



# Geography

**GCSE 2012**

## **Geography B**

Schemes of Work and  
Lesson Plans

Version 1  
October 2012

# Introduction

## Background

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Following re-accreditation from Ofqual, a revised specification is available [here](#) for first teaching from September 2012.

In order to help you plan effectively for the implementation of the new specification we have produced these Schemes of Work and Sample Lesson Plans for Geography B. These Support Materials are designed for guidance only and play a secondary role to the Specification.

## Our Ethos

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OCR involves teachers in the development of new support materials to capture current teaching practices tailored to our new specifications. These support materials are designed to inspire teachers and facilitate different ideas and teaching practices.

Each Scheme of Work and set of Sample Lesson Plans is provided in Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Suggested teaching time: 30 hours

TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
<p>1. What is development? Is development more than wealth?</p>	<ul style="list-style-type: none"> <li>• Watch video clips from 'Geography at the Movies' and 'Geography All The Way'.</li> <li>• Brainstorm 'What is development?' using the compass rose shape to look at economic, political, social and environmental aspects.</li> <li>• Come to a conclusion e.g. 'Development means improving the economic and social conditions in a country and the quality of life of the people living there. It is more than wealth as it includes such things as happiness and the state of the environment'.</li> </ul>	<ul style="list-style-type: none"> <li>• Development Indicators <a href="http://www.gatm.org.uk/geographyatthemovies/development.html">http://www.gatm.org.uk/geographyatthemovies/development.html</a></li> <li>• What is development? <a href="http://www.geographyalltheway.com">www.geographyalltheway.com</a></li> <li>• The compass rose as a framework for raising questions <a href="http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf">http://www.tidec.org/sites/default/files/uploads/2c.50%20Compass%20rose.pdf</a></li> <li>• OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>• A thought-provoking introduction from 'Geography at the Movies'. These free video resources for geography teachers are used in this SOW as starters and lesson stimuli.</li> <li>• The 'Geography All The Way' website is designed and maintained by Rich Allaway, teacher in charge of Geography at the International School of Toulouse in France. Look at the resources in the Year 9 section. Development is also in the AS/A2/IB section.</li> <li>• Boardworks have a KS3 unit on Development with a section on What is Development? Comparing Development Rich or Poor? Trade, Aid and Fair Trade.</li> </ul>
<p>2. How are levels of economic well-being and quality of life measured?</p>	<ul style="list-style-type: none"> <li>• Explore the different single indicators of development using atlases and websites.</li> <li>• List the different indicators and classify them as economic, social or environmental. What are the advantages and disadvantages of using economic and social indicators?</li> <li>• Investigate the link between different indicators using the Gapminder website.</li> <li>• Find out how the Human Development Index (HDI) is calculated.</li> <li>• Write an information leaflet that sets out</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Social Statistics <a href="http://www.infoplease.com/ipa/A0873846.html">http://www.infoplease.com/ipa/A0873846.html</a></li> <li>• Information on over 262 countries compiled by The US Central Intelligence Agency (CIA) <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a></li> <li>• World Bank <a href="http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html</a></li> <li>• The Population Reference Bureau where the 2012</li> </ul>	<ul style="list-style-type: none"> <li>• In 1990 the UN introduced the Human Development Index (HDI) to measure development.</li> <li>• Before 1990 GNP per capita was used.</li> <li>• The links provided show that there is a wealth of statistical material on the web that can be accessed. Preview these and other sites to give detailed guidance to students e.g.</li> <li>• The Human Development Reports site has animations and HDI calculators.</li> <li>• NationMaster allows comparison of</li> </ul>

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	to answer the questions 'What is 'development' and 'How can it be measured?' The leaflet is to be used by Comic Relief to help raise money for some of the world's poorest countries.	<p>World Population Data Sheet can be downloaded <a href="http://www.prb.org">http://www.prb.org</a></p> <ul style="list-style-type: none"> <li>The Gapminder website has a tutorial for analysing indicators of development <a href="http://www.gapminder.org">http://www.gapminder.org</a></li> <li>The Nationmaster website generates maps and graphs and other statistics <a href="http://www.nationmaster.com/index.php">http://www.nationmaster.com/index.php</a></li> <li>Human development indices <a href="http://hdr.undp.org/en/statistics/">http://hdr.undp.org/en/statistics/</a></li> <li>OCR GCSE Geography B Student Book</li> </ul>	countries using maps and graphs. The data is compiled from sources such as the CIA, UN and OECD.
<p>3. How has development been described and mapped in the past?</p> <p>4. How valid is this?</p>	<ul style="list-style-type: none"> <li>See lesson plan at the end of this Scheme of Work.</li> <li>In the subsequent lesson, students rank the following in order from most to least developed: MEDC, LEDC, Least Developed Country (LDC) and Newly Industrialised Country (NIC).</li> <li>Give examples of countries with each type of economy.</li> <li>Explain why each group of countries is at a different stage of development.</li> </ul>	<ul style="list-style-type: none"> <li>The Population Reference Bureau World Population Data Sheet <a href="http://www.prb.org">http://www.prb.org</a></li> <li>OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>The least developed countries consist of 50 states with especially low incomes, high economic vulnerability and poor human development indicators. The criteria and list of countries, as defined by the United Nations, can be found at <a href="http://www.unohrrls.org/en/ldc/">http://www.unohrrls.org/en/ldc/</a></li> <li>More developed regions, following the UN classification, comprise all of Europe and North America, plus Australia, Japan, and New Zealand.</li> <li>All other regions and countries are classified as less developed.</li> </ul>
5. How can development be affected by aid?	<ul style="list-style-type: none"> <li>Watch starter from 'Geography at the Movies'.</li> <li>Discuss and define the main purpose of aid - to reduce inequalities by improving the economy and quality of life of poor countries.</li> <li>Research different types of aid: Short</li> </ul>	<ul style="list-style-type: none"> <li>Trade and Aid</li> <li>OCR GCSE Geography B Student Book</li> <li>Christian Aid Emergency Aid <a href="http://www.christianaid.org.uk/emergencies/current/index.aspx">http://www.christianaid.org.uk/emergencies/current/index.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>Starter on trade and aid uses photostory.</li> <li>Tied aid is now illegal in the UK following the UK funding of a hydroelectric dam on the Pergau River in Malaysia in 1991. The Malaysian government bought around £1 billion worth of arms from the UK at the same time.</li> </ul>

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	<p>Term Emergency Aid, Long Term Bilateral Aid, Long Term Multilateral Aid, Long Term Aid from Non-Governmental Organisations. Write a paragraph about each with an example.</p> <ul style="list-style-type: none"> <li>Does aid help or hinder development? Draw a table of Pros and Cons. Include positive ways in which it can speed up development but also the issues of tied aid benefiting the donor country (e.g. USA) and misuse of aid (e.g. Zimbabwe).</li> </ul>		
<p>6. Are some types of aid more sustainable than others?</p> <p>7. Case study of an aid project in an LEDC.</p>	<ul style="list-style-type: none"> <li>Students evaluate a number of development projects in LEDCs.</li> <li>They research and write up case studies as reports using the following headings: Name of Project, Provider, Details, Effect on Environment, Effect on Economy, Effect on People, Effect on Government, Overall Sustainability (short and the long-term). Provide writing frameworks for some case studies but make others more open-ended.</li> </ul>	<ul style="list-style-type: none"> <li>Water (Mali) Goats (Tanzania) Computers (Kenya)</li> <li>OCR GCSE Geography B Student Book</li> <li><a href="http://www.wateraid.org/uk">www.wateraid.org/uk</a></li> <li><a href="http://www.oxfam.org.uk/shop/oxfam-unwrapped?pscid=ps_ggl_Unwrapped-Brand">http://www.oxfam.org.uk/shop/oxfam-unwrapped?pscid=ps_ggl_Unwrapped-Brand</a></li> <li><a href="http://www.computeraid.org/">http://www.computeraid.org/</a></li> <li>The Elephant Toilet (Malawi and Zimbabwe) <a href="http://pumpaid.org/how/elephanttoilet/">http://pumpaid.org/how/elephanttoilet/</a></li> <li>A Food Aid Project (Farm Africa) <a href="http://www.farmafrica.org.uk/grow/?qclid=CLDAwoTrzbICFYtTfAodtDAAEw">http://www.farmafrica.org.uk/grow/?qclid=CLDAwoTrzbICFYtTfAodtDAAEw</a></li> </ul>	<ul style="list-style-type: none"> <li>Students need to learn the details of a case study of an aid project in an LEDC. They should be able to comment about its sustainability in terms of economic costs, impacts on the environment and effects on people.</li> </ul>

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<p>8. What is employment structure?</p> <p>9. How and why do employment structures vary between countries?</p> <p>10. How and why do employment structures change over time?</p>	<ul style="list-style-type: none"> <li>• Play the starter, students note down a job associated with each picture.</li> <li>• Draw a table and classify the jobs into primary, secondary, tertiary and quaternary.</li> <li>• Which are the three main classifications (quaternary is arguably a subdivision of tertiary)?</li> <li>• As countries develop economically how does their employment structure change? Test this answer by drawing pie charts, divided bar charts or by completing a triangular graph for a selection of countries at different levels of development using data from the World Bank.</li> <li>• Draw a simple sketch diagram of Rostow's model of development.</li> <li>• Research the difference between formal and informal employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Activity <a href="http://geographyatthemovies.co.uk/Industry.html">http://geographyatthemovies.co.uk/Industry.html</a></li> <li>• <a href="http://www.geographyalltheway.com/igcse_geography/economic_development/industrial_systems/igcse_industrial_systems.htm">http://www.geographyalltheway.com/igcse_geography/economic_development/industrial_systems/igcse_industrial_systems.htm</a></li> <li>• World Bank: World Development Indicators at different dates e.g. 2008, 2009, 2010</li> <li>• OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>• Starter is from 'Geography at the Movies'.</li> <li>• Geography All The Way has a section on employment structure that is worth looking at, with a link to World Bank Development Indicators for 2006.</li> </ul>
<p>11. What factors determine the location of the four different types of economic activity?</p> <p>12. How and why do locations change over time?</p> <p>13. <b>Two</b> case studies, <b>one</b> from an LEDC and <b>the other</b> from a MEDC, to illustrate</p>	<ul style="list-style-type: none"> <li>• Watch starter from 'Geography at the Movies'.</li> <li>• Choose an example of a primary industry e.g. farming or mining, a secondary industry e.g. car manufacturing, a tertiary industry e.g. financial services and a quaternary industry e.g. high technology.</li> <li>• Students research a picture of each industry, stick it in the middle of a sheet of A4 paper and annotate with reasons for the location. Factors could include</li> </ul>	<ul style="list-style-type: none"> <li>• Geography at the Movies <a href="http://www.gatm.org.uk/geographyatthemovies/industry.html">http://www.gatm.org.uk/geographyatthemovies/industry.html</a></li> <li>• Geography All The Way <a href="http://www.geographyalltheway.com/igcse_geography/economic_development/industrial_systems/igcse_industrial_systems.htm">http://www.geographyalltheway.com/igcse_geography/economic_development/industrial_systems/igcse_industrial_systems.htm</a></li> <li>• Existing textbooks</li> <li>• OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>• Choose suitable stimulus clips from Geography at the Movies</li> <li>• Geography All The Way could also be a useful introduction to the main location work.</li> <li>• Check existing resources for information for students' spider diagrams/ mind maps e.g. Why is there arable farming in East Anglia? Why is there iron ore mining in Brazil? Why is Jaguar in the West Midlands? Why is Pearl Assurance in</li> </ul>

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the factors that affect the location of different types of economic activity.	<p>site, situation, climate, raw materials, component suppliers, universities, water and power supplies, energy, accessibility of transport and communications, capital, labour (skilled?), market, ready-built accommodation, similar companies nearby, industrial inertia, quality of life (e.g. leisure attractions) and social attractions (e.g. housing, shopping, schools) and government influence (grants, loans and other incentives). Indicate which factors are physical and which are human (social and economic). For each industry, consider how and why some locations for the industry change. Draw a table with columns for the environmental, social and economic reasons for the change.</p> <ul style="list-style-type: none"> <li>Who makes the decisions about the present and future location of economic activities?</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.pumpkintv.co.uk/products/emerging-superpower-booming-bangalore">http://www.pumpkintv.co.uk/products/emerging-superpower-booming-bangalore</a></li> <li><a href="http://www.boardworks.co.uk/home-1/">http://www.boardworks.co.uk/home- 1/</a></li> </ul>	<p>Peterborough? Why is there a Science Park in Cambridge?</p> <ul style="list-style-type: none"> <li>Students need to learn the details of two case studies, to illustrate the factors that affect the location of different types of economic activity one from an LEDC and the other from a MEDC.</li> <li>Pumpkin has developed a resource 'India, a new superpower - Booming Bangalore' that looks at the causes of Bangalore's success, the role of globalisation, the economic, social and environmental impact and how growth can be managed to ensure a sustainable future.</li> <li>Boardworks have a KS4 unit on Industry with an Introduction and units on Industrial Change in South Wales, High Technology Industry and Industry in LEDCs. Artwork and Case Studies are being updated.</li> </ul>
<p>14. What is a multi-national company?</p> <p>15. What is globalisation?</p> <p>16. What are the reasons for globalisation?</p>	<ul style="list-style-type: none"> <li>Watch starter(s) from 'Geography at the Movies'.</li> <li>Discuss definitions of a multi-national company (MNC) and globalisation, and the reasons for globalisation.</li> <li>Identify goods in UK shops made by multi-national companies. Try to locate where they are made and the headquarters country of the MNC.</li> <li>Research the 10 largest MNCs by annual turnover and the location of their head</li> </ul>	<ul style="list-style-type: none"> <li>What is Globalisation? <a href="http://www.gatm.org.uk/?p=166">http://www.gatm.org.uk/?p=166</a></li> <li>OCR GCSE Geography B Student Book</li> <li>Research shops, books and the web</li> </ul>	<ul style="list-style-type: none"> <li>Two Globalisation stimulus clips from 'Geography at the Movies'.</li> <li>The British East India Company, established in 1600, is said to be the first modern MNC.</li> </ul>

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	<p>offices. Compare their turnover with the GNP of various countries (e.g. ones where they have factories)?</p> <ul style="list-style-type: none"> <li>• Draw two mind maps, one of positive effects the other negative effects of MNC investment in an area.</li> <li>• Tabulate the advantages and disadvantages for the workers and a UK family of a successful campaign to improve the wages and conditions of an MNC worker in an LEDC.</li> </ul>		
<p>17. How do multi-national companies affect the areas they choose to locate and other places?</p> <p>18. A case study of multi-national company investment in a specific area and in an international context.</p>	<ul style="list-style-type: none"> <li>• Watch starter from 'Geography at the Movies'.</li> <li>• Write a case study of Nike using the following questions for enquiry as headings: <ul style="list-style-type: none"> <li>• Why is Nike an MNC?</li> <li>• When was Nike founded?</li> <li>• What does Nike make?</li> <li>• Where is Nike HQ? What production, research etc takes place there?</li> <li>• What is Nike's annual profit?</li> <li>• Does Nike make any statements (e.g. on its website or in the annual company report) about the environment and development?</li> <li>• Which countries does Nike operate in? What factories are located in these countries?</li> <li>• What are the advantages and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• No Sweat! <a href="http://www.gatm.org.uk/geographyatthemovies/development.html">http://www.gatm.org.uk/geographyatthemovies/development.html</a></li> <li>• Nike</li> <li>• OCR GCSE Geography B Student Book</li> <li>• <a href="http://www.nikebiz.com">http://www.nikebiz.com</a></li> <li>• <a href="http://spot.colorado.edu/~shortk/nike.html">http://spot.colorado.edu/~shortk/nike.html</a></li> <li>• Search BBC website for Nike information <a href="http://news.bbc.co.uk/1/hi/business/7788945.stm">http://news.bbc.co.uk/1/hi/business/7788945.stm</a></li> </ul>	<ul style="list-style-type: none"> <li>• No Sweat! from Geography at the Movies focuses on Nike.</li> <li>• Watch the news and search for the latest information on the web so students have the materials for an up to date case study.</li> <li>• Other possible case studies to develop are Coca Cola, start at: <a href="http://www.indiaresource.org/">http://www.indiaresource.org/</a></li> <li>• Gap <a href="http://www.gap.com/">http://www.gap.com/</a> - an interesting starter would be the dollar a day dress <a href="http://news.bbc.co.uk/1/hi/programmes/pa_norama/4314653.stm">http://news.bbc.co.uk/1/hi/programmes/pa_norama/4314653.stm</a></li> <li>• Other possibilities could be Anglo American, Cadbury-Schweppes, Nestlé and Unilever</li> </ul>



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	<p>disadvantages for Nike of operating in these countries?</p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages for the people and government of the host countries?</li> <li>• What are the economic, social, political and environmental effects of Nike's operations?</li> </ul>		
<p>19. What is the future of globalisation? 20. What effects will this have on people?</p>	<ul style="list-style-type: none"> <li>• MNCs are symbols of globalisation. Globalisation has impacts on the environment, society, politics and culture of a country.</li> <li>• Create a card sorting game for students to use to think about the possible effects of globalisation on specific groups of people.</li> <li>• Students summarise the likely effects in a report 'Globalisation, Winners and Losers' written to be put in a time capsule for future generations to find. They should have sections on the Economics, Politics, Society, Culture and the Environment.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>• Use Wikipedia (with caution) as a starting point for writing the cards <a href="http://en.wikipedia.org/wiki/Globalization">http://en.wikipedia.org/wiki/Globalization</a></li> </ul>

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<p>21. How can economic activity affect the physical environment?</p>	<ul style="list-style-type: none"> <li>• Watch starter(s) from 'Geography at the Movies'.</li> <li>• Divide class into four working groups. Each is to construct four spider diagrams or mind maps to show how examples of primary, secondary, tertiary and quaternary industry affect the physical environment at local, national and global scales. Warn candidates that they may need A3 size paper and even a series of interrelated diagrams.</li> <li>• Photocopy neat versions for each student.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography at the Movies <a href="http://www.gatm.org.uk/geographyatthemovies/industry.html">http://www.gatm.org.uk/geographyatthemovies/industry.html</a></li> <li>• OCR GCSE Geography B Student Book</li> </ul>	<ul style="list-style-type: none"> <li>• Use one for each type of industry.</li> <li>• Use some of the examples previously studied. Include ones from LEDCs and MEDCs.</li> </ul>

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<p>22. What conflicts develop between responsibilities for the physical environment and the need for development?</p> <p>23. How are GIS, new technologies and satellite images used to analyse economic activity and environmental conflict?</p> <p>24. Should there be a balance between economic development and environmental concerns?</p> <p>1. <i>Aral Sea</i></p> <p>2. <i>Pearl River Delta China</i></p> <p>25. A case study of a specific development where conflicts exist between economic development and environmental damage</p>	<p>For The Aral Sea</p> <ul style="list-style-type: none"> <li>Teacher input on remote sensing and GIS</li> <li>Students use Google Earth and Aral Sea interactive map to view the way the Aral Sea has shrunk.</li> <li>Students research and write an illustrated report with the following headings: <ul style="list-style-type: none"> <li>Why the Aral Sea began shrinking in the 1960s.</li> <li>The impact of economic development on the environment around the Aral Sea (cotton growing, fishing industry, local climate, local economy, population).</li> <li>The future of the Aral Sea.</li> <li>The past and future roles of satellite images, GIS and new technologies in balancing the need for economic development and care of the environment in the area around the Aral Sea.</li> </ul> </li> </ul> <p>For The Pearl River Delta</p> <ul style="list-style-type: none"> <li>Students research and write an illustrated newspaper article with a suitable headline and subsections which answers these questions: <ul style="list-style-type: none"> <li>What are the environmental problems in the Pearl River Delta of China?</li> <li>How and why has economic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Possible Videos Aral Sea – Kazakhstan <a href="http://www.youtube.com/watch?v=EAUyddi_5j8">http://www.youtube.com/watch?v=EAUyddi_5j8</a></li> <li><a href="http://video.google.com/videoplay?docid=-603967542606649710">http://video.google.com/videoplay?docid=-603967542606649710</a></li> <li>Aral Sea <a href="http://www.digitalgeography.co.uk/archives/2009/02/shrinking-and-recovering-aral-sea-in-google-earth-5/">http://www.digitalgeography.co.uk/archives/2009/02/shrinking-and-recovering-aral-sea-in-google-earth-5/</a></li> <li>Aral Sea - some examples of sites for students Update April 2007 <a href="http://news.bbc.co.uk/1/hi/world/asia-pacific/6538219.stm">http://news.bbc.co.uk/1/hi/world/asia-pacific/6538219.stm</a></li> <li>In Photographs: Aral Sea tragedy <a href="http://news.bbc.co.uk/1/hi/world/monitoring/media-reports/1311114.stm">http://news.bbc.co.uk/1/hi/world/monitoring/media-reports/1311114.stm</a></li> <li>Space Shuttle Images of the Aral Sea <a href="http://visearth.ucsd.edu/VisE_gal/">http://visearth.ucsd.edu/VisE_gal/</a></li> <li>Wikipedia, the free encyclopedia <a href="http://en.wikipedia.org/wiki/Aral_Sea">http://en.wikipedia.org/wiki/Aral_Sea</a></li> <li>Aral Sea Interactive Map <a href="http://visearth.ucsd.edu/VisE_Int/aralsea/aral_map.html">http://visearth.ucsd.edu/VisE_Int/aralsea/aral_map.html</a></li> <li>Pearl River Delta China</li> <li>Wikipedia, the free encyclopedia <a href="http://en.wikipedia.org/wiki/Pearl_River_Delta">http://en.wikipedia.org/wiki/Pearl_River_Delta</a></li> <li>China's Development Plan for the Pearl River Delta <a href="http://www.chinagate.cn/development/practice/2009-01/08/content_17077679.htm">http://www.chinagate.cn/development/practice/2009-01/08/content_17077679.htm</a></li> <li>Characteristics of industry in Pearl River Delta</li> </ul>	<ul style="list-style-type: none"> <li>Digital Geography, Juicy Geography's web log (see Population and Settlement SOW How is land used within cities?) has a video and some useful links for Aral Sea.</li> <li>For the Pearl River Delta use OCR GCSE Geography B Student Book as the starting point for research supplemented with some hands on Google Earth GIS. The cities in the Pearl River Delta have developed very rapidly since 1978. It has one of the highest economic growth areas in the world (around 20% p.a.). Economic development is being accompanied by rapid urban growth. GIS and remote sensing are being used to monitor and evaluate land development and urban growth. Remote sensing techniques are used to detect changes in land-use. GIS and remote sensing are being used to analyse the impact of land-use change.</li> <li>Get students to do some research into the use of GIS, new technologies and satellite images to analyse economic activity and environmental conflict.</li> <li>Students need to learn details of a case study of a specific development where conflicts exist between economic development and environmental damage.</li> </ul>

TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
	<p>development caused these problems?</p> <ul style="list-style-type: none"> <li>- What are China's future plans for the development of the area?</li> <li>- What are the past and future roles of satellite images, GIS and new technologies in balancing the need for economic development and care for the environment (and welfare of the people) of the Pearl River Delta of China?</li> </ul> <ul style="list-style-type: none"> <li>• Conflict Matrix</li> <li>• Economic development versus environmental concerns. Which is the more important?</li> </ul>	<p><a href="http://www.star-fly.com/pearl-river-industry.htm">http://www.star-fly.com/pearl-river-industry.htm</a></p> <ul style="list-style-type: none"> <li>• For satellite images google 'Pearl River Delta China satellite image'.</li> <li>• Satellite Remote Sensing Receiving Station and the Institute of the Space and Earth Information Science (The Chinese University of Hong Kong) have Pearl River Delta Environmental Surveys for 1979, 1990 and 2000.</li> <li>• <a href="http://www.iseis.cuhk.edu.hk/groundstation/eng-event.htm">http://www.iseis.cuhk.edu.hk/groundstation/eng-event.htm</a></li> <li>• OCR GCSE Geography B Student Book.</li> </ul>	

## OCR Geography GCSE B

### How has development been described and mapped in the past?

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OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the Lesson

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By the end of lesson you should <b>KNOW</b>	<ul style="list-style-type: none"> <li>that the countries of the world have been classified in different ways at different times.</li> </ul>
By the end of the lesson you should <b>UNDERSTAND</b>	<ul style="list-style-type: none"> <li>that the different ways of classifying and mapping countries in the past was linked to what people thought the word 'development' meant. Peoples' ideas about the meaning of the word 'development' have changed.</li> </ul>
By the end of the lesson you should <b>BE ABLE TO</b>	<ul style="list-style-type: none"> <li>talk about the different ways of classifying countries today and in the past, and relate these to a world map, explaining how this is linked to ideas about 'development'.</li> </ul>

### Recap of Previous Experience and Prior Knowledge

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'Development means improving the economic and social conditions in a country and the quality of life of the people living there. It is more than wealth as it includes such things as happiness and the state of the environment'.

(Sustainable Development is 'development which meets the needs of the present without compromising the ability of future generations to meet their own needs'.)

Economic well-being and quality of life can be measured in a variety of ways.

## Resources

### Resources required

- Whiteboard, PowerPoint or Worksheet based on content provided below.
- A map classifying countries as First World, Second World and Third World. See: <http://www.hartford-hwp.com/archives/10/150.html>
- Maps classifying countries according to PQLI (Physical Quality-of-Life Index) and GNP (Gross National Product) per capita. PQLI was developed for the Overseas Development Council in the mid-1970s owing to dissatisfaction with the use of GNP per capita (the total value of goods and services produced in a country in one year divided by the number of people in a country) as an indicator of development. The PQLI combined adult literacy, infant mortality and life expectancy into an equally weighted scale of 0 to 100 with 0 the worst and 100 the best.)
- A map of the world showing country boundaries and the Brandt Line.
- A map of Human Development Index (HDI) in 2008. For a possible source see: [http://en.wikipedia.org/wiki/Human\\_Development\\_Index](http://en.wikipedia.org/wiki/Human_Development_Index)
- Students require blank maps of the world showing country boundaries.

## Content

Time	Content
5-10 minutes - STARTER	<ul style="list-style-type: none"> <li>• Map of First World, Second World and Third World.</li> <li>• Students brainstorm countries in each group and what they think the classification was based on.</li> <li>• Teacher draws ideas together.</li> </ul> <p><b>First World:</b> developed, capitalist, industrial countries: North America, Western Europe, Japan and Australia</p> <p><b>Second World:</b> communist-socialist, industrial states, then called the Eastern bloc, Union of Soviet Socialist Republics, China</p> <p><b>Third World:</b> all the other countries</p> <p>There was no official definition of the categories. They could be perceived as being based on the idea of 'us', the countries aligned with the United States after the Second World War including Japan, 'them' the Communists' and 'the rest'. Although the classification was used in the 1960's it came to be regarded as hierarchical and therefore disrespectful towards the third world countries.</p>
20 minutes	<ul style="list-style-type: none"> <li>• Students compare world maps of GNP per capita, PQLI values and the Brandt Line (1980).</li> <li>• How was this new Brandt line map different?</li> <li>• How did it divide the world?</li> <li>• What were the parts called?</li> <li>• How were they different?</li> </ul> <p>In the 1980s a new term, Developing Country, was used to emphasise the changing nature of development. This was because although 'Less Developed Country' had replaced 'Third World' in the 1970s, there were still criticisms.</p> <ul style="list-style-type: none"> <li>• Why was 'Less Developed Country' also thought to be disrespectful?</li> </ul> <p>'Developing Country' also met with disapproval.</p>

# Sample GCSE Lesson Plan

Time	Content
	<ul style="list-style-type: none"> <li>• Why did 'Developing Country' meet with disapproval?</li> <li>• What was the solution?</li> </ul>
30 minutes	<p>'Developing Country' evolved into the More Economically Developed Country and Less Economically Developed Country used in geography lessons today.</p> <ul style="list-style-type: none"> <li>• Is there is a better way to divide the world?</li> <li>• Students look at a map of the Human Development Index (HDI) in 2008</li> </ul> <p>Students could be told that:</p> <ul style="list-style-type: none"> <li>○ A possible new dividing line is the Tropic of Cancer with the exceptions of Australia and New Zealand.</li> <li>○ The two fold pattern is being distorted by the Newly Industrialised Countries such as India, Thailand, Brazil, Malaysia, Mexico, etc.</li> <li>○ The World Bank classification is: Low income, Lower middle income, Upper middle income, High income.</li> </ul> <ul style="list-style-type: none"> <li>• On a blank map of the world showing country boundaries, students decide on a their own classification which could be based on the Human Development Index. Do not forget to give the map a title and provide a key.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>• Finish the map. Write a paragraph describing the pattern shown on the map, do not forget to include an explanation of the key.</li> </ul>