation, etc. Function Introduction 1 Function Worksheet 1 Function Worksheet 2 Function Worksheet 3 Function Worksheet 4</p>	<p>Understand what settlement functions are and how they may change over the years.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%201.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%202.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%203.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%204.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Settlement%20function%205.doc</p>
2 Core	<p>What is a settlement's sphere of influence (or catchment area)? Explain that the sphere of influence is</p>	<p>Make a comparative table of types of businesses and the range and threshold of each.</p>	<p>Understand the concepts of sphere of influence, range, threshold, convenience goods, and</p>	http://www.scalloway.org.uk/sett10.htm

	<p>the area served by a settlement. Explain how range and threshold determine a settlement's sphere of influence.</p> <p>Discuss how range and threshold are affected by convenience and comparison goods.</p>	<p>Make a map illustrating the sphere of influence of settlement.</p>	<p>comparison goods.</p>	
1 Core	<p>How can settlements be arranged in rank order?</p> <p>Explain the concept of settlement hierarchy, demonstrated with a hierarchy pyramid.</p> <p>Discuss the criteria used: population size, range and number of services, and distance apart from other similar settlements.</p> <p>Classify settlements on the pyramid by importance: mega-cities, cities, towns, villages, and hamlets.</p>	<p>Make a settlement hierarchy pyramid demonstrating the importance of settlements and the number of settlements.</p> <p>Power Point: Settlement Hierarchy (adapt this to Spain)</p>	<p>Classify settlements in order of importance.</p>	<p>http://www.geointeractive.co.uk/contribution/otherfiles/Settlement%20Hierarchies.swf</p> <p>http://www.geointeractive.co.uk/contribution/ppfiles/Settlement%20Hierarchy.ppt</p>
2 Core HL	<p>What is urbanisation?</p> <p>Explain that urbanisation is the increase in the percentage of people living in towns and cities.</p> <p>Explain how the Industrial Revolution was the cause of urbanisation during the 19th Century in Western Europe.</p> <p>Discuss internal migration from rural areas to urban areas.</p> <p>What are some "push" and "pull" factors in rural to urban migration?</p> <p>Discuss current urbanisation tendencies in both MEDCs and LEDCs, including population growth.</p>	<p>Complete the worksheet "How settlements grow"</p> <p>Power Point: Nairobi: a city in an LEDC.</p> <p>"Push and Pull" classification exercise.</p> <p>PowerPoint: "Urbanisation in LEDCs to peak students curiosity.</p>	<p>Understand the origins of urbanisation in relation to the Industrial Revolution and how this process began later in LEDCs.</p>	<p>http://www.bennett.karoo.net/topics/urban.htm</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/How%20settlements%20grow.doc</p> <p>http://www.geointeractive.co.uk/contribution/ppfiles/nairobi.ppt</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/push%20and%20pull.doc</p>

				http://www.geointeractive.co.uk/contribution/ppfiles/Urbanisation%20LEDC%20quiz.ppt
1 Ext	How will the cities of tomorrow differ from those of today?	Internet Exercise: http://www.un.org/Pubs/Cyberschoolbus/us/special/habitat/index.html	Draw conclusions from information gathered in internet exercise.	http://www.un.org/Pubs/Cyberschoolbus/special/habitat/index.html
1 Core	What are the characteristics of a city? What do most cities have in common? Are cities in MEDCs and LEDCs the same?	Examine the characteristics of your city and compare it with a LEDC country. Make a table demonstrating the differences/similarities of the two.		(Free web search)
1-2 Core	What are urban land-use models? The Concentric Model (Burgess). The Sector Model (Hoyt). Describe land use and internal structures of cities: Central business district (CBD), transition zone, low-cost housing, medium cost housing, and high-cost housing.	Read urban land-models and create your own for your city. Power Point: "Patterns of land use in towns and cities" (adapt to Spanish cities). Complete land-use revision exercise.	Understand simplified models to describe and explain the patterns of land-use in both MEDCs.	http://www.geointeractive.co.uk/contribution/ppfiles/patterns%20of%20land%20use%20in%20towns%20and%20cities.ppt http://www.geointeractive.co.uk/contribution/wordfiles/Urban%20Land%20Use%20Revision.doc
1 Core	What is the land-use model for LEDCs? Explain that cities in LEDCs have developed differently, in some ways, to those in MEDCs. Discuss how they have expanded more rapidly and in a less managed way; that the quality of buildings gets worse towards the outskirts, shantytowns built by migrant workers.	Internet activity: "Consequences of rural to urban migration-Urban poverty. This PowerPoint is about shantytowns in Sao Paolo.	Understand simplified models to describe and explain the patterns of land-use in LEDCs.	http://www.geointeractive.co.uk/contribution/ppfiles/Urban%20poverty.ppt

1 Core	<p>What are some MEDC urban issues? Discuss the problems faced by cities in MEDCs, including Housing, transport, pollution, waste, social conflict, crime and deteriorating infrastructures.</p>	<p>Using the information gathered in class, write a report about the urban issues that your city faces. Classify information exercise about problems in inner cities.</p>	<p>Understand the immediate and long-term effects of urban issues.</p>	<p>http://www.geointeractive.co.uk/contributions/wordfiles/Problems%20in%20inner%20cities.doc</p>
1 Core	<p>What problems do LEDCs cities face? Discuss how the rapid urbanisation in LEDCs has presented a number of problems to which governments are trying to find solutions.</p>	<p>Case study of a city from any LEDC. Include background of the city, problems, and possible solutions that governments are trying to use. PowerPoint: "Banglore, India: LEDC City"</p>	<p>Organise and report on information gathered from different sources.</p>	<p>http://www.geointeractive.co.uk/contributions/ppfiles/Bangalore%20LEDC%20city.ppt</p>

Topic Five: Development, Trade, and Aid

Assumed knowledge and skills from previous years:

7. Use maps and graphs to get information and draw conclusions
8. Interpret different types of graphs and describe what they show
9. Recognise relationships between human beings and the world in which they live
10. Describe the national, international and global contexts of places studied.
11. Select and use secondary sources of evidence, including the Internet
12. Apply the concepts of overpopulation and migration on different scales

Geographical enquiry and skills:

Pupils will:

- Ask geographical questions
- Suggest investigation sequences
- Collect/record/present evidence
- Analyse evidence and draw conclusions
- Appreciate values and attitudes
- Draw maps, plans and graphs
- Communicate, including using ICT

Knowledge and understanding of places

Pupils will:

- Locate places and environments
- Describe scale contexts
- Describe and explain physical and human features
- Investigate changes in places

Knowledge and understanding of patterns and processes

Explored through:

- Development
- Economic activity
- Trade
- Aid

Language for Learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

Standard of living, quality of life, MEDC, NIC, LEDC, development indicators, GNP, GDP, income, adult literacy, imports, exports, employment structure, poverty, life expectancy, infant mortality, people per doctor, calorific intake, population indicators, HDI (human development index), physical factors: climate, relief, water supply, ecosystems, natural resources; human factors: colonialism, civil war, debt, health and disease. Balance of trade, balance of trade surplus, balance of trade deficit, World Trade Organisation, tariffs, quotas, fair trade, TNCs (transnational corporations), donors, recipients, types of aid, conditional aid, emergency aid, long-term aid, multilateral aid, tied aid, NGO (non-governmental organisation). Appropriate development.

Key Geographical questions in the unit

What is development?

Classifying levels of development: LEDCs, NICs, and MEDCs

How is development measured?

Why are some countries more developed than others?

What does international trade have to do with development?

What is the World Trade Organisation?

How can we change things in LEDCs?

Can a company be richer than an entire country? (Transnational Corporations and Globalisation).

What can MEDCs do to help?

Why doesn't aid benefit the poor?

Why are LEDCs in debt?

What is appropriate development?

H	Lesson Outline	Activities/ Assessment Criteria	Lesson Outcomes	Resources
1 Core	<p>What is development? Explain that development involves more than just the wealth of a country. (Introduce standard of living, quality of life and the factors that affect each)</p> <p>Do I live in a developed country? Review the terms “MEDC, countries in transition, and LEDC). Review the old terms for these types of development conditions. Remind the children that these definitions refer to the whole country and that within each country there are vast differences in standards of living and quality of life in the population.</p>	<p>Do True-False/Rich-Poor as starter activity.</p> <p>Using a world map, identify countries from each development condition. Make hypotheses as to why some regions are more developed than others.</p> <p>Make a poster using "A summary of the world" exercise or the following idea: Give the students a list of facts about world development, for example: 1 in 5 of the world's population lives in the rich north, yet the rich north uses four-fifths of the world's resources; 100 million people in the world are homeless; 900 million people have no education; 30 per cent of the world's population can read, 1 per cent own a computer; 1 per cent have been to university; 880 million people do not have enough to eat; etc. Ask the students to make observations about these facts and if they can find more development facts.</p>	<p>Understand that development is all the improvements in the standard of living and quality of life that follow from a country becoming richer.</p> <p>Understand that some countries are more developed than others.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/development</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/True%20or%20False%20Rich%20poor%20starter.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/A%20Summary%20of%20the%20World.doc</p>

2 Core	<p>How is development measured? Discuss indicators of development (GDP, GNP), income, adult literacy, imports/exports, employment structure, poverty, life expectancy, infant mortality, people per doctor, calorific intake. Review population indicators and explain that they are also useful measures of development.</p> <p>Isn't there an easier way to measure development? Introduce the Human Development Index (HDI) created by the United Nations Development Programme in 1990. Show students how to calculate HDI.</p>	<p>Using Internet, textbooks, atlases, etc, find the indicators of development for several countries taking care to include examples from the three development groups (MEDC, In transition, and LEDC). Make graphs to demonstrate the differences found among the chosen countries.</p> <p>Development indicators exercise Development Indicators Card Sort Hand out the Trade/Aid/Development glossary to be completed throughout the unit Measuring development worksheet</p>	<p>Understand how development is measured.</p> <p>Identify indicators of development and population.</p> <p>Organise and report data collected about various factors.</p> <p>Practice vocabulary and concepts</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Development%20Indicators.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/card%20sort%20%20thinking%20development%20indicators.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Development%20Glossary.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Measuring%20development.doc</p>
1Core	<p>Why are some countries more developed than others? Explain that knowing why some countries are more developed than others is one step closer to solving the problem of the huge inequalities between people on the planet.</p> <p>Discuss both the physical (climate, relief, water supply, ecosystems, natural resources) and human factors (colonialism, civil war, debt, health and disease) that can be obstacles to development.</p>	<p>Make a list of development factors and have students classify them as human or physical factors. Why does Sumitra have to keep moving home? Mystery exercise. Why does Nebo have trouble feeding his family? Classification exercise.</p> <p>Make a flow chart about the typical economic system of an LEDC. Handout: Why are some countries LEDCs? What are the reasons for the development gap?</p>	<p>Differentiate between human and physical factors as obstacles or aids to development.</p> <p>Understand that both history and geography play a role in a country's development.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Bangladesh%20mystery.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/Why%20does%20Nebo%20have%20trouble%20feeding%20his%20family%20Mystery.doc</p> <p>http://www.geointeractive.co.uk/contribution/wordfiles/flow%20diagram%20of%20ledc%20economic%20system.doc</p> <p>Answers to flow chart exercise: http://www.geointeractive.co.uk/contribution/wordfiles/flow%20diagram%20of</p>

				%20ledc%20economic%20system%20answers.doc http://www.geointeractive.co.uk/contribution/wordfiles/whydiddevelopmentgapgrow.doc
2 Core	<p>What does international trade have to do with development? Explain that international trade makes the countries of the world interdependent. Countries have become reliant on other countries, so that the success of one country affects the success of other countries. (Imports, exports, balance of trade, balance of trade surplus and deficit).</p> <p>What is the WTO World Trade Organisation)? Explain the aims of the WTO, such as promotion of world trade and reduction of barriers to trade such as the tariffs and quotas. Explain the concept of fair trade.</p>	<p>Have students find news articles about protests surrounding WTO meetings and have them discover why people think that international trade is damaging LEDCs and that more should be done to protect them from the negative effects of globalisation.</p> <p>Make graphs using the handout: "How are Kenya and the UK linked?"</p> <p>Complete the "Trade and Development" worksheet (you must adapt this exercise to information the students can obtain from different sources instead of the textbook for which it has been designed).</p>	<p>Recognise the significance of social protest. Show an understanding of current global economic imbalances. Understand the concept of fair trade and its importance to LEDCs. Construct different types of graphs.</p>	http://www.geointeractive.co.uk/contribution/wordfiles/UK%20and%20Kenya%20links.doc http://www.geointeractive.co.uk/contribution/wordfiles/Trade%20and%20Development.doc
1-2 Core	<p>How can we change things in LEDCs? Introduce the concept of Fair Trade as a method of helping LEDCs make more money from their exports.</p>	<p>Play one of the many "Fair Trade Games" available from the NGOs. Do the Fair-trade worksheet web-quest</p>	<p>Understand the difficulties faced by LEDCs in the global economy.</p>	http://www.fairtrade.org.uk/ http://www.oxfam.org.uk/ http://www.geointeractive.co.uk/contribution/wordfiles/Fairtrade.doc

1 Core	<p>Can a company be richer than an entire country? Define the concept of TNCs (transnational corporations) and explain that the revenue of some TNCs is greater than the entire GDP of some LEDCs. (Keep in mind why TNCs build factories in LEDCs, what happens to the profits made from LEDCs, and why TNCs are being forced to do more to help countries where they are found.)</p>	<p>List the advantages and disadvantages of TNCs. "TNCs/MNCs: a way to develop": worksheet in preparation for debate NICs and TNCs worksheet in preparation for debate. Have a debate about TNCs.</p>	<p>Understand the concept of TNCs.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/TNCs%20and%20Globalisation.doc http://www.geointeractive.co.uk/contribution/wordfiles/What%20is%20a%20NIC.doc</p>
1 Core LL	<p>What can MEDCs do to help? Introduce the concept of aid as the transfer of resources from a MEDC to a LEDC. It includes money, equipment, food, training, skilled people and loans. Talk about donors and recipients. Explain the different types of aid (conditional, emergency, long-term, multilateral, bilateral, tied, NGO).</p>	<p>Research and write a report about the work of an NGO such as Oxfam, Caritas, Christian Aid, the Peace Corps, etc.</p>	<p>Understand the role of governments and NGOs in providing aid to LEDCs and areas suffering emergencies.</p>	<p>http://www.oxfam.org.uk/</p>

1 Core	<p>Why does aid not benefit the poor? Examine the problems faced by countries that receive aid.</p> <p>Why are LEDCs in Debt? Describe how some countries have debts that are less than their GNP and will eventually be able to pay the debt off but that others have debts that are much higher than their GNP and debt is difficult to pay off. Tell the students about the organisation Jubilee 2000 that has been set up to campaign against debt.</p> <p>What is appropriate development? Discuss conditions to be followed for aid to be effective.</p>	<p>Do the Tanzania- Trick or Treat? Exercise with the students in preparation for the next exercise</p> <p>Make a list of possible aid and have the students classify the items as appropriate or inappropriate types of aid and justifying their answers.</p>	<p>Understand the importance of channelling resources properly to solve a problem such as development.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/Aid%20inTanzania.doc</p>
1 Ext LL	<p>Development Assessment: How do the effects of a hurricane affect people in MEDCs compared to LEDCs?</p>	<p>Sample GCSE question about a natural disaster in an MEDC and an LEDC.</p>	<p>GCSE exam skills.</p>	<p>http://www.geointeractive.co.uk/contribution/wordfiles/LEDC_MEDC%20structured%20answer.doc</p>

APPENDIX

BOOKS

Two possible textbooks:

- **"New Key Geography for GCSE" (Nelson Thornes - David Vaugh and Tony Bushell).**

- **Letts Educational Key Stage 3 Geography Classbook.**

ISBN: 1-84085-420-0

(www.letts-education.com)

This textbook could be used for more than one year in ESO levels. It includes all the information covered in KS3.

"GCSE Geography-Complete Revision and Practice" (Coordination Group Publications)

Collins GCSE Exam Practice Series. Geography.

(<http://www.collinseducation.com>)

ISBN: 0-00-719493-5

Exam Practice.

Heinemann Geography Homework for KS3

(www.heinemann.co.uk)

ISBN: 0-435-35263-6

Practical photocopiable exercises.

Heinemann Geography Matters Teacher's Resource Pack.

(www.heinemann.co.uk)

ISBN:0435-35590-0

Useful worksheets:

Letts Key Stage 3 Revise KS· Geography.

ISBN: 1-84315-273-8

(www.letts-education.com).

Great as a reference for preparing classes, notebooks and student review.

Letts GCSE Geography in a Week.

ISBN: 1-84315-462-5

(www.letts-education.com)

Revision book.

Letts GCSE Success Visual Revision Guide.

(www.letts-education.com).

ISBN: 1-84085-600-9

Revision book with nice graphics.

Letts GCSE Success Visual Revision Guide.

(www.letts-education.com).

ISBN: 1-84315-231-2

Practice GCSE exams.

Letts GCSE Exam Secrets: Geography.

(www.letts-education.com).

ISBN: 1-84315-597-4

Full mock exams and questions.

WEBSITES

GENERAL RESOURCES:

<http://www.geointeractive.co.uk/contribution>

Teacher resource exchange page. This is a great site with ready-made activities included in this scheme of work.

<http://www.bbc.co.uk/schools>

see secondary geography section.

<http://face-online.org.uk>

see geography section for teaching resources.

<http://geoexplorer.co.uk>

website with atlas and topographical maps.

<http://www.geography.about.com>

geographical information page.

<http://www.enchantedlearning.com>

subscription site, but includes free sample materials.

<http://www.geography.learnontheinternet.co.uk>

many great links to resources, schemes of work, etc.

<http://www.geography.org.uk>

Geographical organisation website.

<http://www.geographypages.co.uk>

many links and resources, including interactive whiteboard lessons.

<http://www.geographyshop.org.uk>

Geographical Association's shop for materials.

<http://www.geoworld.co.uk/>

Exercises for the KS3 scheme of work.

<http://www.geography-site.co.uk/>

resources for students and teachers.

<http://www.georesources.co.uk/>

<http://www.juicygeography.co.uk>

Games, virtual landscapes, teacher resources

<http://www.digitalgeography.co.uk>

See "teaching resources" section at the bottom right hand side of the page.

<http://www.qca.org.uk/geography>

UK government official geography schemes

http://www.standards.dfes.gov.uk/schemes2/secondary_geography/?view=get

UK standards site

<http://www.rgs.org>

Royal Geographical Society Home Page

<http://www.scalloway.org.uk>

Standard grade geography...useful classroom resource links.

<http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=12426>

This is a high school Web Page, which features physical geography in animation.

<http://www.s-cool.co.uk>

Revision page.

<http://www.sln.org.uk>

Site which leads to many more.

<http://www.statistics.gov.uk>

UK national statistics page.

<http://www.taw.org.uk/demo/geography/index.htm>

There is a range of resources divided into primary and secondary materials.

<http://www.un.org>

UN website.

<http://www.learngeography.net>

Geography resource site for teachers and students.

<http://www.grahamrussell.net>

Geography links at different levels.

<http://www.globalgang.org.uk/>

Christian Aid webpage.

<http://www.stats4schools.gov.uk/>

Many lesson ideas.

<http://www.sosig.ac.uk/education/>

Social Science information gateway.

<http://www.sln.org.uk/geography/7-11wl.htm>

Thousands of resources.

<http://www.cee.org.uk/>

Council for Environmental Education, sustainable development.

Bands of Attainment ESO 3°

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The Integrated Curriculum programme of study sets out what most pupils should be taught. However, teachers should teach knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve.

- **Band 1 30% pupils will not have made so much progress and will have reached or may be struggling at this level.**
- **Band 2 60% pupils will have reached this level.**
- **Band 3 10% pupils will have progressed further and will have reached at least this level.**

Band 1

Pupils show their knowledge, skills and understanding in studies of a range of places and environments both locally and globally. They recognise and describe some geographical patterns. They recognise and describe some physical and human processes. They understand how these can change the features of places, and how these changes affect the lives of people living there. They understand that people can both improve and damage the environment. They show a basic understanding of both social and political organisation. They employ skills and use sources of evidence to respond to some geographical questions. They are able to offer reasons for some of their observations and give their own opinion. They have an adequate range of vocabulary, which they can use to communicate findings and opinions.

Band 2

Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They recognise and describe geographical patterns and appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They understand how these can change the features of places, and how these changes affect the lives of people living there. They understand how people can both improve and damage the environment. They explain their own views and are able to recognise the views that other people hold about environmental change.

They are developing a deeper understanding of both social and political organisation. They draw on their knowledge and understanding and are able to use primary and secondary sources of evidence to suggest and respond to a range of geographical questions. Their range of vocabulary is more than adequate to communicate their findings and opinions.

Band 3

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments at various scales, from local to global, and in different parts of the world. They describe thoroughly, explain and analyse a range of physical and human processes and recognise that these interact to produce the distinctive characteristics of places. They describe in some detail, ways in which physical and human processes create geographical patterns and lead to changes in places. They appreciate the many relationships that make places dependent on each other. They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places. Drawing on their knowledge and understanding, they suggest relevant geographical questions. They select a range of skills and sources of evidence from the programme of study and use them effectively in their investigations. They demonstrate a wide range of vocabulary and are able to use it effectively in order to present explanations and record findings.

History Curriculum: 3º E.S.O.

The History Curriculum for 3º E.S.O. is divided into 12 main sections as follows:

Modern Age

1. Introductory Topic: The Modern Age; America before 1492.
2. The birth of Modern States and the discovery of America
3. Renaissance; Reformation and Counter reformation.
4. The Modern State: strong and weak monarchs; Economy and Society.
5. The Baroque and the “Siglo de Oro” (Spanish Golden Era).

Enlightenment and Revolution

6. Enlightenment and Revolution: an overview.
7. Revolution in England.
8. Revolution in the Americas.
9. Revolution in France.
10. The Industrial Revolution; Empire and Slavery.
11. Crisis of the Old Regime: Spain.
12. 19th century Art and Culture.

Methodology.

- A major aim of the Integrated Curriculum is to develop an imaginative approach to teaching History. Not only do our students need to learn historical facts but also show their understanding by making connections between events and changes in the different periods and areas studied.
- Pupils need to be encouraged to evaluate and use sources of information to analyse the past and explain how it can be represented and interpreted in different ways.

- Using a variety of textbooks selectively in the classroom is advisable if we are to have some help in terms of maps, graphs and a selection of texts translated into the students working language. Due to the fact that some books are difficult to find, there will be a reference section in the appendix at the end of this document with books and webpages of interest.

Knowledge, skills and understanding

Chronological understanding

1) Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2) Pupils should be taught:

- a. To describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past
- b. About the social, cultural, religious and ethnic diversity of the societies studied, in Britain, in Spain and the wider world
- c. To analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied
- d. To identify trends, both within and across different periods, and links between local, British, European and World history
- e. To consider the significance of the main events, people and changes studied.

Historical interpretation

3) Pupils should be shown:

- a. How and why historical events, people, situations and changes have been interpreted in different ways
- b. To evaluate interpretations.

Historical enquiry

4) Pupils should be shown how to:

- a. Identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries
- b. Evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5) Pupils should be shown how to:

- a. Recall, prioritise and select historical information.
- b. Accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information.
- c. Communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Links

Where topics arise which may be covered also in other subject areas, these are indicated as follows:

LL – Literacy Link

AL – Art Link

SL - Science Link

Topic One: Introductory Topic:

The Modern Age – America before 1492

Assumed knowledge and skills from previous years:

- 1/ Main characteristics of old civilizations in the World.
- 2/ Main characteristics of Europe in the Middle Ages.
- 3/ Use of map skills and timelines.
- 4/ Vocabulary skills to generate new definitions and understand new historical concepts.

Knowledge and understanding of the Modern Age and the Mayan, Incan and Aztec civilizations.

Pupils will:

- Identify the basic features of the Modern World.
- Identify the main features of the civilizations existing in America before 1492.
- Be aware of cultural changes in Europe and America as a result of the development in society, technology, culture and so on.
- Develop their map and vocabulary skills applied to historical knowledge.
- Feel interest in knowing and enjoying our historical and cultural heritage both in European and American terms.

Language for learning

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

New situations and other civilizations: Aztec, Mayan, Inca, bankruptcy, governing techniques (bureaucracy), bureaucratic states, Columbian, conquest, governments, gunpowder weapons, horse cavalry, maritime, ship-building, printing, Protestantism, Roman Catholic Church, state administration, taxation, Western and Eastern Hemispheres, Renaissance, Reformation and Counter Reformation.

Key historical questions on the unit

What do we mean by Modern Age?

What are the chronological and geographical limits of the Modern World?

What are the major developments and changes in the Modern Era?

How important was its contribution to art, culture and science?

What are the origins of the Modern Era?

What was the importance of Constantinople?

How and where did the European nations expand?

How was the Modern World organised?

What were the most important civilizations in America?

What degree of evolution did they have?

How important were their contributions to art, culture and science?

H	Lesson outline	Activities/ Assesment criteria	Lesson outcome	Resources
1 hour	<p>INTRODUCTORY TOPIC</p> <p>What is the Modern Age?</p> <p>Using some important words and a text introduce students to the most important features of this new period.</p> <p>Provide students with some of the most important facts randomly.</p>	<p>Identify words related to the Modern Era. Complete a definition of this period</p> <p>Sequence a series of events in chronological order.</p>	<p>Show an understanding of the new features of this period.</p> <p>Show a basic understanding of the most important facts in Europe just before 1492</p>	<p>http://www.fordham.edu/halsall/mod/modsbook.html</p> <p>http://www.mrdowling.com/704renaissance.html</p> <p>http://www.bbc.co.uk/history/</p>
Whole year project LL	<p>Analyse words to be included in a historical vocabulary of the students' own. Students are expected to produce a dictionary with historical words be them abstract or simpler, to help them use the appropriate terms.</p>	<p>Look up words and note down any important information.</p>	<p>A Historical Dictionary Project, created by every single student.</p>	

H	<u>Lesson outline</u>	Activities/ Assesment criteria	Lesson outcome	<u>Resources</u>
2 hs	<p>What was America like before 1492?</p> <p>Show the location of the Aztec and Inca Empires and that of the Mayan civilization.</p> <p>Summarize the key features of their social, economic, cultural and ritual characteristics.</p> <p>This is an interesting lesson in terms of revision; especially because of their being civilizations similar to Ancient ones in Europe; that is civilizations without the iron technology or even the use of wheel transport.</p> <p>Provide and elicit questions to compare these civilizations to Ancient European ones.</p>	<p>Locate and colour a blank map of America.</p> <p>Complete some texts with essential information of the three cultures.</p> <p>Search, organise and show photographs from holiday brochures or the internet of Central and South American archaeological sites.</p>	<p>Identify the major cultures in America before 1492.</p> <p>Identify the key cultural and historical characteristics of these civilizations.</p> <p>Recognise and appreciate the cultural heritage of the civilizations.</p>	<p>http://www.pbs.org/opb/conquistadors/home.htm</p>

