

Unit 16 What is development?

About the unit

This unit focuses on the theme of development. The concept is difficult and care will be needed in pitching the activities appropriately for pupils of differing abilities. One way of doing this may be to focus initially and repeatedly on development issues within pupils' own experiences.

Pupils are asked to consider *What is development?* and their perceptions of familiar places. They use a range of indicators to analyse world patterns of development and go on to evaluate the effectiveness of similar indicators in assessing the quality of life of different people in particular locations. By participating in a trade game they consider the impact of trade between more economically developed countries (MEDCs) and less economically developed countries (LEDCs) on the latter, from different perspectives. The unit ends with an investigation of the Department for International Development's development cooperation policy.

The whole unit makes a substantial contribution to citizenship. Pupils are encouraged to clarify their own values and attitudes and to consider how other people's values and attitudes affect contemporary issues.

The unit is expected to take 12–20 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- analyse evidence and draw conclusions
- appreciate values and attitudes
- use extended geographical vocabulary
- use atlases/globes/maps
- use secondary evidence
- 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
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- development

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- sustainable development

Expectations

At the end of this unit

most pupils will: describe and explain the characteristics of places at different states of development; describe ways in which development processes operating at different scales create geographical patterns of development and may lead to changes in places; appreciate the many links and relationships that make places at different states of development dependent on each other; appreciate that different values and attitudes, including their own, result in different approaches to development that have different effects on people and places; appreciate the need to manage environments sustainably; suggest relevant geographical questions for investigation of development issues; select a range of skills and sources of evidence and use them effectively in their studies; present their findings in a coherent way and reach conclusions that are consistent with the evidence

some pupils will not have made so much progress and will: begin to recognise and describe the characteristics of places at different states of development; recognise and begin to describe how development processes can lead to similarities and differences in the environments of different places and in the lives of people who live there; recognise some of the links and relationships that make places at different states of development dependent on each other; appreciate that different people have different views about development; suggest suitable geographical questions and a sequence of investigation into development issues; use a range of skills and secondary sources of evidence, suggest plausible conclusions and present their findings both graphically and in writing

some pupils will have progressed further and will: describe interactions within and between places at different states of development and show how these interactions create geographical patterns and help change places and environments; understand that many factors, including people's values and attitudes, influence decisions made about development, and use this understanding to explain disparities that exist within and between places; appreciate that the lives of people who live in LEDCs are affected by actions and changes in MEDCs; recognise that human actions, including their own, may have unintended consequences and that change sometimes leads to conflict; appreciate that considerations of sustainable development may have far-reaching effects on their own lives; identify geographical questions and issues to establish their own sequence of investigation into development issues; select and use accurately a wide range of skills; evaluate critically sources of evidence, present well-argued summaries and begin to reach substantiated conclusions

Prior learning

It is helpful if pupils have:

- considered the ways in which the countries they have studied may be judged to be more or less developed
- practised asking and answering geographical questions
- interpreted a wide range of statistical, graphical and cartographical information and constructed choropleth maps
- explored people's differing values and attitudes about issues in a local context

Language for learning

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

- economic development, *eg* MEDC, LEDC, *development indicator*, *stereotype*, *trade*, *interdependence*, *globalisation*, *sustainable development*, *aid*, *transnational corporation (TNC)*, *quality of life*, *gross national product (GNP)*, *gross domestic product (GDP)*, *human development index (HDI)*, *gender development index (GDI)*

Speaking and listening – through the activities pupils could:

- ask different sorts of questions to extend thinking and refine ideas, *eg Does that imply that ...? Does that mean ...? Would we need to ...?*
- follow an argument or demonstration, making notes which are then used in another task

Writing – through the activities pupils could:

- organise content into a whole piece with relationship between points/ paragraphs clearly signalled, *eg therefore, nevertheless*
- structure paragraphs to develop points by using evidence, additional facts

Resources

Resources include:

- world maps, atlases
- development indicators for countries, regions and small areas, *eg the wards of a town or city*
- development compass rose (DCR) framework from Development Education Centre (DEC), Birmingham
- photographs of two contrasting localities from an MEDC and an LEDC
- contrasting images of the same place, *eg São Paulo*
- trade games
- *Global geography* (Geographical Association)
- Department for International Development (DfID) White Paper *Eliminating world poverty: a challenge for the 21st century* (summary)
- *75:25 development in an increasingly unequal world*, chapter entitled 'Development ... what's it all about?' (DEC, Birmingham)
- development website poster (DEC, Birmingham)

Future learning

This unit provides a basis for future work in year 9 on development-related issues and globalisation: unit 18 'The global fashion industry' and unit 19 'Tourism – good or bad?', and later for GCSE work on economic activities, development, trade, aid and interdependence. It also provides a firm foundation of understanding for future work on global citizenship and PSHE programmes.

Links

The activities in this unit link with:

- other geography units – unit 9 'Shopping – past, present and future', unit 18 'The global fashion industry', unit 19 'Tourism – good or bad?'
- mathematics – interpreting data, making comparisons, drawing inferences, using correlation
- ICT – using a mapping package or a geographic information system (GIS), using spreadsheets, using internet search engines
- key skills – working with others
- citizenship – global community, topical issues, justifying personal opinion, contributing to discussion, participating in responsible action
- PSHE – respect for differences between people

What is development? What factors do we need to consider?

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| <ul style="list-style-type: none"> • to consolidate understanding of geographical vocabulary • to use an atlas to locate places studied • to identify geographical questions and issues • to use secondary sources of evidence, including photographs • to think critically about the concept of 'development' • to describe and explain the physical and human features that give rise to the distinctive character of places • to consider the effects of differences in development on the quality of life of different groups of people • to appreciate how places are linked | <ul style="list-style-type: none"> • Help pupils to recall what they understand by the term 'development' (previous work might include unit 9 'Shopping – past, present and future' and unit 11 'Investigating Brazil' or another LEDC). Try to write an agreed definition of development on the board and discuss why this proves to be difficult. • Organise a class brainstorming activity about any development issue in the school's locality. As a stimulus use appropriate clippings from a local newspaper; place the cuttings in the centre of a large piece of paper and ask pupils to highlight key questions and different views about the issue. • Provide pupils with photographs of two contrasting localities (one from an LEDC and another from somewhere in the UK). Ask pupils to use an atlas to locate the places being studied. Ask them to analyse the two photographs using the development compass rose framework (Natural environment (N); Economic (E); Social (S) and Who decides? – political (W)). Then ask them to reflect on their analyses. <i>Are there questions in common? What are the main differences between their questions about the two localities? What experiences might people living in the two places have in common?</i> • Provide pupils with a set of photographs portraying different images of the same place, eg <i>São Paulo</i>. Ask pupils to generate their own geographical enquiry questions for investigation and then to answer them, eg <i>Where is this place? What is this place like? What do people experience in this place? What messages do the photographs give? Do they tell the whole story about it?</i> (see unit 12 'Images of a country'). • Using the development compass rose framework, ask pupils to chart any links they can identify between their school's local area and other parts of the world. (Previous work might include unit 1 'Making connections', unit 11 'Investigating Brazil', unit 14 'Can the earth cope?'.) • Organise a class debriefing to consider such questions as <i>If the rest of the world was not there, how would things be different in the UK? In what ways do we, as UK residents, affect life in other parts of the world?</i> | <ul style="list-style-type: none"> • explain why it is difficult to agree a definition of 'development' in a geographical context • identify development issues in the school's local area • generate their own appropriate geographical enquiry questions • analyse photographs of contrasting localities to identify similarities and differences in the quality of life of residents • explain how development occurs at different scales and in all localities • describe and explain how countries are linked in a global context | <ul style="list-style-type: none"> • PSHE: this activity provides opportunities for pupils to show respect for the differences between people. • The development compass rose framework might be a useful way for pupils to record their notes. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note

What is development? How do we measure development and identify differences?

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| <ul style="list-style-type: none"> • to use an extended geographical vocabulary • to select and use secondary sources of evidence • to select and use appropriate graphical techniques to present evidence, including ICT • to identify patterns/differences in development within and between countries through the use and analysis of a series of indicators • to consider the effects of differences in development on the quality of life of different groups of people within a country and in different countries/geographical contexts • to consider the factors/processes, including the interdependence of countries, that influence development or lack of development. | <ul style="list-style-type: none"> • Provide pupils with a selection of statistical charts and maps (including topographical maps or access to a mapping package/GIS with similar data), which show world patterns of development. Ask pupils to study the data carefully and to note what it shows. Ask them about their initial reactions to the patterns they identify. • Introduce pupils to a variety of development indicators, <i>eg GNP, GDP, HDI, and measures, eg life expectancy, education enrolment, educational attainment, real GDP per capita, GDI</i>. Ask pupils to transform the data into a variety of charts/diagrams/maps, appropriate to their abilities. This activity provides an opportunity to introduce techniques of measuring relationships/correlating variables. A range of development indicators can be provided in a mapping package/GIS. Pupils can search for patterns or classify the data and look for relationships. This can be achieved in different ways, <i>eg best for MEDCs, best for LEDCs, economic, social</i>. As a summary, ask pupils to record and justify the four indicators they think will be most useful for showing the world pattern of development. • Discuss with pupils the terms MEDC and LEDC. Ask them to assess how these two groups of countries are represented by the indicators. How might different groups of people interpret these terms? • Through a selection of case studies help pupils to explore what the development indicator statistics might mean for different people in particular localities, <i>eg Are the experiences of some people more visible than those of others? Are there dangers of generalising and, therefore, of stereotyping people from particular places? Are economic measures necessarily a good indicator of 'quality of life'?</i> • Organise pupils into groups to carry out choropleth mapping exercises which use a range of indicators at different scales, <i>eg local (such as wards in a city), national (different regions), and European and global (different countries)</i>. Ask each group to present their maps, talk about the indicators they have used and describe and attempt to explain the patterns their maps show. Ask them also to reflect on the usefulness/level of accuracy of the maps as a means of displaying the information. Alternatively, if a mapping package/GIS with a range of maps and related data is available, ask pupils to establish a series of enquiries and then predict and plot the distribution of key indicators. Pupils can then identify countries or areas which match predicted relationships and plot an indicator(s) which enables them to answer the enquiry. |
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| <ul style="list-style-type: none"> • identify, describe and attempt to explain patterns of development at various scales • transform development statistics into maps and diagrams • evaluate the usefulness of indicators and terms used • describe and explain what development might mean to different groups of people within a country and for producers and consumers in countries at different states of development • suggest reasons for differences in development at different scales and in different contexts • evaluate the contribution made by a particular TNC or development organisation to development in an LEDC (higher-attaining pupils) | <ul style="list-style-type: none"> • ICT: this activity provides pupils with the opportunity to use ICT to analyse information using a mapping package or GIS. If such software is not available, providing the data in a spreadsheet where pupils can be in control of ranking and graphing the data provides a powerful technique for analysis. • To make the work meaningful for pupils use real situations and case studies wherever possible. • Mathematics: pupils interpret data, make comparisons and draw inferences, and begin to understand correlation. • ICT: as an extension activity pupils could access additional case study material via the internet, <i>eg information about particular TNCs and development organisations</i>. |
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Learning objectives

Pupils should learn:

Possible teaching activities

- Organise pupils into groups to play a 'world trade game'. This provides a framework for understanding the complex relationships of international trade and will raise issues about inequalities (unit 18 'The global fashion industry' uses a similar game). Carry out a class debriefing at the end of the game. Draw out real examples of situations that occurred while the game was being played, stressing possible reasons for differences in development. *What are the different perspectives of people in MEDCs and LEDCs? What are the key questions from the point of view of producers in LEDCs?* It may be appropriate to discuss with some higher-attaining pupils some of the causes of differences in states of development.

Learning outcomes

Pupils:

Points to note

What is development? Why are different perspectives important?

- to appreciate how people's values and attitudes, including their own, affect contemporary social, economic and political issues, and to clarify and develop their own values and attitudes about such issues
- to use secondary sources of evidence
- to explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives
- Carry out a 'myth busting' activity with the whole class to help pupils reflect on what they have learnt, eg an 'Are the statements true or false?' exercise about world hunger which explores both the physical and human aspects of the issue. Ask them to make a note of key information.
- Organise pupils into groups. Provide each group with a collection of cartoons/set of photographs which has a development focus. Ask each group to select three cartoons/photographs which, from the group's viewpoint, highlight something important about development. Use the responses to conduct a class discussion about development and its inequalities. Ask pupils to make notes during the presentations for use in the synthesising exercise below.
- Teach pupils about the government's DfID development cooperation policy, which not only considers aid but also its quality. Discuss with pupils what priorities they would propose for development cooperation. *How do they think the UN 2015 targets could be met? What changes would they like to see happening in the world? What might the implications be for them in their lives? How different are their views about development now?*
- As a synthesising exercise help pupils to plan a piece of written work that might take the form of a report for a radio programme entitled 'Development – how I would try to rid the world of its inequalities' or 'Development – how I would make the world a fairer place for everyone'. Suggest to pupils that they explain the term 'development', select five or six key actions, prioritise them and justify their particular choices; they should end by stating how the proposed actions will affect their own lives. It may be helpful if the selection and prioritising of action points are conducted in groups, followed by group presentations to the whole class, during which pupils have an opportunity to make notes prior to writing their reports. This strategy will provide support for lower-attaining pupils.
- question and challenge some commonly held views about development
- identify factors that contribute to differences in development and resulting inequalities
- reflect on how their actions might help or hinder development in other countries
- select and justify possible actions to reduce inequalities on a global scale and present them clearly in speaking and writing
- explain how people's values and attitudes, including their own, affect development issues
- The summary edition of the DfID White Paper *Eliminating world poverty: a challenge for the 21st century* provides a very readable overview of an approach to development cooperation, highlighting environmental sustainability, political stability, the prevention of conflict and financial issues such as debt, as well as aid.
- Language for learning: a group activity provides pupils with the opportunity to follow an argument or demonstration, making notes which are then used in another task.
- Language for learning: this synthesising activity provides the opportunity for pupils to ask different sorts of questions to extend thinking and refine ideas. Pupils could also organise content into a whole piece with the relationship between points and paragraphs clearly signalled, and structure paragraphs to develop points, by using evidence and additional facts.
- Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, and carry out tasks and review progress.