

Subject	Geography
Term	Cycle 2
Duration (approx.)	8 weeks
Module	Sustainable Development Goals

Skills and concepts to be developed and assessed (linking to identified AOs)

Knowledge and Understanding – Understanding that there is inequalities between countries.

Understanding and Application – Explain reasons for the differences and consider how the SDGs aim to change the world.

Factual knowledge to be taught and assessed (including subject specific vocabulary).

What is development? Identifying the inequalities that exist between countries.

Why some countries are less developed than others? Connecting the reasons for the development gap – environmental, social, economic, political & historical

What impacts does that have?

What are the Sustainable Development Goals (SDGs) and what do they aim to achieve?

Will the SDGs change the world?

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

Formative Assessment/key piece of work prior to end of unit:

What are the causes of the development gap?

Students to explore the reasons why there are inequalities around the world. They should appreciate that there is never one reasons for the development gap but rather a number of issues that can lead to the gap developing.

Summative Assessment

What is the most important SDG and why?

Students will chose one of the goals that they think will be the most important to succeed with. They must be able to justify their choice and consider how it will improve the lives of people and reduce the inequalities faced around the world.

Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Country studies, use of development data

Spelling-Punctuation-Grammar How will you promote high standards within this module?

Keyword sheet

Sentence starters

Development, inequality, bottom up, quality of life

Link forward: where next for the learning?

Links to global warming unit, Russia study

Supports the understanding of the world and the inequalities that exist whilst considering what is being done by the UN but also what individuals can achieve.