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| **Unit** | The Geography of my stuff. | | | | |
| **YEAR** | KS3 9 | | | | |
| **TIME** | 14 Lessons | | | | |
| **Key questions** | Where does our stuff come from? What is globalization? What is interdependence? | | | | |
| UNIT OBJECTIVES  (Key questions & attitudes) | Processes Activities  (Teaching & Learning) | Resources  Inc differentiation | Outcomes | Key words | Assessment opportunities |
| 1. What are food miles? | **Starter:**  *What’s in my bag?*   * Students list the place of origin of some of the contents of their bags or pockets - where are they made? * Key definitions   **Main**:  Explain the term food miles and explain how different items of food have to travel longer distances. Give some students a picture of a piece of food. Students have to move around the class accordingly. Students then map items that come to the UK.  **Plenary:** Can of worms. On their worm students need to answer this question “why might it be difficult to reduce food miles when buying foods such as fruit.”  Teacher then picks some to read out | * PowerPoint * Blank map * Product sheet * Atlas | **ALL**: Students will know what a food mile is.  **MOST**: Students will be able to explain what a food mile is.  **SOME**: Students will understand the impacts of food miles. | Food Miles  Interdependences  Connected |  |
| 2. The Global pattern of pocket money? | **Starter**: Show clip of Oliver twist. Students need to write down as many differences between Oliver and them.  **Main**:  Explain to students that the pattern of pocket money has changed and the price of goods has fallen. Show timeline of falling prices of electronic goods. Explain that this is because we can now make goods cheaper.  Using the information students need to write a script to a play called ‘Oliver Rich’ The script needs to explain why the cost of goods have gone down and how teenage life is considerably different and why all this has changed.  **Plenary:**  Read scripts. | * PowerPoint * Information sheets | **ALL**: Students will know that teenage life has changed dramatically.  **MOST**: students will understand why teenage life has changed so dramatically.  **SOME**: students will be able to explain why and understand the consequence of teenage life changing. | Outsourcing  Globalisation  dependence |  |
| UNIT OBJECTIVES  (Key questions & attitudes) | Processes Activities  (Teaching & Learning) | Resources  Inc differentiation | Outcomes | Key words | Assessment opportunities |
| 3. Where do we go to buy our stuff? | **Starter**: Picture of Mr. and Mrs. Sainsbury’s. Who are they?  **Main**: Time line for Sainsbury’s history students need to put the statements next to the correct date. Students then create a Facebook page for Sainsbury’s. Need to think of friends, likes, groups etc.  **Plenary**: Most likely to. Show a list of objects and the students have to state which shop they would most likely buy it from and why? | * PowerPoint * Timeline sheet and statements. * Facebook page outline | **ALL**: Students will know that where we buy goods from has changed. (Level 3b-4a)  **MOST**: Students will understand how shopping patterns and products have changed. (Level 4b-5a)  **SOME**: Students will be able to explain why shopping patterns and products have changed and understand what impact this has on the retailer. (Level 5a-7a) | TNC  Multinational companies |  |
| 4. Virtual stuff | **Starter**: Picture of a shrinking world. What does this show? Globalisation.  List everything you use the internet for and any sites you specifically use. This could be anything from Facebook to i-tunes.  **Main**:  Internet shopping is changing and shaping our world. Think about what impact music down loads have had on CD and DVD stores. Students have to use statements to solve the mystery why has Mayrama lost her job? Answer the question.  **Plenary**: Text the teacher with a possible solution to the problem studied in today’s lesson | * PowerPoint * Mystery statement * Phone outline | **ALL**: students will know that the way we shop has changed. (Level 3b-4a)  **MOST**: students will understand what the results of these changes are. (Level 4b-5a)  **SOME**: students will be able to explain the problems that these changes bring and think of possible solutions to these problems. (Level 5a-7a) | Globalisation |  |
| 5. Who are the kids who make our stuff? | **Starter**: Quiz of working ages of children in different countries.  **Main**:  Study the different laws that have protected teenagers in Britain from child labor. Read statements and match up. Write a diary extract from a teenager in India who has already been working for 5 years point of view.  **Plenary**: Show one of the pictures from <http://ngm.nationalgeographic.com/2008/01/high-tech-trash/essick-photography>  and ask students to write a speech bubble on what the person would be thinking as the picture is being taken. | * PowerPoint * Resources * Law sheet * Statement sheet   Pictures.  **HW:**  To write a speech to pursued the Chinese Government to stop child labor. | **ALL**: students will know different countries have different laws to protect child labor.  **MOST**: Students will understand that it is cheaper to make products if companies use child labor.  **SOME**: Students will understand the consequences of child labor. (Level 5a-7a) | Inequality  Globalisation |  |
| UNIT OBJECTIVES  (Key questions & attitudes) | Processes Activities  (Teaching & Learning) | Resources  Inc differentiation | Outcomes | Key words | Assessment opportunities |
| 6 +7. Me and my mobile. | **Starter**: Show clip of I phone advert. Children have to answer the following questions:  What are the people like in the advert? What sort of life do they have? What sort of feeling does the advert conjure up? What is the advert saying?  **Main**: Look at where the different parts of a phone come from and annotate your phone with where each component comes from.  Create and advert that shows how connected countries are to create a phone.  Following lesson perform adverts and peer assess  **Plenary**:  If china suddenly disappeared what would change in the global world?  Answer this question using as few words as possible. | * PowerPoint * Phone template with questions. * Phone template * ICT? | **ALL**: Students will know that a mobile uses parts from different countries. (Level 3b-4a)  **MOST**: Students will understand that these countries are interdependent. (Level 4b-5a)  **SOME**: Students will understand the problems caused by the mobile industry. (Level 5a-7a) | Globalisation | Peer assess each other’s adverts using criteria- giving levels and comments. |
| 8. Trade off! | **Starter**: Spot the difference. Have two picture of a chocolate bar and students have to find the differences. One is fair trade and costs more. Give definition.    **Main**: Read how fair trade has affected the different people’s lives and answer the question “is fair trade a good thing”. Students then need to design an app for an i-phone that will encourage people to shop responsibly. Students need to design the look and annotate it with all of the things the app does.  **Plenary**: Play apprentice music from <http://www.classtools.net/education-games-php/timer> Students have to pitch their app to the class. | * PowerPoint * People statement sheet * App outline | **ALL**: students will know what fair trade is. (Level 3b-4a)  **MOST**: students will understand how fair trade can affect people’s lives. (Level 4b-5a)  **SOME**: students will be able to explain why fair trade is needed. (Level 5a-7a) | Fair Trade  Equality  Globalisation |  |
| 9. The paper bag game | **Starter**: Picture of sweatshop worker and do the 5 w’s.  **Main**: Play the paper bag game. Similar to the trainer game but for paper bags. Students are in groups making bags from paper to sell. Chance cards are given out the affect the market and the family’s income. Shows student the inequality that some families face.  **Plenary**: Create a newspaper headline that answers this question= ‘What happens when India and China are fully developed?’ | * PowerPoint * Newspaper * Instructions * Chance cards * Dollars | **ALL**: Students will know that not everyone gets treated fairly in the work place. (Level 3b-4a)  **MOST**: students will understand why some people are treated unfairly and will understand who is determines their treatment. (Level 4b-5a)  **SOME**: students will be able to explain why the world is dependent on countries where these conditions are allowed. (Level 5a-7a) | Inequality  Sweat shops  Dependent |  |
| UNIT OBJECTIVES  (Key questions & attitudes) | Processes Activities  (Teaching & Learning) | Resources  Inc differentiation | Outcomes | Key words | Assessment opportunities |
| 10. Assessment | **Starter:** Write a 30 second recap of what we have learnt so far.  **Main**: Introduce assessment question and go through marking criteria. Students are going to write a report/ essay to answer this question “Should Globalisation be stopped?” students use information sheet and books to start planning their assessment. Give out ROA so students can familiarise themselves with the levels.  Before this introduce explaining connectives as a way to help turn descriptions into explanations (e.g level 4 to level 5 and beyond). Play connectives card game.  **Plenary:** Play splat. Have the different levels on the board. Teacher reads out the descriptor and students compete to splat the correct level. | * PowerPoint * Assessment sheet. * Connective cards   **HW:** Students complete research for their assessment. | **ALL**: Students will know what their target level is.  **MOST**: Students will know how they will reach their target level.  **SOME**: Students will develop ideas about how to increase their current levels. | Inequality  Sweat shops  Fair Trade  Equality  Globalisation  TNC  Multinational companies  dependence |  |
| 11.Assessment | **Starter**: Recap levels.  **Main**: Students write their assessment under assessment condition but can use their books and research.  **Plenary:** Collectin assessments. |  | **ALL**: Students will know what their target level is.  **MOST**: Students will know how they will reach their target level.  **SOME**: Students will develop ideas about how to increase their current levels. | Inequality  Sweat shops Fair Trade  Equality  Globalisation  TNC  Multinational companies  dependence |  |
| 12. Feed forward | **Starter**: True or false quiz on assessment levels.  **Main**: Hand out assessments randomly one per student. Students have to use criteria to give it a level, two good points, two points of improvement.  Teacher needs to put emphases on what you would say as a point of improvement. Then students stand behind chairs and teacher plays music and students walk around the classroom. When teacher stops the music the students have to sit in the chair closest to them and then do the same for that assessment. Repeat 3 times.  Students then return to their original seat and compare the levels and comments of other students.  **Plenary:**  Set yourself 3 targets for your next assessment. | * PowerPoint * Example assessment * Music   **HW:** Students need to bring in clean rubbish for next lesson. | **ALL**: Students will know what is required in each level. (Level 3b-4a)  **MOST**: students will know how to reach those levels. (Level 4b-5a)  **SOME**: students will be able to create targets connected to the level descriptors. (Level 5a-7a) | Describe  Explain  Analyses |  |
| UNIT OBJECTIVES  (Key questions & attitudes) | Processes Activities  (Teaching & Learning) | Resources  Inc differentiation | Outcomes | Key words | Assessment opportunities |
| 13+14 What a load of rubbish! | **Starter**: Have a bag full of clean rubbish. Students have to put their hand in and pull out an object. Students have to predict the lesson.  **Main**: Explain to students that we have looked at what we consume and explain that with consumption comes huge amount of waste. Students need to create a collage out of old rubbish to encourage people to recycle and will reflect the problems our waste has on other countries.  **Plenary:** Showart work and explain. | * PowerPoint * Rubbish * Scissors * Glue * Paper | **ALL**: Students will know that we create a lot of rubbish.  **MOST**: Students will understand what happens to our rubbish.  **SOME**: Students will know possible solutions to the global rubbish problem. | Recycle  Reduce  Reuse |  |