



Big Question

AoLE: Humanities	Subject: Geography	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How are we connected to the rest of the world	The Big Question introduces the students to how we live in a globalised world. Students will investigate how everything we do has an impact which is increasingly global rather than local or national. 'People living in extreme poverty can't escape from it. The cycle of poverty continues from one generation to the next' (Commission for Africa). This unit looks at areas where inequality exists; consumption, economic growth and trade and considers the reasons and suggested pathways to greater global equality. Students will study the international division of labour and reasons why it exists. They will investigate the winners and losers when it comes to Globalisation and how their actions and future decisions can make a difference for the world's poorest people.	Continents, countries and oceans Physical, Human and Environmental Geography Rural and urban links Transnational Corporations and reasons they locate their factories in LICs (e.g. China) Pollution

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can critically analyse a range of complex similarities, differences and inequalities between societies.</p> <p>I can evaluate the significance of the relationships and connections between societies, along with their interdependencies.</p> <p>I can evaluate the various factors that undermine or support people's rights.</p>	<p>Construct and assemble an argument for the statement; 'The whole world is now connected'. Propose a way how Nike could cut its costs. Justify your answer.</p> <p>Compare, contrast and appraise the lives of Annie and Rosa. Assemble a conclusion to the question 'Why is Rosa doing Annie's job?'</p>
Advancing	<p>I can analyse and explain the diverse stories, beliefs and experiences of people in societies in my locality, as well as in the wider world.</p> <p>I can analyse the importance of the relationships, links and connections between societies, and I can draw meaningful comparisons and contrasts between them.</p> <p>I can explain the importance of the roles played by individuals, societies, social movements and governments in defending people's rights.</p>	<p>Apply knowledge to suggest reasons why some people are not connected to other countries. Analyse pictures to suggest the benefits and negatives of globalisation. Suggest and explain why sporting brands use logos. Propose a way Nike could cut its costs and explain your reasoning. Investigate a clothing production chain. Interpret the most important part of the chain. Analyse what you see in cartoons about manufacturing clothing. Compare the lives of Annie and Rosa. Apply previous knowledge to explain why Rosa is doing Annie's job.</p>
Securing	<p>I can describe and explain the ways in which my life is similar and different to others.</p> <p>I can describe some of the relationships, links and connections between a range of societies.</p> <p>I can explain who is responsible for upholding rights in my locality, as well as the rest of the world. I have an understanding that some people are denied those rights.</p>	<p>Describe and explain how different methods of transport have changed over time. Arrange countries into alphabetical order and summarise how they contribute towards the production of a pair of jeans. Extract working conditions from a written statement. Describe and explain what you see in cartoons about manufacturing clothing. Describe and explain the working conditions in LICs. Suggest and explain reasons why your clothes are manufactured in LICs.</p>
Beginning	<p>I have explored and am aware of diversity in communities. I am beginning to develop an awareness of similarities and differences between people.</p> <p>I can identify some ways in which different societies are linked.</p>	<p>Identify how I am connected to the rest of the world. Describe different methods of transport. Identify and locate different countries involved in making jeans. Recall sporting logos.</p>



	I can understand that not everyone is treated fairly.	Match key terms associated with globalisation. Identify the costs of running a clothing company like Nike. Describe what you see in cartoons about manufacturing clothing. Identify and describe the working conditions in a sweatshop. Describe the lives of Rosa and Annie. Describe working conditions in LICs.
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Learning experiences: Students check their own clothes and belongings (bag, mobile phone, etc) to find out where they were manufactured. Students look for similarities between brands (e.g. Nike). Students take part in a decision making exercise taking the role of a CEO of an international clothing brand.</p> <p>National links: Why have Dewhirst Fabrics closed 2 factories in the North of England (Winsford, Cheshire and Peterlee, Durham)</p> <p>International links: Investigate what countries are involved in making a single pair of jeans. What countries TNCs use for their headquarters and manufacturing and reasons why. Why TNCs move from country to country when it comes to the manufacturing process.</p>	<p>Cross curricular links: History focus on the triangular slave trade and begin to introduce the interdependency of countries across the Atlantic Ocean with regards to trade.</p> <p>Numeracy: Use division to work out the wages a clothes manufacturer from a LIC receives. Pupils have to extract data from an extract of a worker's life.</p> <p>Literacy: Arrange countries into alphabetical order. Use of connectives to analyse the working conditions in a sweatshop. Construct a piece of extended writing using paragraphs and connectives to suggest why Rosa is doing Annie's job.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative Assessment: Global bingo task. Explain how specific factors have led to an increase in globalisation. Decision making task 'To what extent is the whole world connected?'. Arrange countries into alphabetical order. Identify the location or specific countries and group them into their correct continents. Match key terms to their definitions. Extract working conditions from a written text about a clothing manufacturer's life. Identify the costs of running a TNC, suggest what costs could be cut and justify your answer. Predict outcomes to changes of circumstances in a clothing supply chain. Explain who has the most and least power in the clothing supply chain. Identify, describe and explain the working conditions in a sweatshop.</p>	<p>Summative assessment: Compose and construct an extended piece of writing to answer the question 'Why is Rosa doing Annie's job?'.</p>

Evaluation (to be completed 2024)		
Strengths	Areas for Development	Pupil Voice

