

Uneven Development

(Source: GA project Making Geography Happen)

King Edward VI Five Ways School is a successful grammar school in the suburbs of Birmingham. It has been recognised as a Centre of Excellence by the Geographical Association's Secondary Geography Quality Mark scheme. They selected as their focus for the project the concept of **uneven development**, which they took as the 'golden thread' running through their work and investigated it in different places and at different scales. The classes involved were in Year 9. They studied uneven development in their final term after investigating population issues, the Asian Tsunami and

The Unit of Work

The teacher comments, 'As a geography teacher I wanted to focus on the students' understanding of this vitally important and contested concept. I wanted them to explore the global dimension and their roles as citizens participating in the geographies they study and the links with their lives.' It was not my intention to produce polished and neat work but to guide students on a journey of discovery, to find a different view, and assess their progression in varied and practical ways. Oral evidence was particularly valued and recorded.

Throughout the unit of work students were encouraged to:

- Be critical and question
- Avoid simple acceptance
- Identify bias
- Be confident in and accept uncertainty
- Be careful and not careless in referring to people and places
- Re-think, and possibly change, their existing knowledge and expectations
- Consider why this topic matters

Students and teacher co-create this unit of work and students were consulted throughout the planning and learning. The work reflects their interests and needs and was planned with assessment in mind. See the *Uneven Development Scheme of Work* at the end of this document.

The curriculum making

The planning was broken down into stages to enable progression:

Stage 1 - Setting the Context and Shared Understanding

Students were asked to view a PowerPoint of images and cartoons relating to uneven development and note their first response to each image. Some of these images were from previous topics to set

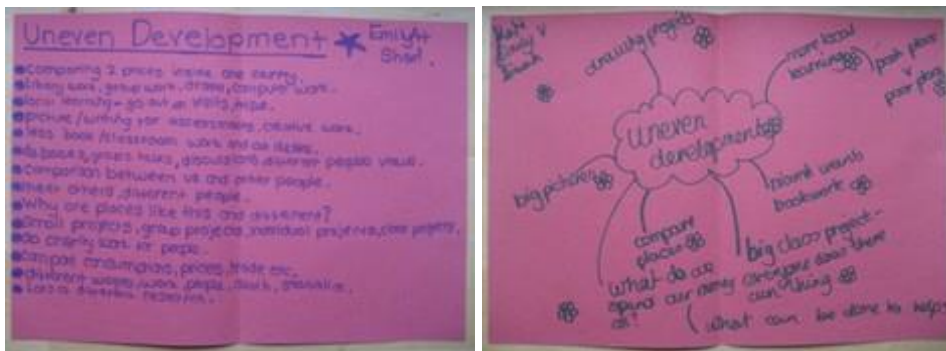
the learning in context, some were new to students, some were 'typical' views of places and others sought to challenge possible existing views. They were sourced from a wide range of websites.

Students and teacher then discussed these and students were asked to draft a definition of the term 'uneven development'. This was then compared to later responses to identify progression in understanding.

Students were shown the image *This book's rubbish* (from the GA's manifesto for school geography 'A Different View') and asked to describe the boy and his life. Thus we were able to make links between children's lives and develop empathy. It helped create 'the need to know' in the students.

Stage 2 - Co-planning

Students worked in groups to discuss and brainstorm the content and key questions that they felt they should cover in a study of uneven development. Examples of their notes are shown below:



The teacher then led class discussion of these ideas. The following route to enquiry was jointly decided upon:

- What disparities exist? Where?
- What is the evidence for these disparities?
- Is it accurate to divide the world into rich and poor countries?
- Is reality like the image?
- Why does such disparity exist? Is wealth linked to poverty? What role does the physical environment play?
- Does aid work? Do the Millennium Development Goals work? Does charity work?
- What has uneven development got to do with us/me?
- What can be done to reduce uneven development?

Other questions asked by students are shown below and were revisited in subsequent lessons.

- Why is so much spent on things that destroy and don't save lives?
- Why do we spend money on things we don't need to live?
- What do we spend our money on? What are the impacts of this?
- How can we make other people's lives better?
- What are necessities and what are luxuries?
- How fair is modern trade?
- What impact did Live8 have?
- How has the rich/poor balance changed in the last five years?

- What about human rights?
- What is it like to live near such contrast?
- What are the impacts of our consumption?
- What are the impacts of migration and immigration on wealth and poverty?
- Where and why do children have to work?

They identified these four big issues we are interested in:

- Poor families in developed countries
- Uneven food distribution
- Rapid economic growth in China
- Human trafficking

Stage 3 - Co-creation of the Curriculum

The teacher used these ideas, class discussion and the new KS3 Programme of Study to draft the scheme of work. This was reviewed by students before lessons began.

Stage 4 - Lessons and planning for progression

Lessons then followed the scheme of work and the following strategies, along with peer assessment of key activities, were used to monitor and assess the progression in student understanding of uneven development:

'Repeat' questions

Key questions such as 'What do you understand by the term 'uneven development?' and 'what has it got to do with us?' were repeated throughout the unit and student response recorded in a variety of ways. Comparison of these responses allowed assessment of progress in understanding

Recording work in a variety of formats

Digital voice recorders and digital video and still cameras, email and written formats were used to record student work. This variety made for stimulating lessons and enjoyable marking. It also allowed us to focus on geographical understanding rather than a skill or project/product - we could focus on the message rather than the medium. It also helped match the range of student learning styles and preferences.

Time to respond to feedback

Time to assess work, feedback and take student response was built into lessons. Students were given time to actively discuss how they would change their thinking as new ideas were introduced.

Student observers

Students were asked to observe lessons, make brief notes, and take photographs and comment on the learning and teaching. Thus students were able to comment on the content of the lesson, what the teacher and students were doing, and the progress occurring in lessons. They were asked to think what the lesson was about, what people learned and whether the lesson was interesting and

valuable. These student observations gave the teacher an invaluable insight into the effectiveness of lesson activities.

Thoughtful resource selection

Stimulus resources were carefully selected to be more challenging and 'unknown' as lessons progressed to help students develop deeper understanding. See details of the key resources at the end of the document.

Selected examples of student work are given below in the order they were completed. Students often worked in groups and all lessons allowed discussion.

The students' work

Selected learning tasks	What the students did
Student planning Key question: <i>What do we need to ask and know about uneven development?</i>	Students worked in groups to plan key questions and content for the unit.
Photo and map annotation	Students were asked to annotate a map and an image to demonstrate their existing thinking on uneven development and to identify any questions they have.
Living map (Peer assessed) Key Questions: <i>What disparities exist? Where? What is the evidence for these disparities?</i>	Students were given a blank world map and asked to annotate with evidence and so identify current patterns of uneven development. (Fig1)
Early written definitions of uneven development	Students wrote their own definitions at the start and at appropriate intervals. Responses were compared to identify progress.(Fig 2)
Authoritative sources activity Key questions: <i>What disparities exist? Where? What is the evidence for these disparities? Is it accurate to divide the world into rich and poor countries?</i>	Students worked in groups to select maps and diagrams that best represented current uneven development patterns and considered different audiences.
Image analysis poster and research Key question: <i>Is reality like the image?</i>	Students were allocated an image and analysed it using the compass development rose approach and then researched how far the image represented real lives in that place. Rough posters were produced.
Mind map on causes of uneven development Key questions: <i>Why does such disparity exist? Is wealth linked to poverty? What role does the physical environment play?</i>	After research and a lesson presentation students produced a mind map of the interconnected causes of uneven development.
Debate and counter-argument Key Question: <i>Does aid work? Does charity work? Do the MDG work? What has uneven development got to do with us/me? What can be done to reduce inequalities?</i>	Students worked in groups to research, present and debate the cases for and against the effectiveness of aid and the millennium development goals in reducing disparities. (Fig 3)
Extended writing	Students were asked for a written response to the question 'why does uneven development exist?' They were required to word process the answer and allowed access to notes, atlas and internet in a time limit of one hour lesson.(Fig 4)
Later definitions of uneven development	Students wrote and reworked their definitions of uneven development.(Fig 5)
Synoptic mind map	Students worked in groups to create a synoptic mind map of the learning of the unit.

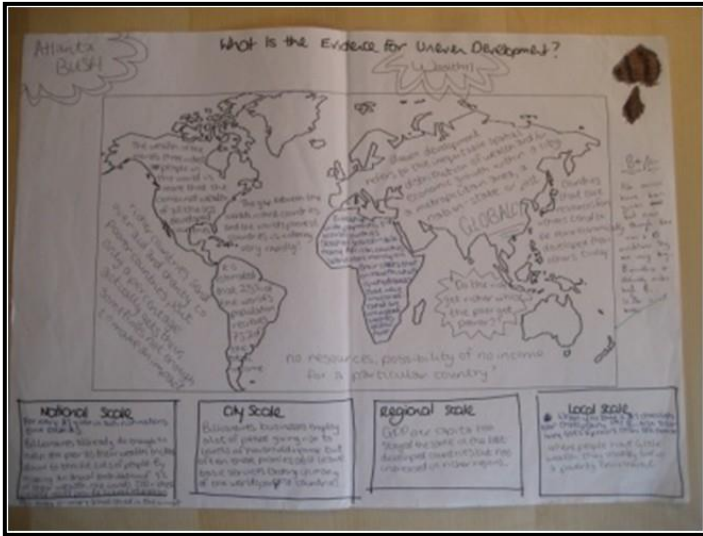


Figure 1

Early definitions by pupils Uneven Development is...

... the varied rate that the economical environment of different countries improve and grow, when some are faster than others due to unfair distribution of resources or selfishness

... is where some countries are richer than others and there are lots of reasons why, for example when rich countries may have taken resources from another making it poor.

... is about rich and poor countries and how they are different. We are very rich and lucky.

... wealth being shared unequally throughout the world leaving different levels of homelessness

... is where there is a massive difference between how some people live, eat and work

TEACHER COMMENT
These pupil quotations represent pupil understanding at the start of the unit. Pupils are aware that it is about difference and that there are multiple reasons for it. Some are aware that it is about change though very few refer to scale or place except to refer to the familiar terms 'rich and poor countries'. Many related the term to their own lives in a rich country. Many referred to the 'selfishness' of rich countries.

Figure 2

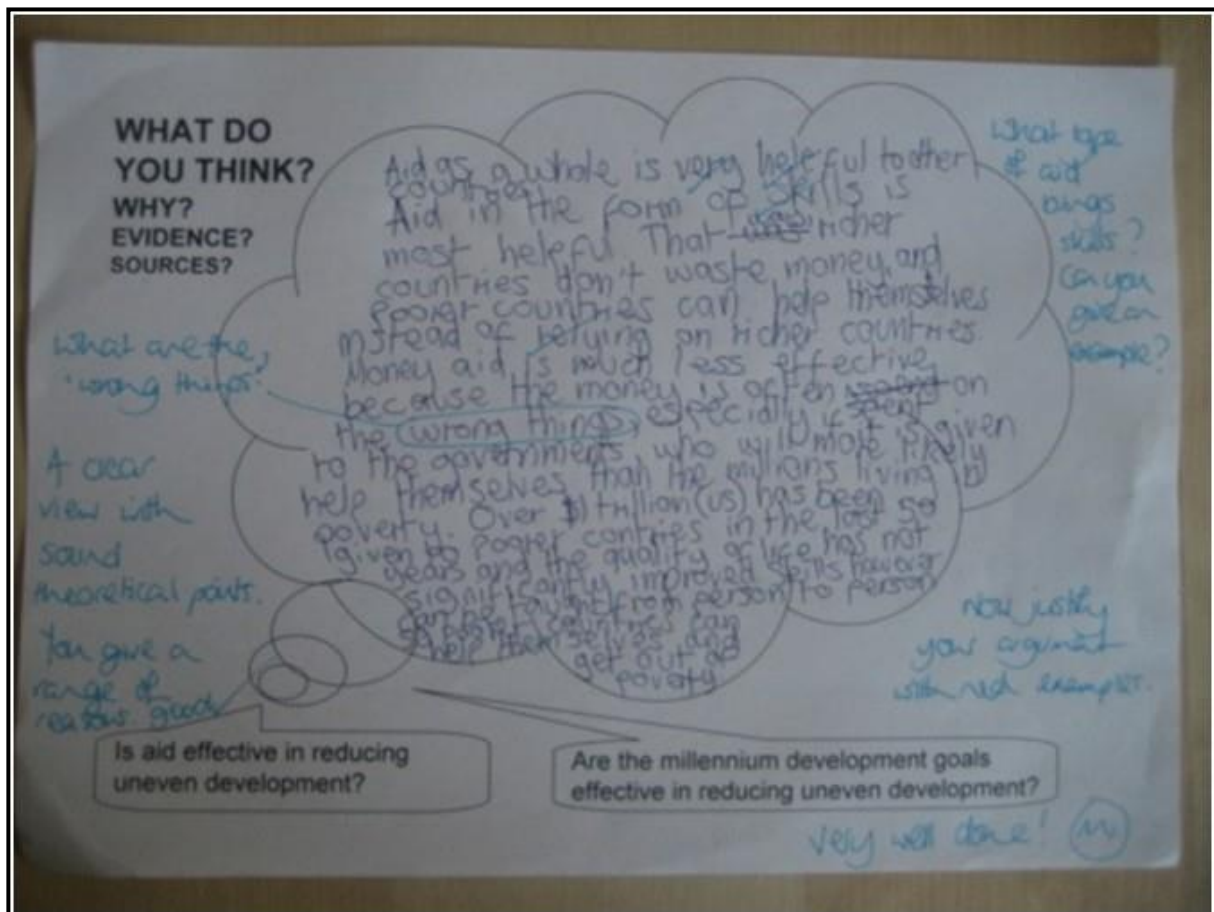


Figure 3

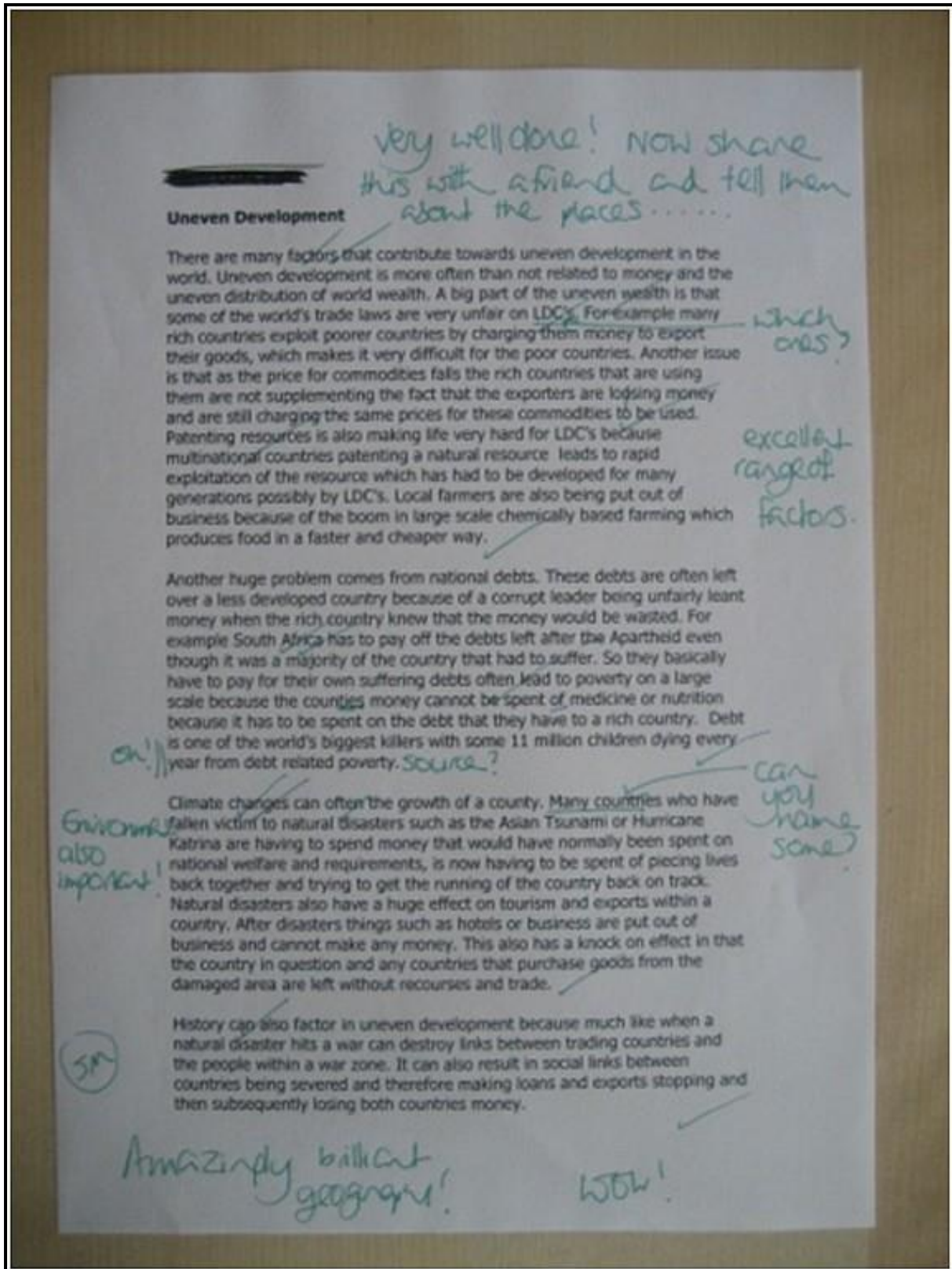


Figure 4

One pupil's progression

At start of course...

'Uneven Development is wealth being shared unequally throughout the world leaving different levels of homelessness'

Near end of course

'Uneven Development is how wealth is distributed throughout the world and comparing countries. It is also the difference in things such as education and healthcare. It can be in the quality of life or food. It happens on different scales like within countries and cities. The USA is one of the richest countries but there are still people in poverty.'

Figure 5

Dylan's story

Dylan was asked to write about 'My journey through this unit of work'.

I have really enjoyed this unit, some bits more than others, but I have enjoyed learning about uneven development. I liked the planning activities at the start as we got to have a say although not everyone's idea could be done. There was a lot of research to do, we could have done less but I think it was quite important as it made us up to date.

I really liked all of the group work and discussion as we could all talk about this major world issue. I really enjoyed doing the camera work, much better than writing. The 'Is reality like the image?' poster was not as useful. The debate was very useful as I had to represent a view that wasn't mine and it made me think. I'm still not sure about the Millennium Development Goals and I will have to find out more about them. I had a go at the High Street project to show my links with uneven development.

I believe it has been very intriguing and very eye-opening as I found out a lot that I previously didn't know. I have stopped generalising and I really want things to change. I don't think everyone can be equal but I don't see why some people have to be so poor.

Thanks

Dylan

The teacher's response

Teacher response to student work was frequent and took varied formats to different tasks.

Student planning. This planning activity allowed student to participate in building the curriculum but also helped me to see 'where they were at' before the unit began, to see the language and ideas they were already familiar with.

Photo and map annotation. This work was marked with merit awards and written comments. It gave insight into the students' early thought processes and allowed for later differentiation and student groupings.

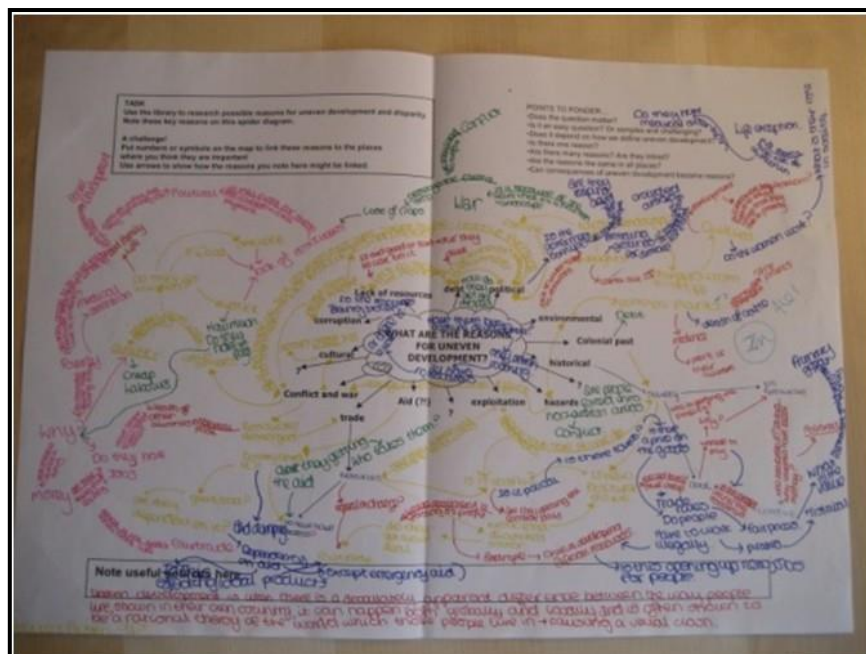
Living map. This was peer assessed and I read and recorded the student feedback with interest as it was informed and useful.

Early written definitions of uneven development. Students were asked for their definitions of uneven development throughout the unit. Early responses were marked using a feedback sheet. The same sheet was used for later attempts which could be compared to earlier work and so progress identified.

Authoritative sources activity. I observed and recorded student views as they discussed the resources. It was particularly useful to ask students to select resources that would be useful to help different audiences in understanding uneven development. Teacher response was oral and students had to justify their views on each source.

Image analysis poster and research. The images were diverse and provocative, from a Fendi fashion show on the Great Wall of China, to shopping malls in Cape Town and Addis Ababa, to a possibly non-existent Zimbabwean hotel, to a township in Johannesburg. Students researched the image to see if it was an accurate representation of life in that place. They presented their posters to the class and received immediate teacher and peer oral feedback.

Mind map on causes of uneven development. Here students created a concept map during a 'lecture' type lesson on the causes of uneven development. They were given time to record notes, think and ask questions. Teacher feedback was written and individual. The example below is excellent as the student does not always write a lot in lesson tasks. She was rightly proud of this work. The teacher comment was *'Very well done! What a lot of excellent and relevant points. You have linked them very effectively and clearly understand that there are multiple and complex reasons for the uneven development we see. Do you fit into the diagram anywhere?'*



Extended writing. This work was individual and received individual written comment. Students know that ticks are placed where work is good. Merit points were awarded. Written comments highlighted where students did well (see Figure 4). She covered an impressive range of relevant points. Advice was given about referring to real place more often and students were given the opportunity to respond to advice and discuss their work with others.

Debate and counter-argument. Assessment here was mainly through observation of groups at work and timely interjections to influence their discussions. Some written work was built into this discussion and this helped inform assessment. Students were allocated viewpoints and were challenged to summarise their key arguments. Students had to write their personal opinion bubble at the end as and this was marked with a personal response comment rather than a grade.

Later definitions of uneven development. This summative work helped me to assess overall progress in understanding and see how students could link the ideas and places they had learned about. I could also to focus on their particular understanding of uneven development. I feel they made significant progress from viewing uneven development as describing a simple global split of rich and poor changed by charity and aid only, to viewing uneven development as a process of change occurring on many scales as a result of many interlinked factors that they were a part of.

Feedback

Feedback to students took place frequently and in a variety of formats. The following proved particularly useful:

- Group and one to one discussion between student and teacher
- Teacher-to-student feedback sheets (example below)
- Peer assessment (example below)
- Video of oral responses to key questions

Example of teacher-to-student feedback sheet

ASSESSING MY PROGRESS
 NAME: [redacted] FORM: M0
 ATTEMPT No 1 (2) Fantastic!

Descriptors of achievement	Clearly matches the descriptor	Linked match to descriptor	Not done!
✓ Clear understanding of LD	✓	✓	✓
✓ Effective use of named places	✓	✓	✓
✓ Data support/evidence given	✓	✓	✓
✓ Justified points made	✓	✓	✓
✓ Terminology	✓	✓	✓
✓ Clear reasoning in explanation	✓	✓	✓

Need to give more evidence + explanation
 Need detail
 Highlighted = areas for future focus

Did I use stereotypes? Y N
 Did I make big generalisations? Y N

SELF REVIEW COMMENT AND ACTION ("what" and "how" to improve, how move up the continuum of achievement?)
 I am going to find more evidence and put it into my res plan. I will also add more detail to work and expand on points.

excellent progress! Such a good definition! keep using places words.

Annotations:
 - Achievement indicators were discussed before pupils began work so that they knew how they were to be assessed
 - Important aspects of achievement were separated and judged on a continuum, thus flexibility was built into the feedback
 - Red writing is feedback on an early attempt at defining Uneven development
 - Giving these ideas separate consideration Allowed pupils to reflect on how they Referred to other places and people and triggered useful discussion
 - Pupils were asked to reflect on their own work and so could suggest actions to help them improve
 - Feedback on a later attempt was Given in green on the same sheet so That pupil and teacher could see progress

Teacher reflection

I feel that geography did 'happen' in many of these lessons. We were able to focus on the geographical learning and mental processes rather than the 'production' of, for example, a poster or project. This helped increase the pace of learning and challenge of lessons.

Lesson planning became very interesting as I tried to plan the appropriate 'next step' for students rather than simply teach the next thing on a scheme of work. I found that we were not labouring points but rather moving on with our thinking and the ongoing dialogue with students provided evidence of progression in understanding and also helped me tailor lessons to their needs.

I feel that students developed clearer conceptual understanding and spent lessons immersed in geographical thinking (or at least most did, much of the time...). They developed understanding of related concepts like space, diversity and interdependence. Knowledge of place also improved as students researched real lives, images and examples. Oral, written and ICT skills were frequently employed and many students were able to relate the geography to their own lives and values.

Progress in understanding of uneven development

From this...	To this...
It is about differences and inequality Unfairness between people and places Wealth and poverty LEDCs and MEDCs East and West differences North and South differences Charity Get better/worse Values evident: 'It is wrong and must change'	Describes differences and disparity and diversity A process of change Unfairness between people and places Wealth and poverty Social, economic and environmental Uneven allocation of resources Different access to services and opportunities Different scales (local to global) and internal Linked to 'us'/moral aspects Values developed and expressed Change over time and from place to place Get better/worse Continuum Internal differences Importance of emerging economies Importance of globalisation

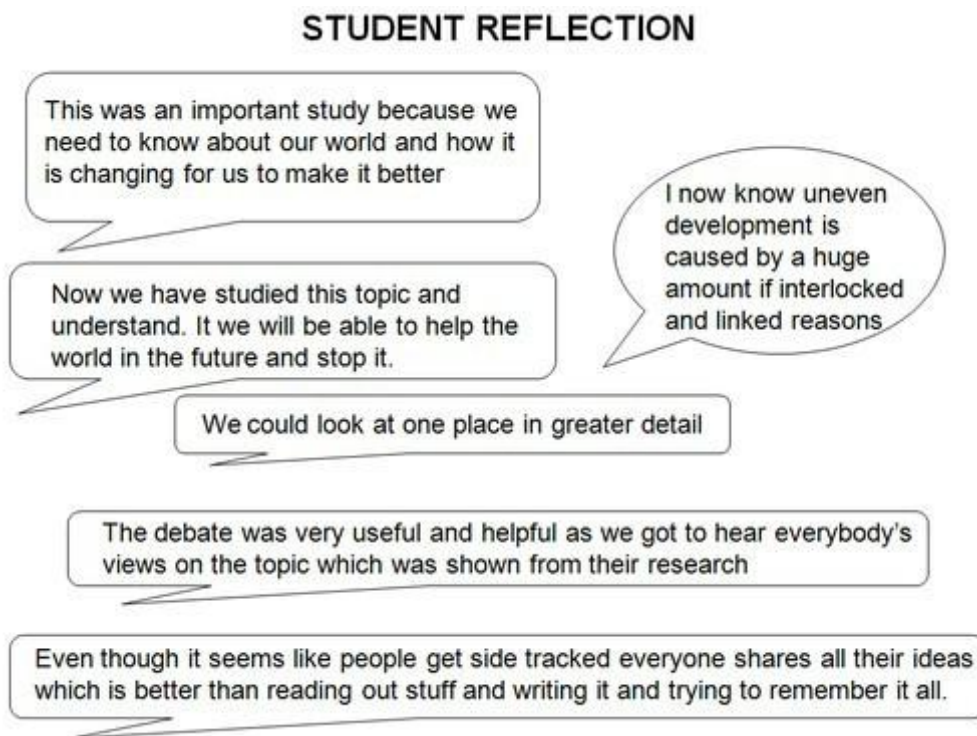
Some reflections

- I tried a learning log in which students recorded key questions and thoughts, but it proved time consuming and not a learning activity. It sounded a good idea but did not contribute to geographical learning.
- Starting the unit by establishing 'where they were at?' and what they needed to know helped plan useful and relevant lessons and a personalised curriculum.
- Sometime students lack the language to express their understanding fully and unintentionally make sweeping statements. It was sometimes necessary to 'overlook' or accept simplifications in deference to their age and experience. Uneven development is a concept to be revisited.
- Dialogue, listening and video and voice recording proved invaluable and supported constant feedback to students.

- 'Leftovers' activities when students are asked to relate what they remember of a lesson; and 'Post-its to Mrs C' with student questions and comments were very effective progress checks and dialogues.
- Students kept a portfolio folder of work rather than an exercise book allowing a greater range of learning tasks.
- Student involvement was hugely motivating.
- Students love to record themselves! And like to take responsibility like lesson observation.
- Resources are key.
- The focus on progression allowed me to plan with assessment in mind.
- Feedback that was personalised and more than just a grade or mark was well received and motivating.

Student reflection

Student voice was sought and valued throughout the unit. Students were asked to observe lessons and comment on the geographical learning. Their views were canvassed throughout and their questionnaire responses in evaluating the course were most informative.



Observation Sheets. Students evaluated whether others were on task, the quality of their work, the activities of the teacher and the quality of lesson activities. Observers made comments like:

- *'It was very engaging and it made you eager to find out why uneven development was happening'*
- *'Pupils made comments that often led onto other topics'*

Questionnaires. Students responded to a questionnaire at the end of the unit and answered the following questions:

- Have you enjoyed the lessons on uneven development?
- What do you no know or understand that you didn't before our lessons on uneven development?

- Do you think it is important to study and understand uneven development? Give a reason for your answer.
- Which lesson activity helped you learn most effectively?
- Which lesson activity would you change or improve? How?
- Which lesson activity would you like to keep doing in future geography lessons?
- What else could we have done to learn about uneven development?
- Open comment.

All students said that they enjoyed the lessons, they all thought it was an important concept to learn about and that they had learned something new. Most agreed that the debate and class discussion were the most successful lessons and also mentioned the lecture and concept map lesson as very useful and would like to do more of this. A number did not rate the 'Is reality like the image?' lesson and some thought that the research, though important, needed more structure. A lot wanted to go on field trips!

Key resources:

Selected Films

- Live 8 DVD extra '**Why does it always rain on me?**' video by Travis
- **Black Gold** DVD documentary film by Nick and Marc Francis on the coffee trade

Selected websites

- '*A Different View*' GA manifesto and images with associated activities
- www.worldmapper.org A phenomenal collection of visually stunning and hugely informative maps showing a very wide range of development indicators
- www.gapminder.org A brilliant and up-to-date site that allows you to interrogate and present data, the video tutorials will help you 'blow the myths' of poverty and teach about the world as it really is now

Selected Books

- Regan, C. ed (2006) *80:20 Development in an Unequal World* published by 80:20 Educating and Acting for a Better World (book includes a CD)
- Tide~ (2009) *Enabling Global Learning Through the KS3 Curriculum* published by and available from Teachers in Development Education TIDE~
- Bolton, G. (2007) *Poor Story: an insider uncovers how globalisation and good intentions have failed the world's poor* Ebury Press
- *The Atlas of Global Issues* (2007) Collins

MAKING GEOGRAPHY HAPPEN Making the Curriculum

PREPARATION – activities to determine and share existing understanding and areas of interest <ul style="list-style-type: none"> • Class discussion of the concept of 'uneven development' • First responses to images and cartoons in PowerPoint, and to Live8 DVD clip of 'Why Does it Always Rain on Me?' • Group discussion and brainstorm of lesson content and method, written outcomes used to write draft curriculum which was amended after further discussion with pupils • Photo analysis activity from 'A Different View' manifesto 'This Book's Rubbish' http://www.geography.org.uk/aboutus/adifferentview/imagesactivities 			
KEY QUESTION	LEARNING INTENTION and PoS LINKS	LEARNING ACTIVITIES	SELECTED ASSESSMENT
What disparities exist? Where? What is the evidence for these disparities? Is it accurate to divide the world into rich and poor countries?	To find and present real evidence for current disparities To critically evaluate the common view that countries are either rich or poor To compare places (and lives of people in them)	Living maps activity Research internet and library Authoritative sources activity Worldmapper map analysis	First draft assessment – written and photo annotation, peer and teacher feedback
Is reality like the image?	To find out whether images of places represent the reality and real lives of people	Photo editor activity and research Google Earth exploration Group presentations on photo analyses Wordscapes	Oral presentation of 'poster' analysis of image
Why does such disparity exist? Is wealth linked to poverty? What role does the physical environment play?	To explain examples of uneven development	Research Lecture and concept map	Individual pupils' concept map
Does aid work? Are the Millennium Development Goals effective? Does charity work?	To evaluate the genuine impacts of aid and the MDG	Research and debate Counter argument activities Personal opinions	Debate filmed Opinion bubbles
What has uneven development got to do with us/me? What can be done to reduce inequalities?	To identify links between our lives and uneven development To evaluate our role in uneven development	Drama Class debate Personal opinions Independent fieldwork, take photos in your High St	Repeat assessment/key question
PLACES suggested by pupils and referred to in lessons USA Los Angeles UK Africa China India cities Capetown New Delhi Dhaka Rio de Janeiro Mumbai Eastern and Western Europe England Dubai within Birmingham Ethiopia Lithuania New York Alaska New Orleans Thailand Koh Samui Slough Dudley Spark Hill Unknown places Calcutta Mexico Las Vegas London Brazil			
ASSESSMENT STRATEGIES Communications wall/post-its, individual pupil learning logs, teacher notes, pupil folders, 'leftovers' activities, pupil lesson observers, photos and video of pupils at work, pupil voice			