

Geography	Autumn Term 1 Year 9	Factfulness	
What? When? Why?	Lesson one Learning intentions (what can a student do at the end of the lesson)	Lesson two Learning intentions (what can a student do at the end of the lesson)	Lesson Three Learning intentions (what can a student do at the end of the lesson)
Week One And two (3 lessons)	<ul style="list-style-type: none"> • Understand Hans Rosling's rule of thumb for factfulness. • Identify that we should look to the middle. • Use Hans Rosling's idea of factfulness to describe changes in a country over time. 	<ul style="list-style-type: none"> • Identify the main measures of development. • Describe the Human Development Index and understand why a composite indicator is better than a single one. 	<ul style="list-style-type: none"> • Interpret data on countries to show changes in development indicators. • Use GIS to interpret data within a country at a regional level. • Use of sources of information to assess how countries have changed over time.
Week three and four	<ul style="list-style-type: none"> • To identify the social/physical/political and economic factors that impact on development. • To assess the significance of these factors to the development of the UK. 	<ul style="list-style-type: none"> • To define the difference between standard of living and quality of life. • To understand how quality of life might differ within a country and between countries. • To use statistics to interpret differences in quality of life. 	<ul style="list-style-type: none"> • To define the term social inequality. • To understand how inequality is measured by use of the Gini Coefficient and the Lorenz Curve. • To interpret inequality data from Lorenz curves. •
Week five and six	<ul style="list-style-type: none"> • To understand what we mean by colonialism. • To map colonies of the UK in the past. • To assess the impacts colonial links have had on a named country (India). • 	<ul style="list-style-type: none"> • To understand what we mean by colonialism. • To map colonies of the UK in the past. • To assess the impacts colonial links have had on a named country (Nigeria). • 	<ul style="list-style-type: none"> • To understand how rapid urbanisation can increase inequality within a country / city. • To investigate the issues arising from the development of shanty towns in India. • To assess whether there are any positive developments in the shanty towns.

Week seven	<ul style="list-style-type: none">• To understand the difference between top down strategies and grass roots strategies.• To evaluate examples of both top down and grassroots strategies to reduce inequality within a country.•	<ul style="list-style-type: none">• To understand the concept of bias in sources of data.• To understand how our own perceptions can create bias.• To evaluate sources and determine their accuracy and reliability as sources of geographical data.•	<ul style="list-style-type: none">• To understand the danger of a single story.• To identify examples of where there might be dangers of a single story in: the world, the UK, Keighley.
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