	Our unequal world	Focus on Africa	World cities	Global issues
Key concepts	• Some countries are rich, while others are poor. • Differences in levels of development can be measured by development indicators, such as GNI (gross national income) per capita, literacy rate and birth rate. • Some countries struggle to develop because of their location, their lack of natural resources or human capital, and their colonial history. • A lack of water can prevent development in many ways. • People might migrate to another country to escape inequality, such as poverty. • Some countries have a lack of food security, leading to famine. • Some countries have good food security, leading to overnutrition and obesity. • People's health and access to healthcare varies around the world. • Trade between countries can be unfair, especially when HICs (high-income countries) buy from LICs (low income countries). • Scattergraphs can be used to show patterns between wealth and other indicators.	• Africa has a diversity of landscapes, biomes, populations and resources. • Africa was colonised by European countries, but is now independent. • The Sahara Desert is very hot and dry. It is so big that it spreads across several countries. • Some areas of Africa are at risk from desertification. • Nigeria has four different biomes: desert, rainforest, tropical savannah and semi-arid savannah. • Around half of Nigeria's population live in rural areas and the other half in urban areas. • Nigeria has both challenges and opportunities for development. • Cross-sections can show the relief of land and its features.	• Urbanisation occurs due to natural increase and rural–urban migration. • There are reasons why cities develop in particular places. • Rural–urban migration has occurred rapidly in China, with consequences for China's rural and urban areas. • Megacities are the world's largest cities and have a number of challenges and opportunities. • Squatter settlements may develop in LIC cities due to rapid urbanisation. • Living in a squatter settlement has opportunities and challenges. • Cities must become sustainable in order to address their challenges.	• Plastic is a versatile and inexpensive product with many uses. However, it is environmentally indestructible and a major pollutant of the world's oceans, causing damage to natural ecosystems. • Natural climate change has been happening throughout the Earth's history. However, since the 1950s there has been a dramatic increase in global temperatures which scientists believe is linked to human activity such as burning fossil fuels and deforestation. • International tourism is growing rapidly. While providing an important source of income and employment, the environment is under threat. Sustainable practices are being adopted to address this issue. • Wilderness – 'wild' – areas are natural environments that are largely undisturbed by people. They are important for wildlife, filter and store water and provide opportunities for recreation. • The Antarctic is considered the last true wilderness. It is highly valued for its scientific research and is becoming a more popular tourist destination.
Themes	9.1 Global development 9.2 Escaping inequality	10.1 What is Africa like? 10.2 African populations	11.1 Urbanisation 11.2 Rural-urban migration in China 11.3 Megacities	12.1 Plastic in the oceans 12.2 Climate change 12.3 Sustainable tourism 12.4 Wilderness areas under threat

	9.3 Food inequality 9.4 Health inequality 9.5 The geography of chocolate 9.6 Skills Focus: Scattergraphs	10.3 The Sahara 10.4 Nigeria – a country of contrasts 10.5 Opportunities and challenges in Nigeria 10.6 Skills Focus: Cross-sections	11.4 Housing the poor: focus on India 11.5 Sustainable cities 11.6 Skills Focus: Choropleth maps and proportional symbols	12.5 The geography of conflict zones 12.6 Skills Focus: Maps and satellite photos – Antarctica
Challenge	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group	Planned expectation; task; choice of activity; questioning; outcome; extension; group
Support	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity	Differentiated activities; Sentence starters; Resources; Task; support; writing support; questioning; outcome; extension; group; AFL; Planned expectation; choice of activity
Literacy focus	label atlas maps; write descriptively; describe landscapes from photos;	describe landscapes from photos; label and annotate diagrams	draw conclusions; write descriptively; label diagrams; label and annotate sketches	label diagrams; draw conclusions; describe landscapes from photos; write analytically and draw conclusions
Numeracy focus	use, interpret and complete bar charts, flow diagrams and pictograms; understand and use numerical data including percentage; use and interpret flow line maps; complete a pie chart; collect and interpret fieldwork data; use, interpret and complete scattergraphs; draw and interpret lines of best fit; identify trends	understand and use percentage increase; use, interpret and complete climate graphs; understand and use range; use and interpret line graphs and bar charts; collect and interpret fieldwork data; complete pictograms; understand and use numerical data; complete map cross-sections	use, interpret and complete line graphs; complete bar charts; use and interpret line graphs; complete bar charts; use, interpret and label ground photos; use, interpret and complete choropleth maps; use, interpret and complete proportional symbol maps; understand and use proportion	use, interpret and complete line charts; use and interpret line charts; use, interpret, complete and complete a bar chart; identify trends in numerical data; collect and interpret fieldwork data; complete a divided bar chart; understand and use numerical data, percentage and proportion; complete a desire line map; complete a pie chart
Cross-curricular links	Citizenship, English, Maths, Science	Citizenship, English, Maths	Citizenship, English, Maths	Citizenship, English, Maths
SMSC & MBV	Cultural: Exploring, understanding and respecting diversity.	Cultural: Exploring, understanding and respecting diversity.	Cultural: Exploring, understanding and respecting diversity. Moral: Developing and expressing personal views or values.	Cultural: Exploring, understanding and respecting diversity. Cultural: Understanding and appreciating personal influences.

	Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning. Democracy: Combatting discrimination	Cultural: Understanding and appreciating personal influences. Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning. Democracy: Combatting discrimination	Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning. Democracy: Combatting discrimination	Moral: Developing and expressing personal views or values. Moral: investigating moral and ethical issues. Moral: Recognising right and wrong and applying it. Moral: Understanding the consequences of actions. Social: Developing personal qualities and using social skills. Social: Participating, cooperating and resolving conflicts. Social: Understanding how communities and societies function. Spiritual: Developing personal values and beliefs. Spiritual: Experiencing fascination, awe and wonder. Spiritual: Exploring the values and beliefs of others. Spiritual: Understanding human feelings and emotions. Spiritual: Using imagination and creativity in learning. Knowledge, confidence and self-esteem. Democracy: Combatting discrimination
ASSESSMENTS	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.	Formative 'checkpoint' and keyword quizzes. End of unit summative assessment.
Out of school learning	Fieldwork	Fieldwork	N/A	Fieldwork

LINK TO RESOURCES: ..\..\Lesson resources\KS3 Geography\8