KS4 – GEOGRAPHY Year 11 Long Term Mapping

Subject Intent:

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world. Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.
As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavor to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

ADVENT- Key Concepts:	LENT- Key Concepts:	PENTECOST- Key Concepts:
Challenges in the Human environment	The Challenge of resource management	Pre release and revision

Changing economic world This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. **Field work** Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise.	**Food and energy** The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.	

There should be a clear link between the subject content and geographical enquiries		
Assessment Objectives: *Plus AO1-AO4 Field Work The two enquiries must be carried out in contrasting environments and show an understanding of both physical and human geography. In at least one of the enquiries students are expected to show an understanding about the interaction between physical and human geography. Students' understanding of the enquiry process will be assessed in the following two ways: 1. questions based on the use of fieldwork materials from an unfamiliar context 2. questions based on students' individual enquiry work. For these questions	**Assessment Objectives** • AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to	**Assessment Objectives** • AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%). • AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%). • AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)). • AO4: Select, adapt and use a variety of skills and techniques to

students will have to identify the titles of their individual enquiries. Students will be expected to: 1. apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry. 2. select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings in relation to geographical enquiry.	respond to fieldwork data and context(s)).	investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).
Components (Key Content) Different ways of classifying parts of the world according to their level of economic development and quality of life. Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor,	**Components (Key Content)** An overview of resources in relation to the UK. Food: • the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce	**Components (Key Content)**

literacy rates, access to safe water, Human Development Index (HDI). Limitations of economic and social measures. Link between stages of the Demographic Transition Model and the level of development. Causes of uneven development: physical, economic and historical. Consequences of uneven development: disparities in wealth and health, international migration. An overview of the strategies used to reduce the development gap: investment, industrial development and tourism, aid, using intermediate technology, fairtrade, debt relief, microfinance loans. An **example** of how the growth of tourism in an LIC or NEE helps to reduce the development gap. A **case study** of one LIC or NEE	• larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food • the trend towards agribusiness. Areas of surplus (security) and deficit (insecurity): • global patterns of calorie intake and food supply • reasons for increasing food consumption: economic development, rising population • factors affecting food supply: climate, technology, pests and disease, water stress, conflict, poverty. Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest. Overview of strategies to increase food supply: • irrigation, aeroponics and hydroponics, the new green revolution and use of biotechnology, appropriate technology	

Economic futures in the UK: • causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies • moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks • impacts of industry on the physical environment. An **example** of how modern industrial development can be more environmentally sustainable • social and economic changes in the rural landscape in one area of population growth and one area of population decline • improvements and new developments in road and rail infrastructure, port and airport capacity • the north–south divide. Strategies used in an attempt to resolve regional differences • the place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the	• an **example** of a large scale agricultural development to show how it has both advantages and disadvantages. Moving towards a sustainable resource future: • the potential for sustainable food supplies: organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption, reduced waste and losses • an **example** of a local scheme in an LIC or NEE to increase sustainable supplies of food. Energy: • the changing energy mix – reliance on fossil fuels, growing significance of renewables • reduced domestic supplies of coal, gas and oil	

European Union (EU) and Commonwealth. Field Work Suitable question for geographical enquiry Selecting, measuring and recording data appropriate to the chosen enquiry Selecting appropriate ways of processing and presenting fieldwork data Describing, analysing and explaining fieldwork data Reaching conclusions Evaluation of geographical enquiry	• economic and environmental issues associated with exploitation of energy sources. Areas of surplus (security) and deficit (insecurity): • global distribution of energy consumption and supply • reasons for increasing energy consumption: economic development, rising population, technology • factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply. Overview of strategies to increase energy supply: • renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and	

	non-renewable (fossil fuels and nuclear power) sources of energy • an **example** to show how the extraction of a fossil fuel has both advantages and disadvantages. Moving towards a sustainable resource future: • individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels • an **example** of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.	

Composite Skills	**Composite Skills**	**Composite Skills**
Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. Ordnance Survey maps: • use and interpret OS maps at a range of scales • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features	Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. Ordnance Survey maps: • use and interpret OS maps at a range of scales • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features	Cartographic skills Atlas maps: • use and understand coordinates – latitude and longitude • recognise and describe distributions and patterns of both human and physical features • analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps. Ordnance Survey maps: • use and interpret OS maps at a range of scales • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction • use and understand gradient, contour and spot height • identify basic landscape features • identify major relief features

• draw inferences about the physical and human landscape by interpretation of maps • interpret cross sections and transects of physical and human landscapes • describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes • infer human activity from map evidence, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes and geographical phenomena from photographs • draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs. Graphical skills Graphical skills to:	• draw inferences about the physical and human landscape by interpretation of maps • interpret cross sections and transects of physical and human landscapes • describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes • infer human activity from map evidence, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes and geographical phenomena from photographs • draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs. Graphical skills Graphical skills to:	• draw inferences about the physical and human landscape by interpretation of maps • interpret cross sections and transects of physical and human landscapes • describe the physical features as they are shown on large scale maps of two of the following landscapes – coastlines, fluvial and glacial landscapes • infer human activity from map evidence, Maps in association with photographs: • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes and geographical phenomena from photographs • draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs. Graphical skills Graphical skills to:

• select and construct appropriate graphs and charts to present data, using appropriate scales • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data.	• select and construct appropriate graphs and charts to present data, using appropriate scales • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data.	• select and construct appropriate graphs and charts to present data, using appropriate scales • complete a variety of graphs and maps – choropleth, isoline, dot maps, desire lines, proportional symbols and flow lines • use and understand gradient, contour and value on isoline maps • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, Numerical skills Numerical skills to: • demonstrate an understanding of number, area and scales • design fieldwork data collection sheets and collect data • understand and correctly use proportion and ratio, magnitude and frequency • draw informed conclusions from numerical data.

Statistical skills Statistical skills to: • use appropriate measures of central tendency, spread and cumulative frequency • calculate percentage increase or decrease • describe relationships in bivariate data: • be able to identify weaknesses in selective statistical presentation of data. Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Formulate enquiry and argument Students should demonstrate the ability to: • identify questions and sequences of enquiry	Statistical skills Statistical skills to: • use appropriate measures of central tendency, spread and cumulative frequency • calculate percentage increase or decrease • describe relationships in bivariate data: • be able to identify weaknesses in selective statistical presentation of data. Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Formulate enquiry and argument Students should demonstrate the ability to: • identify questions and sequences of enquiry	Statistical skills Statistical skills to: • use appropriate measures of central tendency, spread and cumulative frequency • calculate percentage increase or decrease • describe relationships in bivariate data: • be able to identify weaknesses in selective statistical presentation of data. Use of qualitative and quantitative data Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information. Formulate enquiry and argument Students should demonstrate the ability to: • identify questions and sequences of enquiry

• write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues.	• write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues.	• write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues.

Adapted Curriculum Content:	**Adapted Curriculum Content:**	**Adapted Curriculum Content:**

Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.

Assessment/s (Formative and Summative): RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions	**Assessment/s (Formative and Summative):** RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions	**Assessment/s (Formative and Summative):** RRR tasks Vocab tests Knowledge Tests AQA GCSE Exam Questions
Key Terms: **Key Vocabulary:** **Agglomeration**: a group of industries in the same location. **Agglomeration Economies**: savings which arise from the concentration of industries in urban areas and their location close to linked activities. **Balance of Trade**: the value of exports minus the value of imports; there may be a trade deficit or trade **surplus.**	**Key Terms:** **Key Vocabulary:** **Aeroponics** Growing plants in an air or mist environment without the use of soil. **Biotechnology** The manipulation (through genetic engineering) of living organisms to produce useful commercial products (such as pest resistant crops and new bacterial strains). **Famine** A widespread, serious, shortage of food. In the worst cases it can lead to	**Key Terms:** **Key Vocabulary:**

Break of Bulk Location: a location such as a coastal port which takes its advantage from a position where there is a forced transfer of raw materials or goods from one form of transport to another. **Brownfield Site**: an inner-city derelict site which can be cleared and reused for new industry. **Business Parks**: these are mainly found on edge-of-city greenfield sites, although some are part of inner city redevelopment schemes. **By-products**: what is left over after something is made e.g. chemicals following the refining of oil. **Capital**: wealth created for use in the production of further wealth. **Capital Intensive**: an activity which requires a lot of money. **Cheap Labour**: See Overseas Competition. **Colonial Period**: the structure of world trade today has its origin in the colonial period when MEDCs used LEDCs as sources of raw materials for their factories.	starvation and even death. **Food insecurity** Being without reliable access to a sufficient quantity of affordable, nutritious food. More than 800 million people live every day with hunger or food insecurity. **Food security** When people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life. **Hydroponics** A method of growing plants using mineral nutrient solutions, in water, without soil. **Irrigation** Applying water to land in order to supply crops and other plants with necessary water. **Permaculture** A system of agricultural and social design principles based upon or directly using patterns and features observed in natural ecosystems. **Sustainable development** Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.	

Commercial: used to describe the business activities of trading and buying or selling goods. **Commodity**: products produced for export. **Components**: parts of a product that are transported to a factory (plant) for final assembly **Congestion**: usually concerned with transport when there is so much traffic it stops or slows down the movement. **Containerisation**: goods being packed into large metal boxes for transport by road and/or sea. **Core Region**: an area at the heart of economic activity e.g. a well-off industrial region of a country e.g. South-East England. **Cumulative Causation**: the process by which one region of a country becomes increasingly the centre of economic activity. **Cycle of Decline (Deprivation)**: as traditional industries close, job losses lead to less money in the area, with a 'knock-on' effect on other businesses such as suppliers, shops, etc. **Decentralisation**: the movement of shops, offices and industry away from urban centres	**Sustainable food supply** Food that is produced in ways that avoid damaging natural resources, provide social benefits such as good quality food and safe and healthy products, and contribute to local economies. **Green revolution** A combination of modern technology, traditional knowledge and an emphasis on farming, social and agro-ecological systems as well as yields, especially in poorer countries. **Undernutrition** This occurs when people do not eat enough nutrients to cover their needs for energy and growth, or to maintain a healthy immune system. **Urban farming** The growing of fruits, herbs, and vegetables and raising animals in towns and cities, a process that is accompanied by many other activities such as processing and distributing food, collecting and reusing food waste. **Biomass** Renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or	

in MEDCs and NICs into retail and business parks in the suburbs. **Declining Region**: one where traditional heavy industries are closing down leading to high unemployment and out-migration **Deindustrialisation**: the decline of a country's traditional manufacturing industry due to exhaustion of raw materials, loss of markets and competition from NICs. **Derelict Land**: waste land with decaying houses and closed-down industry, typical of inner city areas in MEDCs. **Development Areas**: areas of high unemployment in the UK **Division of labour**: increased productivity gained when workers specialise in one particular part of the manufacturing process **Economic Base**: a wide economic base is typical of MEDCs where many industries contribute to generating wealth. A narrow economic base is typical of LEDCs where only a few industries contribute. **Economic Development**: the generating of wealth through the development of industry.	energy. Biomass can be burned directly or processed into biofuels such as ethanol and methane. **Energy conservation** Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources. **Energy exploitation** Developing and using energy resources to the greatest possible advantage, usually for profit. **Energy security** Uninterrupted availability of energy sources at an affordable price. Fossil fuel A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms. **Geothermal energy** Energy generated by heat stored deep in the Earth. **Hydro(electric) power** Electricity generated by turbines that are driven by moving water. **Nuclear power** The energy released by a nuclear reaction, especially by fission or fusion.	

Economic Infrastructure: transport networks; gas, electricity, water grids; sewerage systems, etc. **Economies of Scale**: savings made as a result of large-scale production, through buying in bulk, division of labour etc. **Enterprise Zones**: small run-down inner-city areas and other areas of industrial decline with high unemployment in the UK where financial incentives are available to encourage investment and renewal. **Exports**: goods sold abroad. **Feedback**: the reinvestment of some of the profits into new inputs within the factory system. **Fixed Industry**: one which is tied to a particular location. **Footloose Industry**: one which could set up in many different locations. It is not tied to a fixed location. It may locate where labour is cheaper, or where the government offers incentives. **Formal Employment**: where people work to receive a regular wage and are assured certain rights	**Nuclear energy** uses fuel made from mined and processed uranium to make steam and generate electricity. **Renewable energy** sources A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy). **Solar energy** The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity. **Sustainable development** Development that meets the needs of the present without limiting the ability of future generations to meet their own needs. **Sustainable energy** supply Energy that can potentially be used well into the future **Wind energy** Electrical energy obtained from harnessing the wind with windmills or wind turbines	

Global Economy: industrial location is no longer linked to one specific country; choices of location are global and depend on strategies to sell the maximum number of products with the lowest costs possible. **Globalisation**: This is the trend where people are becoming more interconnected and interdependent. **Government Disincentives (Controls)**: include Green Belt and Industrial Development Certificates. **Government Incentives**: include Grants, Labour Subsidies, Tax-Free Periods, Rent-Free Periods, Removal of Planning Controls, improvements in Infrastructure and Communications, Purpose-Built Factories, Greenfield Sites, worker Retraining schemes and New Towns. **Government Policy**: aims at attracting labour-intensive industries **Disincentives** and **Government Incentives**. **Grants**: money paid to an industry towards the cost of new machinery, training etc. **Greenbelt**: a zone of farmland, parkland or open countryside which surrounds an urban		

area and is designed to prevent urban sprawl. The zone is protected from new developments by law. **Greenfield Site**: an industrial site often located on the edge of town, previously used for farming or other rural activity. **Gross National Product (GNP) per capita**: the total value of goods produced and services provided by a country in a year, divided by the total number of people living in that country. **Heavy Industry**: one with heavy/bulky raw materials and heavy/bulky finished products **High-Tech Industries**: these involve the use of research and development to create high value, technology-based products and processes. **Human and Economic Location Factors**: include labour supply, capital (money), markets, transport, government policy, economies of scale, improved technology, recreation/environment. **Imports**: goods bought from abroad. **Import Substitution**: when a country (LEDC) tries to produce all its own goods and services in order to limit imports.		

Industrial Classification: the categorization of industry into Primary, Secondary, Tertiary, Quaternary sectors. **Industrial Development Certificates**: these are issued by the UK government to control where industry can locate; **Industrial Estate**: an area of land planned and zoned for industry, usually with good access to the motorway network. **Industrial Inertia**: the survival of an industry in an area even though the initial advantages of location are no longer relevant. **Informal Sector**: This is particularly strong in LEDCs and made up of work done without the official knowledge of the government and therefore without paying taxes. **Informal Work**: this involves jobs people have set up for themselves, such as shoe shining. The jobs require little capital to set up, require few skills, are labour intensive, small scale and can often be done from home. **Infrastructure**: the facilities which provide the essential framework for industry e.g. roads, power supply, sewerage etc.		

Inputs: the things needed to run a factory e.g. capital, raw materials, power, labour etc. **Invisible Trade**: trade in products that cannot be 'seen' e.g. tourism, financial services and technological 'know-how'. **Job Rotation**: workers are skilled in a number of different jobs and several people are capable of doing each job. **Knowledge Economy**: the new economies based on the processing of knowledge and information using telecommunications. **Labour-intensive**: industries where labour costs are high compared to capital costs, e.g. clothing. **Labour Location**: access to skilled labour is a very important factor in the location of modern industry today. **Land-locked**: countries with no access to a seaport. This is a particular problem for LEDCs **Light Industry**: manufacturing industry which has light raw materials/components and finished products. **Locational Factors**: things that affect where industry decides to set up - usually in the most profitable place.		

Logistics: the management and control of the flow of goods and services from the source of production to the market. **Machinery**: used in industrial processes to produce the finished product for sale. (Manufacturing). **Market**: where industrial products are bought and sold. **Market Location (for industry)**: where transport costs for the finished product exceed the transport costs of the raw materials. **Minerals**: found in rock. They may be mined or quarried and then either melted down like iron ore (iron) or bauxite (aluminium), or used as a source of power (coal, oil). **Multiplier Effect**: the 'snowballing' of economic activity. **Natural Routes**: river valleys and flat areas were essential transport routes in the days before the railway, car or lorry. **Newly Industrialising Country (NIC)**: LEDCs which are developing manufacturing industries, usually with the help of Trans-national Corporations attracted by cheap labour and Government Incentives. e.g.		

South Korea, Hong Kong, Taiwan, Malaysia, Brazil, India.

Occupational Structure: the balance between the different sectors of a country's workforce e.g. primary, secondary, tertiary, quaternary. See table below.

MEDC	NIC	LEDC
Mainly tertiary	Mainly secondary	Mainly primary

Open-Cast Mine: a large quarry where a large pit is excavated on the Earth's surface to remove rock.

Ore: a rock containing minerals useful to people, e.g. iron ore, gold ore.

Outputs: products from a factory system, which include pollution and waste.

Overheads: costs which do not vary with output; these costs include rent, wages, electricity, etc.

Overseas Competition: NICs have the advantage of cheap labour, expanding national markets and the newest technology. This has led to a global shift of manufacturing industry towards South-East Asia.

Peripheral Region: an area on the fringe of economic activity e.g. a poor backward region of a country. An example is South Wales. **Physical Factors affecting Location of Industry**: include raw materials, energy (power supply), natural routes, site and land. **Post-Industrial Economy**: the economies of economically developed countries where most employment is in service industries. **Power**: this is needed to work the machines in the factory. **Prestige**: the image of a company, gained from its headquarters address. **Primary Industry**: industry concerned with extracting natural resources from the ground or the sea. **Processes**: the activities that take place within a factory e.g. rolling out steel. **Producer Services**: services for manufacturing and other tertiary industries **Profits**: money left over when wages, interest, rent, raw materials and other costs have been paid by businesses. **Quarry**: a large pit dug to obtain a mineral from the ground. Rocks and ore are quarried.		

Quaternary Industry: one which uses modern technology to carry out research, handle information and give advice to other industries. **Raw materials**: items from which more complex items are made. **Raw Material Location**: the bulkier and heavier these are to transport, the nearer the factory should be located to the raw materials. **Recreation**: leisure activities; what people do in their non-working time. **Research and Development**: the branch of a manufacturing firm concerned with the design and development of new products. **Retraining Schemes**: government-funded schemes to retrain unemployed workers in Declining Areas **Science Parks**: An area of land, often located near university sites, where high-tech industries are located. **Screwdriver industries**: industries based on the routine assembly of products **Secondary Industry**: the manufacturing of goods using the raw materials from primary industry..		

Silicon Valley: a high-tech zone in California. **Single Product Economy**: a country (usually LEDC) which relies on one, or a very small number, of products (usually raw materials) for its export earnings. **Site**: ground on which a factory stands **Structure of Trade**: the differing proportions of primary, secondary and tertiary products that make up a country's exports and imports **Subcontract**: where a large company, e.g. Nike, arranges for its goods to be produced by another company. **Subsidy**: a grant of money made by the government to industries locating in Development Areas; **Sunbelt**: a growth region of high-tech industry in the south west of the USA. **Sunrise Industries**: high -tech industries. **Sunrise Strip**: a high-tech industrial zone following the route of the M4 westwards to South Wales. **Tariffs**: tax (customs duties) charged on imported goods.		

Teleworking: using telecommunications to work from home. **Terms of Trade**: the relationship between the average price of exports and the average price of imports. **Tertiary Industry**: does not produce anything but involves work in the service sector of the economy. **Trade Deficit**: where a country imports more goods than it exports. **Trade Surplus**: where a country exports more goods than it imports. **Trading** Blocs: groups of countries who join together for tax-free trading purposes e.g. the EU. **Traditional Industries**: old heavy industries located where cheap energy (coal) and raw materials, e.g. iron ore were found. **Trans-national Corporation** (TNC): large companies which have branch plants throughout the world; their headquarters are often found in MEDCs. **Urban Diseconomies**: the rising costs to industry as cities increase in size, due to increasing cost of land and labour, traffic congestion, crime etc.		

Urban-Rural Shift: the movement of industry away from urban areas in recent years due to urban diseconomies, improvements in communications (motorways) and telecommunications **Work**: employment at a job or occupation; either formal or informal. **Zoning**: where industry is separated from residential areas to avoid pollution		
SMSC/ BV/ RSHE: BV – Urbanization and community BV – Charity and Relief SMSC - Stewardship	**SMSC/ BV/ RSHE:** BV – Urbanization and community BV – Charity and Relief SMSC - Stewardship	**SMSC/ BV/ RSHE:** BV – Urbanization and community BV – Charity and Relief SMSC - Stewardship

St Ralph Sherwin
Catholic Multi Academy Trust

St. Philip Howard
Catholic Voluntary Academy