

Lesson 1: China Today

Key concepts	Range and content	Key questions	Teaching and learning activities	Resources
<p>Place - understanding the physical and human characteristics of real places. Developing 'geographical imaginations' of places.</p> <p>Space - knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>Cultural understanding and diversity - appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>A range of investigations, focusing on places, themes or issues.</p> <p>The location of places and environments.</p> <p>Human geography built and managed environments and human processes.</p> <p>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>Where is China?</p> <p>Who lives there?</p> <p>What is life like in China?</p> <p>How is China changing?</p> <p>China is in Eastern Asia and is the 4th largest country in the world.</p> <p>The Han Chinese are the majority by far and make up 92% of the population. Many of the minority ethnic groups live in the more remote areas in the north and west.</p> <p>Young people, especially those in the cities, are increasingly interested in sports such as basketball and football rather than the traditional Chinese games of table tennis and badminton.</p>	<p>STARTER: 1. Do the 'China or not?' interactive activity or use the China or Not statement bank provided. Use the China or Not? PhotosPPT to stimulate thought and discussion about China. And challenging students' already-held perceptions of China as well as building some initial background knowledge and understanding. 2. Where is China? Use the China Maps PowerPoint to focus on the concept of scale.</p> <p>MAIN ACTIVITIES:</p> <p>Changing China activity – working in pairs or small groups, look at a selection of news headlines and think about the kinds of changes which are indicated by the headlines. Report back to the rest of the class.</p> <p>PLENARY :</p> <p>Create a 'word wall' through discussion – words associated with modern-day China. The words could be linked in various ways or colour-coded to show the way in which they can be grouped.</p> <p>Note:</p> <p>PowerPoint can be added to or adapted to suit the needs of students being taught</p>	<p>Interactive:</p> <p>China or Not?</p> <p>Downloads:</p> <p>China or Not? Photos PPT</p> <p>China maps PowerPoint</p> <p>A set of 'recent' newspaper headlines concerning China</p> <p>Wall graphic for Word Wall</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical Enquiry</p> <p>Graphicacy and visual literacy - use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data</p> <p>Geographical communication - communicate knowledge and understanding using geographical vocabulary</p>	<p>Explore real and relevant contemporary contexts</p> <p>Use a range of approaches to enquiries</p> <p>Use varied resources, including maps, visual media and geographical information systems</p> <p>Examine geographical issues in the news</p>	<p>China has changed enormously and rapidly. It is now the world's fastest-growing economy. By 2015 it is expected to be more than 50%.</p>		<p>A short article entitled 'My images of China' which will include three annotated photos. Students write a short article on their image of modern-day China as a country. They should aim to use a minimum 10 words from the plenary 'word wall'. These can be highlighted or underlined. The photos can be annotated using word processing software or printed off and annotated by hand. Students should briefly justify their choice of the three photos.</p>

Lesson 2: Made in China

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - understanding the physical and human characteristics of real places.</p> <p>Space - understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>Scale - appreciating different scales – from personal and local to national, international and global.</p> <p>Interdependence - exploring the social, economic, environmental and political connections between places.</p>	<p><i>A variety of scales, from personal, local, regional, national, international and continental, to global.</i></p> <p><i>A range of investigations, focusing on places, themes or issues.</i></p> <p><i>The location of places and environments.</i></p> <p><i>Human geography built and managed environments and human processes.</i></p> <p><i>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p>	<p>What products does China make for export?</p> <p>Why are so many foreign firms moving to China?</p> <p>Who does China trade with?</p> <p>China's economy growth is based on the rapid development of its manufacturing industry, and high levels of foreign trade and investment.</p> <p>About 80 percent of China's exports are manufactured goods.</p> <p>Foreign firms are attracted to moving to and investing in China because:</p> <p>a) Since China joined the World Trade Organisation in 2001 barriers to foreign corporations have been removed. b) China has low production costs and a cheap yuan. c) With its population of 1.3 billion China provides a plentiful supply of cheap labour. d) China has a large and growing internal consumer market with rising purchasing power</p> <p>China's primary trading partners include Japan, the U.S. (China's biggest), South Korea, Germany, Singapore, Malaysia, Russia and the Netherlands.</p>	<p>STARTER: students given a set of quotes from newspaper articles to read. They draw conclusions about the types and range of products made in China. This could be linked to a prior research in which students look for and record products in their homes which have a 'Made in China' label.</p> <p>MAIN ACTIVITIES: Individually or in small groups watch news video from China Industry: problems and solutions. Each group then produces a short two minute report back to the rest of the class. The three issues dealt with are: a) image of products 'Made In China' particularly relating to safety. b) The question of innovation vs making copies of goods. c) problem of 'brand identification' in western countries.</p> <p>Do a mapping activity using data about the current trading partners see Trade with China - Who buys Chinese goods?. Students look for patterns and explain.</p> <p>PLENARY : Brainstorm consequences of the current rapid industrialisation in terms of the sustainability i.e. what resources are needed and where do they all come from to make these products? This links in with the next lesson.</p>	<p>Downloads:</p> <p>Chinese Exports - a selection of quotes from the news</p> <p>Trade with China - Who buys Chinese goods? (2005) (Excel)</p> <p>China – Industry: problems and solutions</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy - use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.</p> <p>Geographical communication - communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p><i>Build on and expand their personal experiences of geography</i></p> <p><i>Explore real and relevant contemporary contexts</i></p> <p><i>Examine geographical issues in the news</i></p> <p><i>Investigate important issues of relevance to the UK and globally using a range of skills, including ICT</i></p>			<p>Students tackle another controversial issue facing China –China manufactures a large proportion of the 'fake' handbags, DVDs, trainers, etc sold in the world. The Chinese government is trying to stop the trade but it is worth around £8 billion to China each year. What should the government do? Allow the trade to continue or stop it all together?</p>

Lesson 3: Bought by China

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<p>Place - understanding the physical and human characteristics of real places.</p> <p>Space - understanding the interactions between places and the networks created by flows of information, people and goods.</p> <p>Scale - appreciating different scales – from personal and local to national, international and global. Making links between scales to develop understanding of geographical ideas.</p> <p>Interdependence - Exploring the social, economic, environmental and political connections between places. Understanding the significance of interdependence in change, at all scales.</p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>A range of investigations, focusing on places, themes or issues.</p> <p>The location of places and environments.</p> <p>Human geography built and managed environments and human processes.</p> <p>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>How many potential consumers in China?</p> <p>What is the impact of rising standard of living on consumer purchases?</p> <p>Why is China travelling the world to buy raw materials?</p> <p>China is recognised as the largest potential market in the world. It has 320 million young people between the ages of 16 and 30 and with rising incomes and growing urbanization there is a consumer boom in China. They have an estimated spending power of US\$135 billion.</p> <p>With rising income there is a demand for better food, housing clothing, education and medical care. Housing and healthcare are expected to be among the fastest growing areas of spending among urban Chinese. Private home ownership has only recently begun while a rapidly ageing population will fuel healthcare spending.</p> <p>By 2045, China is projected to depend on imported oil for 45 percent of its energy needs. China is actively trying to diversify its supply lines away from Middle Eastern crude and has adopted an aid-for-oil strategy that has resulted in increasing supplies of oil from African countries.</p>	<p>STARTER: Students look at China population 'potential consumers' data (Word) and use it to work out how many potential customers there are in each age group and how this might change in the future.</p> <p>MAIN ACTIVITIES: 1) Students watch video clips to look at the positive side of economic growth and the growing demand for consumer goods as standards of living have increased. 2) Students use the article 'China's grand safari in Africa' to map the various countries that China has formed trading relationships with. It can also be used as an exercise for students to see what China is getting from these African countries and what it is offering in return.</p> <p>PLENARY: Ask students two difficult questions to try and draw ideas together: Has life got better in China for the majority of the people? Does it matter that some people are benefiting more than others from the recent economic changes in China?</p>	<p>Downloads:</p> <p>China population potential consumers data (Word)</p> <p>'China's grand safari in Africa'</p> <p>Links:</p> <p>BBC video 1 and BBC video 2 - Massive increase in demand for mobile phones in China</p> <p>BBC video 3 and BBC video 4 - Growing demand for luxury cars in China</p> <p>BBC video 5 - Shanghai – city growth and changes in standard of living</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy - use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.</p> <p>Geographical communication - communicate knowledge and understanding using geographical vocabulary and conventions in both speech and writing.</p>	<p>Use a range of approaches to enquiry</p> <p>Explore real and relevant context for learning about change in the contemporary world</p> <p>Examine an issue or region in the news</p>			<p>'New opportunity for African countries or yet more exploitation?' Students can debate at various levels the growing relationship between China and the African continent. At a simple level, students can describe the advantages for African countries. At a higher level, students can begin to examine the idea of exploitation and what it means using specific examples to illustrate the debate.</p> <p>OR</p> <p>Mystery – why is Mr Jones unable to buy a fencing panel anywhere to mend his fence?</p>

Lesson 4: Mobile China

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<p>Place - understanding the physical and human characteristics of real places.</p> <p>Space - Understanding the interactions between places and the networks created by flows of information, people and goods. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.</p> <p>Scale - Appreciating different scales – from personal and local to national, international and global.</p> <p>Interdependence - Exploring the social, economic, environmental and political connections between places. Understanding the significance of interdependence in change, at all scales.</p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>A range of investigations, focusing on places, themes or issues.</p> <p>The location of places and environments.</p> <p>Human geography built and managed environments and human processes.</p> <p>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>What is scale and impact of rural to urban migration?</p> <p>Why are graduate and 2nd generation Chinese returning to China?</p> <p>What is the growth and impact of internal tourism?</p> <p>China's urban population rose from roughly 170 million in 1978 to 540 million in 2004.</p> <p>China hopes to entice 200,000 overseas Chinese to return home in the period 2006-2010 by setting up science centres where they can carry out their work. In 2005 only a quarter of the Chinese who studied abroad returned to China.</p> <p>China's domestic tourism market makes up more than 90% of the country's tourism traffic, and contributes more than 70% of total tourism revenue.</p>	<p>STARTER: Do the Interactive: China...dramatic city growth Students look at the data China Cities Population Data for the main urban areas and a map of the main cities China cities Map They work out the rate of change in the major cities.</p> <p>MAIN ACTIVITIES: Students can get a feel for what is driving the rural population out of the villages and into the cities by doing the (adaptable) Rural to Urban Migration – Mind Movie. The story, which can be added to or adapted, is provided as a resource. Students can describe in pairs what they 'saw' in the rural setting and then in the urban setting and compare accounts OR they take snapshots from the story and draw an annotated sketch. The annotations can include objective statements about objects and people as well as subjective statements about how the people involved might be feeling.</p> <p>PLENARY: Use the urban migrant data to consider the question: "Are the temporary migrants likely to return to their villages after a few years or stay in the city for the rest of their lives?"</p>	<p>Interactive: China...dramatic city growth</p> <p>Downloads: China...dramatic city growth (Word) China cities Map (JPEG) China Cities Population Data (Excel) Rural to Urban Migration – Mind Movie (Word) Henan Map (Word) Urban migrant data (Word)</p> <p>Links: Rural migrants speak about life in the fast growing city of Shenzhen</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p>Explore real and relevant context for learning about change in the contemporary world</p> <p>Examine an issue or region in the news</p>			Notes

Lesson 5: Contrasting China?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - Understanding the physical and human characteristics of real places.</p> <p>Scale - Appreciating different scales – from personal and local to national, international and global.</p> <p>Interdependence - Exploring the social, economic, environmental and political connections between places. Understanding the significance of interdependence in change, at all scales.</p> <p>Cultural understanding and diversity - Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>A range of investigations, focusing on places, themes or issues.</p> <p>The location of places and environments.</p> <p>Human geography built and managed environments and human processes.</p> <p>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>What are the working conditions for the majority in the cities?</p> <p>What is life like for the newly rich in China?</p> <p>Why are rural people being 'left behind' in the new China?</p> <p>The working and living conditions for many migrant workers are poor.</p> <p>The newly wealthy are creating a huge consumer market in China demanding the latest gadgets and fashions. In 2007 the number of internet users in the country reached 210 million, up by more than 50% on the previous year. With over half a billion mobile-phone users, China has more subscribers than America, Japan, Germany and Britain combined.</p> <p>The economic disparity between urban China and the rural hinterlands is among the largest in the world and has formed an economic-cultural-social gap between the rural and urban areas, which is a major division in Chinese society.</p>	<p>STARTER: Brainstorm the main things that all families expect to have in order to have a reasonable standard of living. Although the students will inevitably relate their ideas to their own way of life, the basic principles remain the same and can be carefully drawn out of discussion. Their ideas should relate to conditions of work as well as home life.</p> <p>MAIN ACTIVITY: Students discuss and try and summarise who is benefiting from economic change and which groups of people are being left behind after watching a series of BBC news video clips. Create a 'concept map' looking at the factors affecting standards of living and create links between these factors.</p> <p>PLENARY: Would it be better for the majority of people to live in the cities or to remain in the countryside? Which would make it easier for the government to look after their needs?</p>	<p>Links: BBC New clips</p> <ol style="list-style-type: none"> China's class system - rich restaurant owner and poor restaurant workers Workers in the night Video diary of rural farmer struggling to make ends meet Chinese government recognise that wealth distribution is uneven and takes action Women left behind in rural villages as men migrate to the cities
				Assessment opportunities
				People who work in shops, restaurants and factories should be protected by a Code of Conduct that guarantees good, safe working conditions. Create a Code of Conduct that would ensure that all workers are protected from exploitation and bad management.
Key processes	Curriculum opportunities			
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p>Explore real and relevant context for learning about change in the contemporary world</p> <p>Examine an issue or region in the news</p>			

Lesson 6: Sustainable China?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - Understanding the physical and human characteristics of real places.</p> <p>Scale - Appreciating different scales – from personal and local to national, international and global.</p> <p>Interdependence - Exploring the social, economic, environmental and political connections between places.</p> <p>Physical and human processes – Exploring the social, economic, environmental and political connections between places.</p> <p>Environmental Interaction and sustainable development – Understanding that the physical and human environments are interrelated and together influence environmental change. Exploring sustainable development and its impact on environmental interaction and climate change.</p>	<p>A variety of scales, from personal, local, regional, national, international and continental, to global.</p> <p>A range of investigations, focusing on places, themes or issues.</p> <p>The location of places and environments.</p> <p>Human geography built and managed environments and human processes.</p> <p>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</p>	<p>What impact is development having on the environment in China?</p> <p>What is the global environmental impact of rapid Chinese development?</p> <p>The main consequences of China's rapid industrial development are increased pollution and degradation of natural resources. Problems such as soil erosion, desertification and the steady fall of the water table, especially in the north, pose a threat to the sustainable development of the country.</p> <p>China has overtaken the United States as the world's biggest producer of carbon dioxide. However, per head of population, China's pollution remains relatively low - about a quarter of that in the US and half that of the UK.</p>	<p>STARTER: Get the students to think about all the different kinds of waste that might be being produced both in the cities and the countryside and then raise the question of what might be happening to that waste. The short video clip can be used if a visual stimulus is needed.</p> <p>MAIN ACTIVITY: Students develop a role play activity themselves, once they have done a little more research using material in the downloads. The roles should include a variety of interested parties including different levels of officialdom, urban and rural dwellers. Although poorly represented in China, there are is small and growing number of Chinese green activists beginning to have an impact on people's attitudes and lifestyles and they should be included as well.</p> <p>PLENARY: Activities in one country have an impact on neighbouring countries and indeed the whole world. A good hook to hang this idea on is 'global climate change' and students can think about the contribution that China makes to this problem. However, it is not a simple 'cause and effect' debate and it is worth following up with a piece of work that looks in a little more depth at this issue (see assessment opportunity) in order to understand some of the problems involved in controlling pollution.</p>	<p>Downloads:</p> <p>China – pollution and environmental damage (PPT)</p> <p>China – a selection of environmental news reports (Word)</p> <p>Links:</p> <p>BBC News video clip - Polluted farmland and cities</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p>Personal experiences of geography – using the pupils' experiences to deepen awareness and understanding of sustainable development</p> <p>Participate in informed responsible action</p>			<p>Although we know in the rich countries that our cars, our factories, our power stations and our homes produce greenhouse gases that increase the risk of 'global warming', we carry on producing these gases. Should rich countries such as the UK and the USA set a better example to the newly developing countries such as China? Write a letter to the UK Minister for the Environment explaining your opinion on this matter.</p>

Lesson 7: One in a billion

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - Understanding the physical and human characteristics of real places.</p> <p>Physical and human processes – Exploring the social, economic, environmental and political connections between places.</p> <p>Cultural understanding and diversity - Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.</p>	<p><i>A variety of scales, from personal, local, regional, national, international and continental, to global.</i></p> <p><i>A range of investigations, focusing on places, themes or issues.</i></p> <p><i>The location of places and environments.</i></p> <p><i>Human geography built and managed environments and human processes.</i></p> <p><i>Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.</i></p>	<p>How has the government tried to control the growth of the population?</p> <p>Why is there a gender imbalance in China?</p> <p>How is China coping with an ageing population?</p> <p>The government introduced the One Child Policy in 1979 to limit population growth. It is estimated that this rule reduced population growth by as much as 300 million people over the first 20 years of its implementation.</p> <p>However, because couples often prefer male children and may abort or abandon female babies if they are only permitted one child, this has resulted in the disparate ratio of 114 males for every 100 females born. By 2020 there may be 30 million men of marriageable age who will not be able to find a wife.</p>	<p>STARTER: Use the variety of visual resources provided to stimulate discussion about the population of China. These could be looked at in pairs, small groups or as a class.</p> <p>MAIN ACTIVITY: Watch the BBC news video clip. You may wish to discuss issues of infanticide or child trafficking as well concentrate on the 'lighter' side of finding marriage partners. Students listen to the audio file or read an edited version of the script. Students should be encouraged to think about the needs of people as they grow old and the difficulties of providing for these needs in the context of social changes in China. A photo montage could be created to summarise some of the problems and solutions.</p> <p>PLENARY: Discuss the ideas surrounding how the government is able to control the numbers of children that couples have. The idea of incentives (to have few or more children in some countries) as well as penalties needs to be drawn out.</p>	<p>Interactive: China...an ageing population?</p> <p>Downloads: China...an ageing population? (Word) China population data (Word) China population data (Excel)</p> <p>Links: BBC news video - China facing gender crisis</p> <p>audio file and script - Young China VI: aging population</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical enquiry</p> <p>Graphicacy and visual literacy</p> <p>Geographical communication</p>	<p><i>Make links between geography and other such as citizenship and cross-curricular dimension of global dimension</i></p> <p><i>Explore real and relevant context for learning about change in the contemporary world</i></p> <p><i>Examine an issue or region in the news</i></p>	<p>Sometime between 2030 and 2050 there could be only two workers for every person who is retired (currently 6:1) which would wipe out China's low-cost labour advantage and put a huge strain on China's welfare provision. China may need to bring in pension reforms such as reducing the benefit rates and increasing the retirement age.</p>		<p>A poem linked to the problems of Chinese males finding a female partner due to the shortage of females in China. A few starting lines or key words to incorporate can be given to support the task.</p>

China today

Notes: