

Starter: Where are you now with improving DE&I and decolonising your geography teaching?



<https://www.menti.com/alq1q1882yfx>



Pearson

Improving the diversity, equity and inclusiveness of geography

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10.10 - 11.00





1. Sharing insights

Where are we now?

Build on strengths

The study of big societal and environmental issues and synoptic styles of assessment. Learning about the impact of colonialism and neo-colonialism on people, places and the environment. Including the perspectives of diverse groups.

Issues

Give more space to diverse perspectives and marginalised voices when learning about geographical issues and case studies.

Assessments

Provide more varied methods of assessment, especially for fieldwork and enquiry. Accessibility of the language, content and assessments is key.

Development

Include broader perspectives on development and rethink the way we classify countries at different levels of development



Content

KS3 and A level offer more opportunities and flexibility. GCSE Geography needs updating. DE&I should be interwoven throughout so it gets the prominence it deserves.



Support

Many teachers feel informed and confident, but they don't know what the right solution should look like. Teachers don't all have the time and resource they need to do this.



Assessment

Accessibility is key – the right solution must be balanced and consider the needs of disadvantaged or marginalised groups of students.



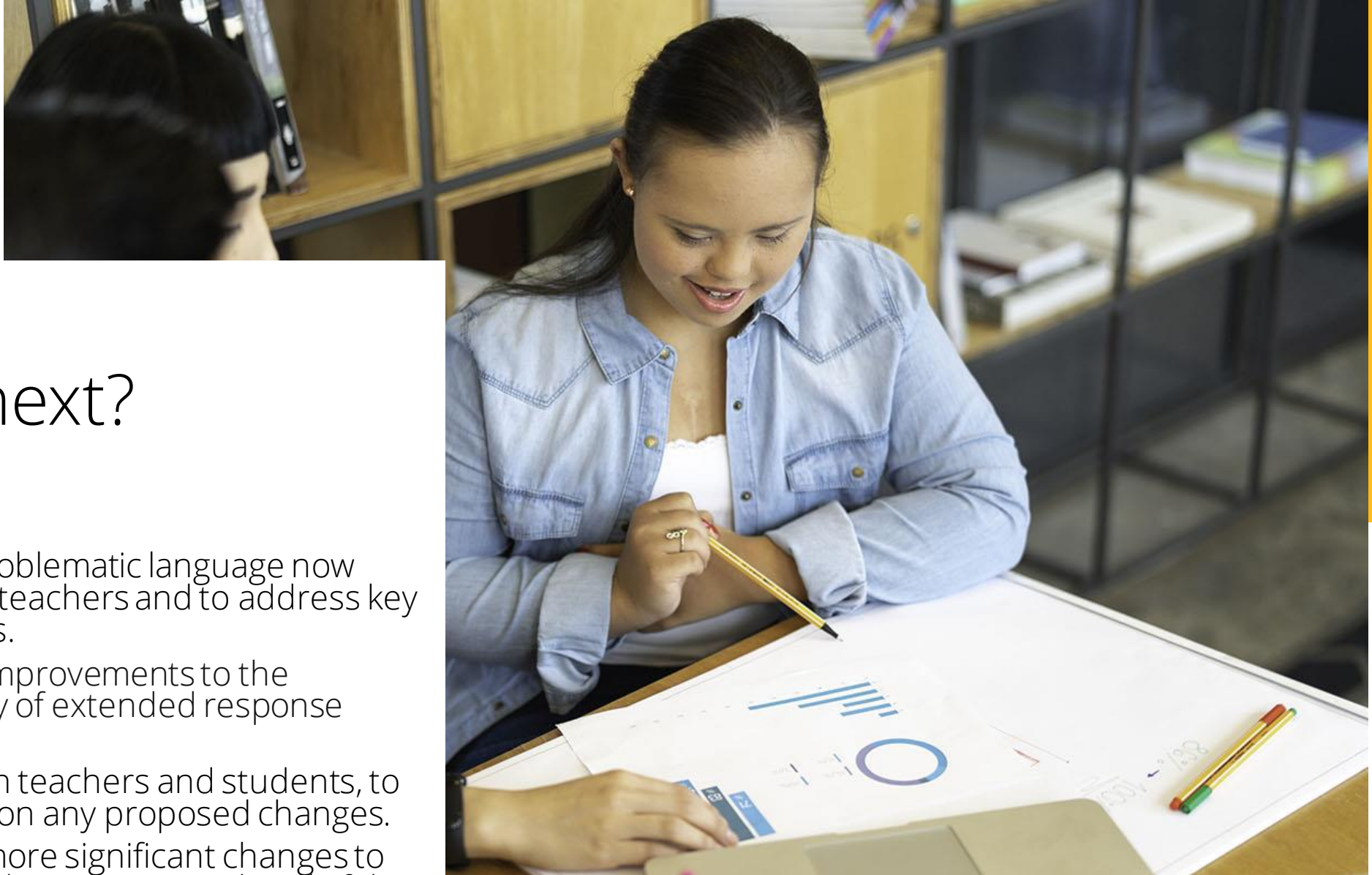


- Partnered with [We Rise](#), an award-winning community business, to engage with young people from diverse and historically marginalised backgrounds.

"The content needs to be more diverse - they are constantly learning about why low income/developing countries (which many of the students are from) are poor, struggling and underdeveloped while constantly learning how high-income countries like the UK and USA are great, when in reality they also have a lot of struggles. They would like to learn more about how these low-income countries are growing and have been able to expand after being freed from the grasp of other countries."



Matt Gush / Shutterstock



What next?

- Address problematic language now to support teachers and to address key DE&I issues.
- Research improvements to the accessibility of extended response questions.
- Engage with teachers and students, to seek views on any proposed changes.
- Research more significant changes to content and assessments ahead of the next qualification redevelopment.

Key stage 3 and into GCSE Geography

"The need to provide a broad, deep and rich education for all...Equal access and opportunity...Engaging students from all backgrounds in their education...Inclusion of all"

Source: Education inspection framework Equality, diversity and inclusion statement

"Every teacher has a responsibility to 'include' all students in the curriculum, regardless of their academic or physical ability, ethnicity, social class, gender or religious belief."

Source: <https://www.geography.org.uk/Creating-an-inclusive-geography-classroom>

KS3 Space to embed and prepare

Explicit links and opportunities

GCSE Geography

Problematic language:

- Slum
- Indigenous Peoples
- Indigenous v local people
- Country classification

Longer term:

- Hazards
- Development



Terms you may come across

Developed country - Country with very high human development (VHHD)

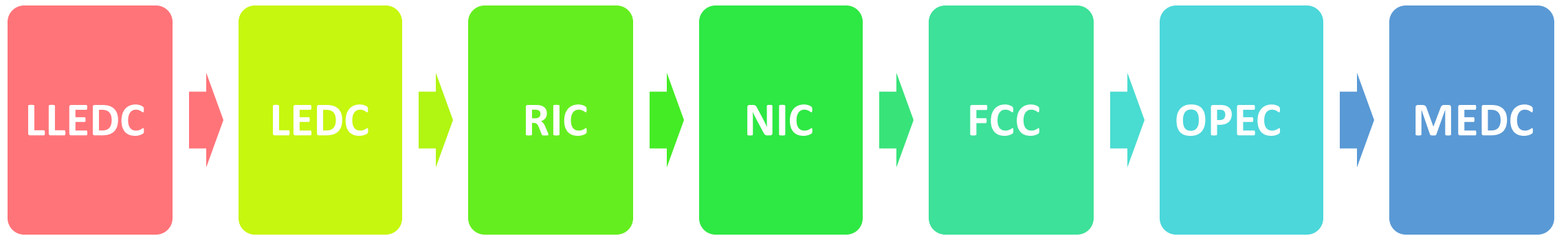
Developing country - Country with low human development (LHD), a poor country

Emerging country - Country with high and medium human development (HMHD), recently emerging country.

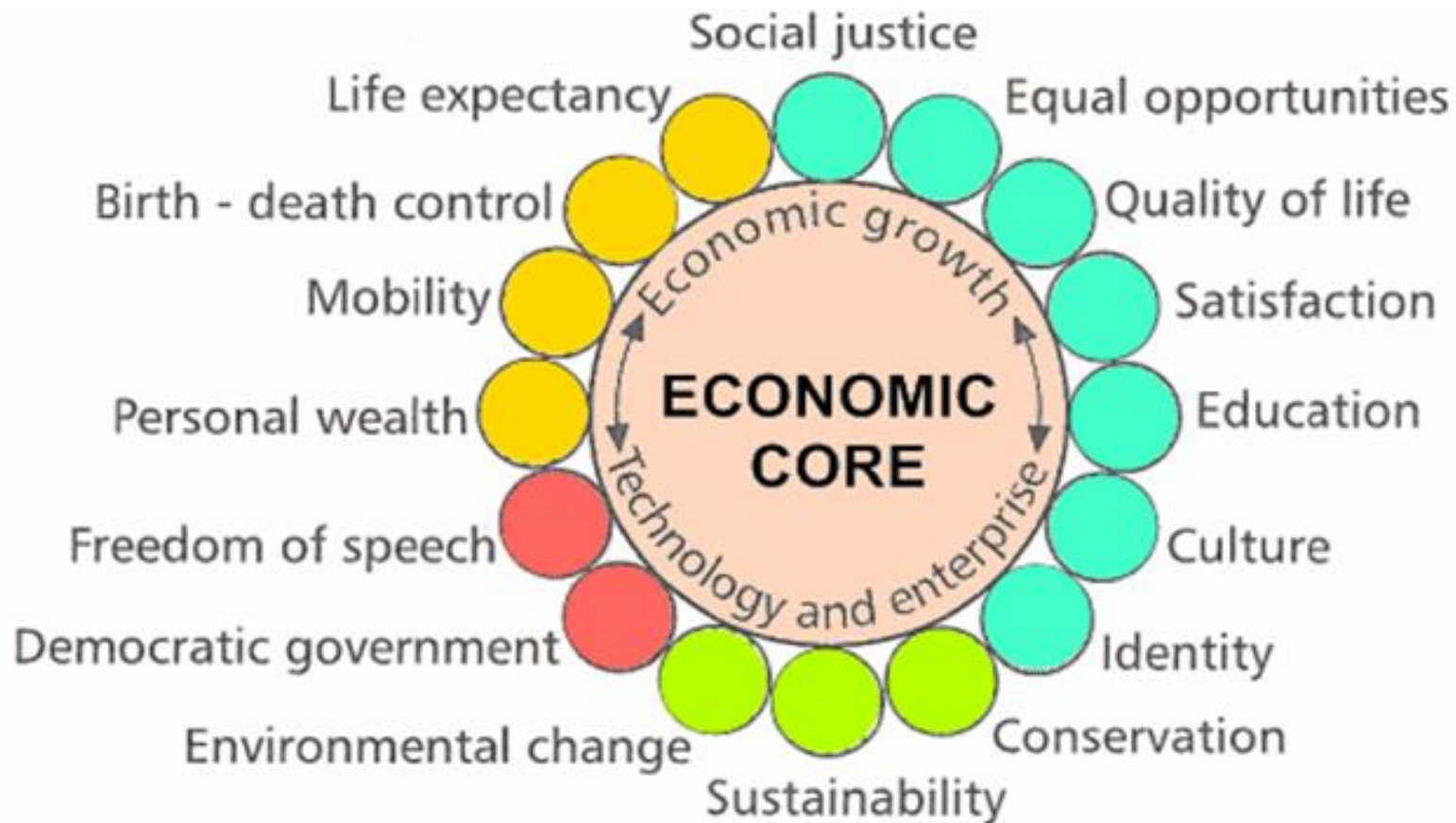
The Human Development Index (HDI)

Life expectancy at birth + Literacy rate +
Enrolment rate + GDP per capita PPP

Is development a one-way street?



The Development Cable



At its core is **economic development**, but to achieve real progress **social, political, environmental** and **personal** development is also needed.

A level Geography

Rationale for our specification review

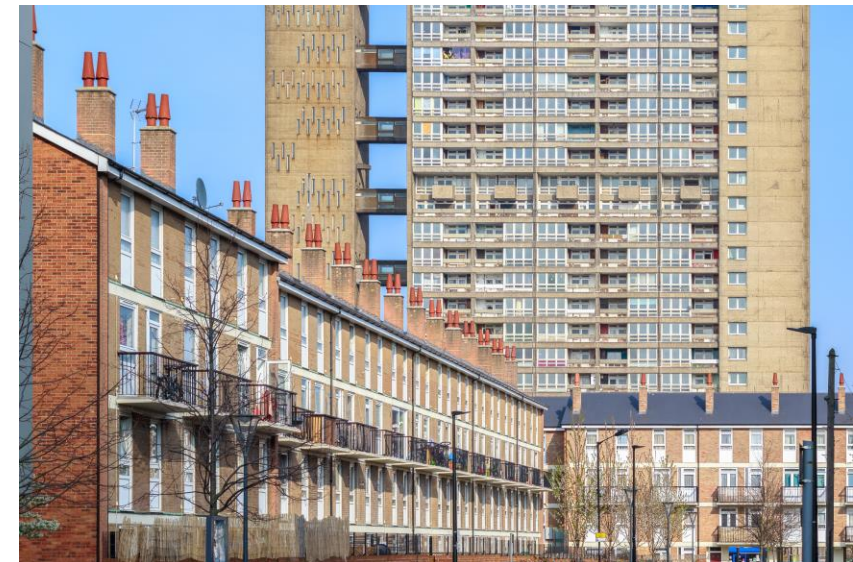
- Stereotypical language
- Simplistic and non-critical place contexts
- Inclusion of marginalised perspectives



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Iurii Stepanov/Shutterstock



I Wei Huang/Shutterstock

Discussion: Where are you now?

- Tell us one thing you are finding challenging at the moment?
- Why is this?

- Go to <https://www.menti.com/alf91u6nqbxr>





2. Adapting your curriculum

Explicit links and opportunities identified as a team

Opportunity to introduce socio-cultural topics for research.
Understanding how to critically evaluate sources - who wrote this/said this and why? What is their agenda?

My connections to the world project enables students to see and value their links to other places/cultures and see the value in the diversity witnessed in their whole group's presentations and sharing.

(This can be used to help inform future lessons with this group/these students to help draw on these connections).

Opportunity to explore why we have these specific links.

GEOGRAPHY LEARNING JOURNEY

YEAR 7

Term 1:

- Becoming a Geography Detective
- Globalisation

Term 2:

- Wild Water (Rivers)
- A Place Called Home (settlement and map work)

Term 3:

- Cracking Coasts (Coasts and geology)
- Its Not Fair! (Development and economic activity)



YEAR 8

Term 1:

- Time for change (climate change and Oceans)
- Superpowers

Term 2:

- Hydro-meteorological hazards
- Conflict

Term 3:

- Journey around the world. (Biomes with a focus on hot deserts)
- Geography rocks! (Geology unit)



YEAR 9

Term 1:

- Protecting our planet. (Climate change and focus on the Arctic)
- Resource Reliance (energy consumption/ carbon footprint)

Term 2:

- Future Cities: (London and it's global importance)
- Tectonic hazards: Earthquakes (Earthshattering)

Term 3:

- Tectonic hazards: Volcanoes (Earthshattering)
- Young People's Geography Project



YEAR 10

Term 1:

- UK Physical Geography (Holderness, River Severn case study) and UK Human Geography (Birmingham case study) (Including fieldwork to Carding Mill Valley and Birmingham)

Term 2:

- Battle for the biosphere (People and the Biosphere, Forests under Threat, Consuming Energy Resources, Decision Making Geography)

Term 3:

- Global Hazards part 1 (Tectonics and Hydro-meteorological Hazards - Montserrat and Eyjafjallajökull eruptions, Hurricane Sandy, Typhoon Haiyan)



Enrichment

- Young Geographer of the Year, the Physical Geography Photography Competition
- Geography Association Worldwide Quiz

YEAR 11

Term 1:

- Megacities (Mumbai case study)
- Global hazards part 2 (climate)

Term 2:

- Development Dilemmas (India case study)

Term 3:

- Revision

YEAR 12

Term 1:

- Coasts and Globalisation

Term 2:

- Regenerating Places and Tectonics

Term 3:

- Fieldwork and NEA (independent project)

YEAR 13

Term 1:

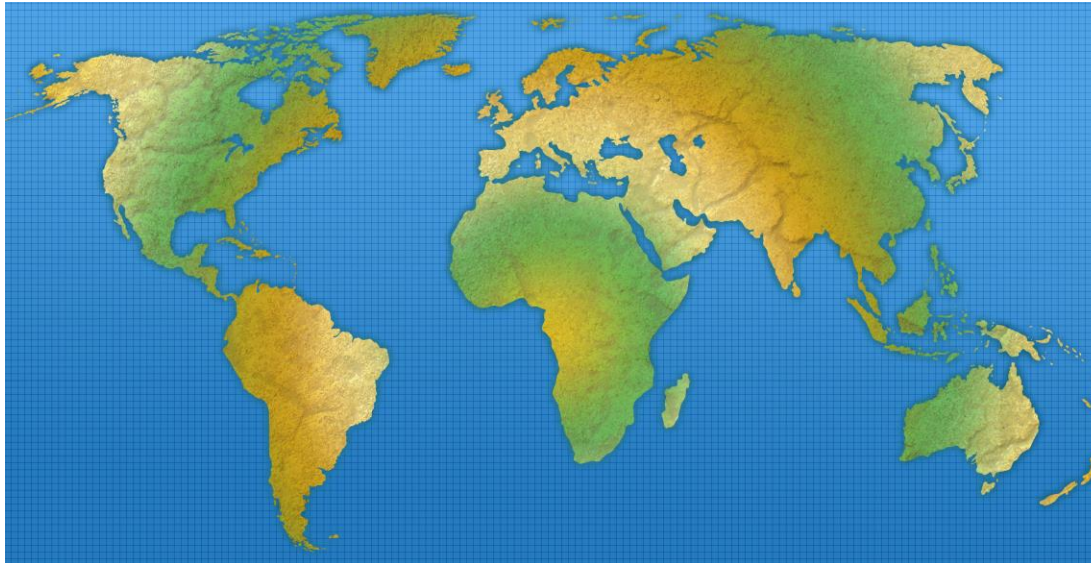
- Carbon and Water
- Health, Human Rights and Intervention
- Superpowers

Term 2:

- Synoptic and Revision



Auditing our curriculum



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The EACOP pipeline will undermine Uganda's commitment to fight climate change. Uganda is a signatory to the Paris agreement (limit global temperature increase to 1.5 °C), which clearly mentions fossil fuels as one of the dangers facing the world today. This means all new gas and oil development needs to be stopped. The oil from the oil fields will develop France (Total) and China (CNPC). We will get very little development, it is just the West exploiting Uganda.

Brian Atuheire (African Initiative on Food Security and Environment)

We are on the route of the pipeline, but we have not received adequate levels of compensation; many of us are poorer than we were 4 or 5 years ago.

Local People,

We have found that 40% of Uganda's annual budget is lost to corruption every year. This will affect the ability of the government to turbo-charge the economy and lift people out of poverty.

Inspectorate of Government,

As it stands, 92% of Uganda's energy sources come from renewable sources (EU is 22%). However, only 22% of people in Uganda do not have access to electricity. Countries are turning to fossil fuels because they are not receiving the money they need for more environmentally friendly energy. Also they can also make money from exporting fossil fuels, but you can't export renewable energy.

Dickens Olewe (journalist and presenter)

Because of the position that the EU has taken regarding fossil fuels it comes across as hypocritical. Most of the oil will be exported to meet demand from Europe and Asia. However, it is important to remember that many countries (EU, China, Indonesia etc) are moving to be carbon neutral by 2050. So there is a risk that Uganda might end up with a multimillion dollar pipeline with no income to show for it because people will no longer be using fossil fuels.

Faten Aggad (The Africa Climate Foundation),

We still need fossil fuels because people need power in Africa. Without power it is difficult to lift people out of poverty. The contribution of Africa to planet warming gases (greenhouse gases) is small (3%) is comparison to other regions e.g. EU (17%).

Tony Tiyou (Renewables in Africa)

The project violates human rights, harms the environment and destroy the climate. We have agreed a resolution to try to delay the project until our concerns are dealt with.

European Union,

- Task 3:**
- Match up the viewpoints with the different players: *European Union,*
 - *TOTAL,*
 - *Brian Atuheire (African Initiative on Food Security and Environment)*
 - *Tony Tiyou (Renewables in Africa),*
 - *Faten Aggad (The Africa Climate Foundation), Yoweri Museveni (President of Uganda), Inspectorate of Government,*
 - *Local People,*
 - *EACOP stakeholders group,*
 - *Dickens Olewe (journalist and presenter)*

How to write about Africa?

Binyavanga Wainaina was a Kenyan author, journalist and activist who was the 2002 winner of the Caine Prize for African Writing. In April 2014, Time magazine included Wainaina in its annual TIME 100 as one of the "Most Influential People in the World". He sadly died in 2019.

In 2005 he wrote one of my favourite essays 'How to write about Africa'. A satirical essay which critiqued the representation of Africa in western media.



https://www.youtube.com/watch?v=_GtosVqGofA

Task:
As we read through the text, highlight stereotypes of Africa that Wainaina mentions. Are these similar or different to the perceptions that we talked about at the start of the lesson.

Critical reflection on sources

Task: Find examples of the following as we read the article together:

- Suggestions that China's investment in the African continent could be perceived as exploitative
- Suggestions that Africa is benefiting from China's investments in the continent. Thus leading to a win-win situation.

Suggestion: Use highlighters (different colours) to help you complete the task.



Dr Mehari Taddele Maru

Why Africa loves China

Contrary to what the West believes, Africans do not see themselves as victims of Chinese economic exploitation

By Dr Mehari Taddele Maru, a scholar of peace and security, law and governance, strategy and management, human rights and migration issues. Source: *Al Jazeera* - 06/01/2019

At the September 2018 Forum on China-Africa Cooperation (FOCAC) in Beijing, African Union Chairperson and Rwandan President Paul Kagame lauded (praised) the Chinese aid and investment strategy in Africa as a source of "deep transformation". Kagame argued that the cooperation between China and Africa is based on mutual respect and is for the benefit of both partners. This sentiment (feeling) is perhaps shared by most African heads of states and governments if their attendance of the summit is anything to go by.

However, despite the African leadership's embrace of China as a valued partner, the view that Beijing is a "predatory" (hunting/hurting) actor in Africa, attempting to recolonise the continent is also ubiquitous (widespread) in foreign policy circles, media narratives and academia.

Africa sees China differently than the West

The China-Africa relationship is currently being interpreted through two diametrically opposed perceptions.

The first of the two is a Sino-phobic one, mostly adopted in the West. For instance, in a recent policy briefing at the Heritage Foundation, US National Security Adviser John Bolton criticised

Keywords:

Neo-colonialism: indirect control- where a major power uses economic or political means to exercise its influence over developing nations.

Sino: China or relating to China

Sinophobia: a fear or dislike of China, or Chinese people, their language or culture

Debt trap: a situation in which a debt is difficult or impossible to repay

What's in a name?

1- Use pages 134 (Longman Atlas) or 98 (Philips atlas) to create your own physical map of Australia.

- Kunama Namadgi*/ Mt Kosciuszko
- Uluru (Ayers Rock)
- Munga-Thirri -Simpson Desert
- Great Victorian Desert
- Great Sandy Desert
- Indian Ocean
- Southern Ocean
- Great Barrier Reef
- Coral Sea
- Tasman Sea
- Bass Strait
- Tasmania
- Kati Thanda - Lake Eyre
- Baaka/Darling River
- Dhungala/Murray River

Key

- ▲ mountains
- ~ river

2- When you are finished you can colour in the map:

- Orange/yellow for deserts
- Brown for mountains
- Blue for lakes, rives, seas



<https://www.youtube.com/watch?v=rVYFodCFS1E>



Longer term plans

Our aim is to incorporate the following wider reading into our teaching:

- Jeremy Seabrook, 'The Song of the Shirt: The High Price of Cheap Garments, from Blackburn to Bangladesh', C Hurst & Co (2015)
- Roxanne Dunbar-Ortiz, Debbie Reese, and Jean Mendoza, 'Indigenous Peoples' History of the United States for Young People', Beacon Press (2019)

Discussion: Start, Stop, Continue

- Go to - <https://www.menti.com/alq1q1882yfx>
- How can we improve the DE&I of geography curricula?
 - Start: What are the activities we need to begin?
 - Stop: What are the activities that no longer serve our students? What do we need to let go of?
 - Continue: What should stay?





3. Practical ideas

A level Geography Topic 8A

8A.2 c - There are significant variations in health and life expectancy within countries (□ UK or Brazil) that can be related to ethnic variations (□ Aboriginal peoples in Australia) and income levels and inequalities, which, in turn, impact on lifestyles.

Makes no explicit reference to the role of colonialism and the structural inequalities that persist and how these impact the life expectancy and health outcomes of Indigenous Australians.

A more decolonised approach:

- Explanation of the history of settler colonialism in Australia
- Exploration of the connection between the past and present (incarceration rate, education, health)
- Exploring how Indigenous Australians see settler colonialism - the role of intergenerational trauma
- Structural racism and the role it plays in the failure to improve health outcomes and life expectancy.

What's the connection between the past and the present?

The **social and economic** impact of **invasion and control of Indigenous people** has accumulated **across generations**. It was **amplified by policies and practices** that have **systematically disadvantaged Indigenous people**. In many instances, this has resulted in the **transmission of trauma, poverty and other forms of disadvantage from generation to generation**. So the **disadvantage we see today is often the long term effect of lack of opportunities in previous generations**, including poor nutrition and inadequate education and health care.

Task:

Watch the video

<https://www.futurelearn.com/info/courses/first-peoples-safer-healthcare/0/steps/50671>

Many people may not realise just how recent much of this history is. In fact, there are people alive today who were:

- Before 1967 were not seen as Australian citizens
- Could not legally own property until 1975
- forcibly removed from their parents under government policy 1910-1960 - **Stolen Generations**
- separated from their children
- banned in towns after 6:00pm
- not allowed to be in public areas without permission
- barred from schools and hospitals
- forced to work in the homes of non-Indigenous people and had their earnings permanently withheld by the government

8A.6 - c. A demand for equality from both women and ethnic groups has been an important part of the history of many states in recent years (Afghanistan, Australia, Bolivia) with progress taking place at different rates.

Indigenous Voice - A historical constitutional vote



Video:

<https://www.youtube.com/watch?v=anNSHrsa7Mk>

In March 2023 Australia's Prime Minister Anthony Albanese has announced that the world be a historic referendum later this year to change the constitution. If approved, the vote would establish an Aboriginal and Torres Strait Islander Voice - a formal body for Indigenous people to give advice on laws.

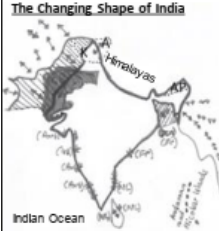
Discuss:

- 1) What do the supporters of the voice to parliament say about its ability to reduce the structural inequalities faced by Australia's indigenous populations.
- 2) What are some of the different criticism of the voice to parliament?
- 3) How does the proposed constitutional change respond to the weaknesses of previous policies such as 'Close the Gap'?

Super Case Studies

- Context of countries
- Revisit it later
- Integrated into existing work
- Used with additional resources/fact sheet
- Use of a timeline of location

The Changing Shape of India



Contested boundaries
Kashmir (K), Assam Chin (A) & Arunachal Pradesh (AP)
Indus Valley civilisations from 2800 BC with initial human presence from 400,000 BC
III People's Republic of Bangladesh
Islamic Republic of Pakistan
Expansion and contraction
Between 1800 and 1858 there had been >165 significant empires
Selection of European trading ports and 'Western' (country)

India's internationally recognised borders 2022 - Hand drawn, not to scale, with influence from Olive Bye 'The History of India: Every Year' and 'A New History of India: Every Year'

2500-1600BC - Harappan (Indus Valley) Civilisation	1642 - Company opens trading posts in Madras - Chennai	1857 - India comes under direct British rule for 90 years	1947 - India independ enc; partition over disputed territory into of India and Pakistan.	1948 - War with Pakistan.	1962 - India loses brief border war with China.	1965 - Second India war with Pakistan over Kashmir.	1971 - Third war with Pakistan over creation of Bangladesh.	1974 - India explodes first nuclear device in underground test.	2000 - India marks the birth of its billionth citizen.	2006 - India launches rural jobs scheme
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Algebraic abbreviations, Ayurvedic therapy, badminton, carding device, cashmere, Charkha (spinning wheel 500-1000CE), catapult, cataract surgery, chaturanga (precursor to chess which was invented in Arabia/Persian Empires), cheque, cotton cultivation, decimal mark, identity, diamond cutting and polishing, diamond drills, diamond and zinc mining, dohyarba, Earth's orbit (sidereal year 365.256 days), fiberoptic numbers (first described in 200CE), glassblowing, gravity (description of force stopping objects spinning out as the Earth rotated), increase clock, Indian Ocean Dipole (link between Indian Ocean sea surface temperatures and Monsoon relationships), identification of Luna water, janapada (democratic republic system 1100-500 BCE), jute cultivation, kabaddi, lacquary cure, local government, ludo, meditation, microfinance, microwave communication (Bose), musical notation (1200BCE), mullin, Myanmar (world's first 'warm' COVID-19 vaccine), ornamental buttons, passports, periodicity of comets, plastic roads, plumbing (2700BC), prayer flags, pseudomonas putida (oil eating micro-organism), punch (drinks), quadratic equations, several computer programming languages, shampoo, snakes and ladders, squat toilets (38CE), standardised units of measure, stepwell, stupa, sugar refinement, synthetic genes, table tennis, tanning (leather 7000BCE), topi stumps, trigonometry functions, tumble polishing (stone beads), yoga, zero (number).

Super Case Study: Republic of India

(P - Players, A - Actions, F - Futures/links)

Demographics

Population: In 1950 the total population was 0.36 billion and saw rapid population growth from the point linked post independence increasing life expectancy: (1940 = 27yrs, 1960 = 40 yrs, 1980 = 51yrs, 2000 = 61yrs, 2020 = 69 years). By 1997 there were >1 billion, and by 2022 1.42 billion people living in India. Economic and social change has led to falling birth rates in many Indian states, therefore a slower population growth rate of <2% per year since 1996. (Source Statista)

The Indian Diaspora: There are >100 million Indians (Non-Resident Indians) and PIOs (Persons of Indian Origin). The Government of India recognises that the Indian Diaspora brings economic, financial, and global benefits to India.

Ethnicity, Religion and Language: In 2000 the three main ethnic groups were: Indo-Aryan 72%, Dravidian 25%, and other 3%. In 2011 the main religious groups were: Hindu 79.8%, Muslim 14.2%, Christian 2.3%, Sikh 1.7%, other 2%.

The major languages include Hindi 43.6%, Bengali 8%, Marathi 6.9%, Telugu 6.7%, Tamil 5.7%, Gujarati 4.6%, Urdu 4.2%, Kannada 3.6%, Odia 3.1%, Malayalam 2.9%, Punjabi 2.1%, Assamese 2.3%, Mithali 1.1%, other 5.6% as well as 22 other officially recognised languages (Source CIAWorldfactbook)

Further Reading:
Ghandi M K et al (2001) An Autobiography: The Story of My Experiments with Truth
Bachman A (2009) The Wonder That Was India
Marshall T (2016) Prisoners of Geography and Divided: Why We're Living in an Age of Hosts
Rough Guide (2019) Rough Guide to India
Dalympke W (2006) The Last Moghul: The Fall of a Dynasty, Delhi, 1857
Meek D (2021) The Address Book in the UK: Sanghera S (2021) EmpireVindictam R (2002) Asians in Britain: 400 Years of History
Patel I S (2022) We're Here Because You Were There
Bloomfield J (2019) Our City Fictions: Book K (2013) Beyond the Beautiful Forevers
Swapp V (2008) Q&A Adiga A (2020) The White Tiger

Economics (P & A)

Part: 1600s - 30% global GDP, by 1947 it was 2%. \$45 trillion was removed through British colonial rule (over 173 years). The 1930s saw a combination of factors creating economic challenges, leading to economic restructuring and an 'open-door' approach by 1991. Inward FDI increased from \$0.05 billion in 1991 and \$74 billion by 2021. In 2016 the government withdrew high value notes (86% of all cash) which disproportionately affected rural areas causing tensions. Present: Employment - primary: 42.6%, secondary: 25.12%, tertiary 32.28%. Agricultural reform is ongoing, shifting away from minimum support for key crops towards a market led system, leading to protests.

Future: India will be the world's fastest growing economy (8-9% growth in 2022 IMF/ADB). Future challenges include even wealth distribution between regions and all groups of the population.

Links to spec: 2004 Asian Tsunami, Himalayan Glaciers (18k), Outsourcing of services, Growth of megacities eg Mumbai, Mass low wage economic migration India to UAE, Changing diets in Asia, Culture and society in the UK has changed because of significant international migration flux from former colonies, Aik Saath in Slough, Indus River, water insecurity options, Rising economic importance of certain Asian countries, Human rights/democratic systems, 19th-century empires (British Raj in India), Indian ownership of TNCs and investment in British companies.

Politics (P)

Historically: India had many successful separate states and kingdoms, but in 370-383 BC the Mauryan Empire united 'modern day' India (through the philosophy of Chanakya). With Ashoka the Great (The Third Maughal emperor) there was an erudite culture of religious tolerance in its ethnically diverse population, he also recognised its government structure. In 1517, the Moghul emperor permitted the English East India Company to trade in India, which eventually seized control and colonised much of the sub-continent. The Indian Rebellion (1858) led to British Crown control through the Raj. Over time, this controlled to uneven development with transportation prioritised for goods and people (eg railway development), rather than infrastructure for the benefit of all its people. Disadv India was divided into provinces and districts. Part ruled directly, and part ruled through Princely States with local rulers on behalf of the British. (There were 565 by 1947) Chennai capital. In 1911, the capital was moved from Calcutta (Kolkata) to Delhi (New Delhi), a central, historical, financial and political cover. Road to independence: 1911 Mahatma (Gandhi) who is respected. Gandhi was elected to the Indian National Congress and urges non-violent civil disobedience 'satyagrah' (truth force). End of British Raj: In 1947 British Raj ends with the partition of India leading to the largest mass migration in history. Dividing India into India, East Pakistan and West Pakistan (Bangladesh) from 1971.

India: India is the largest democracy in the world (912 million people eligible in 2019, 95% of the total >1B population - although some are limited by their residence address). Source: Kelly, P et al (2019) The Politics Book DK London

System: India follows a bicameral legislature where the Lower House (Lok Sabha) is elected by the people and the Upper House (Rajya Sabha) by elected representatives. (<https://www.bbc.com/news/india-51855555>)

Documents: Gray Tas Plus: Geoeconomics of Rising India https://www.youtube.com/watch?v=e13V/S_u6cmI
The Indian Century - YouTube MOOC in collaboration with the University of Adelaide
Indian government website: <https://www.india.gov.in/info/aboutindia>
India: Geography Now <https://vimeo.com/50505611>
Kaur J Brown GRI Like Me on BBC Sounds
My Family, Partition and Me: India 1947 BBC iPlayer

Other (P & A)

Mukesh Ambani - Reliance Industries (petrochemicals, telecom, retail) Asia's richest man. He is a philanthropist. He lives in the Antilia building in Mumbai (most expensive private residential building in the world). He set up the Indian Super League (Football) Mumbai Indians (IPL - cricket) Benefited from India's open door policy and privatisation. He is rolling out 5G and high speed internet across Mumbai and New Delhi, later the rest of India.

Savitri Devi Jindal - JSW Group and Steel & Power (Steel, energy, cement and infrastructure) India's richest woman and politician

Tata Group is one of the largest TNCs based in Mumbai, India. This is influential across the world in the following industries: Automotive, Airlines, Chemicals, Consultancy, Defence, Electronics, Finance, Home appliances, Hospitality, Hotels, Information technology, Retail, E-commerce, Real estate, Salt, Steel, Cement, Tea, Telecommunications.

Prime Minister Narendra Modi - Prime Minister of India

Contested Territories: Kashmir (India/Pakistan), Gilgit-Baltistan (India/Pakistan), Kalapani (India/Nepal), Aksai Chin (India/China) Arunachal Pradesh (India/China)

International investment India is in the top 5 investor countries in Africa

Key Events:

First Residential University - Nalanda - a Mahaviya (Buddhist monastic university), Magadha (Bihar). 473-1197 BCE (9 million tons destroyed).

Farmers' Protests: 2020-21 Reduction in welfare farming schemes and minimum support prices (MSPs), protests grew and marched on Delhi. In November there was a general strike. Laws were later repealed.

Future Issues: Degradation of the Third Pole will cause tensions as the headwaters of 10 major rivers begin to disappear, loss of MSP production and potential glacial outburst/flood events. There are many other climate and sea level rise threats.

@CMOGeography
@Daminiii

Identifying colonial links

The table identifies the required content, an example case study/located example, possible colonial links for context and additional relevant/related background reading/context.

Topic 1 – Hazardous Earth			
Specification Case Study Required	Case Study Selected	Colonial links	Relevant/related background reading/context
Tectonic Hazard Developing/Emerging Country	Chances Peak, Soufrière Hills, Montserrat	Former French and British colony. Post eruption many became refugees to the UK and the UK gave aid to help. Other aid was received from other countries.	Montserrat: Postal History of a Caribbean Island Montserrat: Emerald Isle of the Caribbean History of Anguilla and Montserrat, British Virgin Islands, Montserrat: History of a Caribbean colony
Tectonic Hazard Developed Country	Eyjfjallajökull, Iceland	Scandinavian / Irish Monks / Norse / Norway / Denmark / Sweden / Influence of English and German merchants	
Hydro-Meteorological Hazard Developing/Emerging Country	Typhoon Haiyan, Philippines	Spanish, then US (hence the air base being there to help with warnings)	There's no such thing as a natural disaster Climate Change is Racist A wake up call: One typhoon survivor's story Voices of Youth
Hydro-Meteorological Hazard Developed Country	Hurricane Sandy, USA	French/Spanish/ British/Netherlands *Who suffers most/who lives in the most vulnerable areas?	There's no such thing as a natural disaster The People Who Were Killed By Hurricane Sandy Whitney Hess Stories Sandy Storyline
Topic 2 – Development Dynamics			
Emerging Country	India	Develop timeline Gupta Empire / Regional divisions/ Mughal Empire/ East India Company/ British Empire (British Raj)	Peter Frankopan - Silk Roads Ghandi M K et al (2001) <i>An Autobiography: The Story of My Experiments with Truth</i> Basham A L (2009) <i>The Wonder That Was India</i> Marshall T (2016) <i>Prisoners of Geography and Divided: Why We're Living in an Age of Walls In the UK: Visram R</i> () <i>Asians in Britain: 400 Years of History</i> Patel I S () <i>We're Here Because You Were There: Immigration And The End of Empire</i> Bloomfield J (2019) <i>Our City Fiction: Boo K</i> (2013) <i>Beyond the Beautiful Forever</i> Swarup V (2008) <i>Q&A Adiga A</i> (2020) <i>The White Tiger</i>
Topic 3: Challenges of an urbanising world			
Megacity in a developing/emerging country	Mumbai	Develop timeline Gupta Empire / Regional divisions/ Mughal Empire/ East India Company/ British Empire (British Raj)	See above for cross over reading

Contextualising Case Studies: India



India viewed through the lenses of....



Anton Balazh/Shutterstock

The Raj

Global TNCs

Women

The Dalit

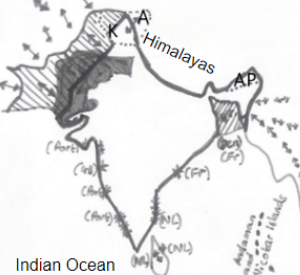
Mumbakars

The people of Bihar

Different religious groups

Super Case Study: Republic of India

The Changing Shape of India



Contested boundaries Kashmir (K), Aksai Chin (A) & Arunachal Pradesh (AP) Indus Valley civilisations from 2800 BC with initial human presence from 400,000 BC

People's Republic of Bangladesh
Islamic Republic of Pakistan

Expansion and contraction Between 2800 and 1858 there had been >165 significant empires


Selection of European trading ports and 'factories' (country).

2500-1600BC	1642 - East India comes under direct British rule for 90 years	1857 - India partitioned into India and Pakistan	1947 - Independence; partition of territory	1948 - War with Pakistan over disputed territory of Kashmir.	1962 - India loses brief border war with China.	1965 - Second war with Pakistan over Kashmir	1971 - Third war with Pakistan over creation of Bangladesh, formerly East Pakistan	1974 - India explodes first nuclear device underground.	2000 - India marks the birth of its billionth citizen.	2006 - India's largest rural jobs scheme launched
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Algebraic abbreviations, Ayurvedic therapy, badminton, carding device, cashmere, Charkha (spinning wheel 500-1000CE), catapult, cataract surgery, chaturanga (precursor to chess which was invented in Arabian/Persian Empires), cheque, cotton cultivation, decimal mark, dentistry, diamond cutting and polishing, diamond drills, diamond and zinc mining, dockyards, Earth's orbit (Sidereal year 600BCE), Fibonacci numbers (first described in 200BCE), glassblowing, gravity (description of force stopping objects spinning out as the Earth rotated), incense clock, Indian Ocean Dipole (link between Indian Ocean sea surface temperatures and Monsoon relationships), identification of luna water, janapanda (democratic republic system 1100-500 BCE), jute cultivation, kabaddi, leprocy cure, local government, ludo, meditation, microfinance, microwave communication (Bose), musical notation (1200BCE), muslin, Mynvax (world's first 'warm' COVID-19 vaccine), ornamental buttons, passports, periodicity of comets, plastic roads, plumbing (2700BC), prayer flags, pseudomonas putida (oil eating micro-organism), punch (drink), quadratic equations, several computer programming languages, shampoo, snakes and ladders, squat toilets (3BCE), standardised units of measure, stepwell, stupa, sugar refinement, synthetic genes, table tennis, tanning (leather 7000BCE), toe stirrup, trigonometry functions, tumble polishing (stone beads), yoga, zero (number).

Super Case Study: Republic of India

(P – Players, A – Actions, E – Futures links)



Demographics

Population: In 1950 the total population was 0.36 billion and saw rapid population growth from this point linked post independence increasing life expectancy (1940 = 27yrs, 1960 = 40 yrs, 1980 = 51yrs, 2000 = 61yrs, 2020 = 69 years). By 1997 there were >1 billion, and by 2022 1.42 billion people living in India. Economic and social change has led to falling birth rates in , therefore a slower population growth rate of <2% per source Statista)

The Indian Diaspora: There are >30 million NRIs (Non-Resident PIOs (Persons of Indian Origins). The Government of India recognizes the Indian Diaspora brings economic, financial, and global benefits to India.

Ethnicity, Religion and Language: In 2000 the three main ethnic groups were: Indo-Aryan 72%, Dravidian 25%, and other 3%. In 2011 the main religious groups were: Hindu 79.8%, Muslim 14.2%, Christian 2.3%, Sikh 1.7%, other and unspecified 2%. The major languages include Hindi 43.6%, Bengali 8%, Marathi 6.9%, Telugu 6.7%, Tamil 5.7%, Gujarati 4.6%, Urdu 4.2%, Kannada 3.6%, Odia 3.1%, Malayalam 2.9%, Punjabi 2.7%, Assamese 1.3%, Mithili 1.1%, other 5.6% as well as 22 other officially recognised languages (Source CIAWorldFactBook)

Timeline of key events

Past: 1600s - 30% global GDP, by 1947 it was 2% \$45 trillion was removed through British colonial rule (over 173 years). The 1980s saw a combination of factors creating economic challenges, leading to economic restructuring and an 'open-door' approach by 1991. Inward FDI increased from \$0.05billion in 1991 and \$74billion by 2021. In 2016 the government withdrew high value notes (86% of all cash) which disproportionately affected rural areas causing tensions.

Present: Employment - primary: 42.6%, secondary: 25.12%, tertiary 32.28%. Agricultural reform is ongoing, shifting away from minimum support for key crops towards a market led system, leading to protests.

Future: India will be the world's fastest growing economy (8-9% growth in 2022 IMF/WB). Future challenges include even wealth distribution between regions and all groups of the population.

Other (P & A)

Mukesh Ambani Reliance Industries (petrochemicals, telecom, retail) Asia's richest man. He is a philanthropist. He lives in the Antilia building in Mumbai (most expensive private residential building in the world). He set up the Indian Super League (football) Mumbai Indians (IPL - cricket) Benefited from India's open door policy and privatisation. He is rolling out 5G and high speed internet across Mumbai and New Delhi, later the rest of India.

Savitri Devi Jindal JSW Group Jindal Steel & Power (Steel, energy, cement and infrastructure) India's richest woman and politician

TNC Tata Group is one of the largest TNCs based in Mumbai, India. This is influential across the world in the following industries Automotive, Airlines, Chemicals, Consultancy, Defence, Electronics, Finance, Home appliances, Hospitality, Hotels, Information technology, Retail, E-commerce, Real estate, Salt, Steel, Cement, Tea, Telecommunications.

Prime Minister Narendra Modi – Prime Minister of India

Contested Territories Kashmir (India/Pakistan), Siachen Glacier (India/Pakistan), Kalipani (India/Nepal), Aksai Chin (India/China) Arunachal Pradesh (India/China).

International Investment Top 5 investor in Africa

Key Events: First Residential University - Nalanda - a Mahavira (Buddhist monastic university), Magadha (Bihar). Est. 427 operational until 1197 CE (when 9 million texts were destroyed).

Farmers' Protests: 2020-21 Reduction in welfare farming schemes and minimum support prices (MSPs), protests grew and marched on Delhi. In November there was a general strike. Laws were later repealed.

Future Issues: Deglaciation of the Third Pole will cause tensions as the headwaters of 10 major rivers begin to disappear, loss of HEP production and potential glacial outburst flood events. There are many other climate and sea level rise threats.

Further Reading:

Ghandi M K et al (2001) *An Autobiography: The Story of My Experiments with Truth* Basham A L (2009) *The Wonder That Was India* Marshall T (2016) *Prisoners of Geography and Divided: Why We're Living in an Age of Walls* Rough Guide (2019) *Rough Guide to India* Dalrymple W (2006) *The Last Mughal: The Fall of a Dynasty, Delhi, 1857 In the UK: Visram R () Asians in Britain: 400 Years of History* Patel I S () *We're Here Because You Were There: Immigration And The End of Empire* Bloomfield J (2019) *Our City Fiction: Book K* (2013) *Beyond the Beautiful Forevers* Swarup V (2008) Q&A Adiga A (2020) *The White Tiger* Mask D (2021) *The Address Book Profile Books: London*

Links to spec:

2004 Asian Tsunami, Himalayan Glaciers (link), Outsourcing of services, Growth of megacities eg Mumbai, Mass low wage economic migration India to UAE, Changing diets in Asia, Culture and society in the UK has changed because of significant international migration flows from former colonies, Aik Saath in Slough, Indus River, water insecurity options, Rising economic importance of certain Asian countries, Human rights/democratic systems, 19th-century empires (British Raj in India), Indian ownership of TNCs and investment in British companies,

Documentaries:

GravitasPlus: Geoeconomics of Rising India https://www.youtube.com/watch?v=E13W6_g6nNM


The Indian Century – YouTube MOOC in collaboration with the University of Adelaide Indian government website: <https://www.india.gov.in/india-glance/profile>

India: Geography Now <https://youtu.be/Vy5tCtU6eLU>

Kaur J Brown Girl Like Me on BBC Sounds

My Family, Partition and Me: India 1947 BBC iPlayer

Indian Parliamentary System



Giving space to marginalised voices

E.g. Birmingham/West Midlands – Benjamin Zephaniah no problem and money – capitalism's role in development and migrations

The British by Benjamin Zephaniah



History of migration in the UK
Multicultural Britain – introduction to
Birmingham migration waves... emphasise we
are all migrants.

The British - <https://www.youtube.com/watch?v=dZ1yYOAwvvo>

@CMOGeography
@VoicesProject_

Including Indigenous Voices

COP People's Summit: Txai Surui Text Only



My name is Txai Surui. I'm only 24 but my people have been living in the Amazon Forest for nearly 3,000 years.

My father, the Chief (Txai Kani Surui), taught me that we must listen to the stars, the rivers, the wind, the animals, and the trees.

Today the climate is warming. The animals are disappearing. The rivers are drying, and our plants don't flourish any old faster.

The Earth is warming. She tells us that we have to move faster.
"I would speak to all the nations to tell the world's leaders that we must act together and quickly. Even though we know the science, our governments will be slower."
"We need a different path, with fair and just global changes."

"It's not 2020 or 2030. It's now."

When you are living your lives to really feel and believe in (Txai Kani Surui), my heart tells me I was a girl, not a woman for protecting the forest.

"Indigenous people are on the front line of the climate emergency, and we must be at the center of the decisions happening here. Increase climate action on the part of the world."

Let us stop the warming with the and take action. Let us end the pollution of fossil fuels. Let us fight for a livable future and present.

"It is always necessary to believe the dream is possible."
"May I thank you for taking us here."

"Thank you."

Despite knowing reality more (Txai Kani Surui) than that they are still not being included or taken seriously enough, especially when it comes to climate change. Only when all groups and all countries are represented at the table will we have real sustainable progress.



Maxida Mäarak Sámi Activist Sweden Text Only



My name is Maxida Mäarak Sámi. I am a Sámi activist from Sweden. I have been working for the Sámi people's rights and the environment for many years. I am passionate about the Sámi language and culture, and I believe that the Sámi people should have a say in the decisions that affect their lives. I am also a climate activist, and I believe that the Sámi people should be included in the climate discussions. I am proud to be a Sámi person and to be part of the Sámi community. I am also a climate activist, and I believe that the Sámi people should be included in the climate discussions. I am proud to be a Sámi person and to be part of the Sámi community.

The Sámi people have lived in the Arctic region for thousands of years. We have a rich culture and language, and we have a deep connection to the land. We are also a climate-vulnerable community, and we are facing the impacts of climate change. We need to be included in the climate discussions, and we need to have a say in the decisions that affect our lives. We need to be included in the climate discussions, and we need to have a say in the decisions that affect our lives.

I believe that the Sámi people should be included in the climate discussions, and we need to have a say in the decisions that affect our lives. We need to be included in the climate discussions, and we need to have a say in the decisions that affect our lives.



Our updated A level case studies

A level case studies: <https://www.pearsonschoolsandfecolleges.co.uk/a-level-geography-place-context-examples>

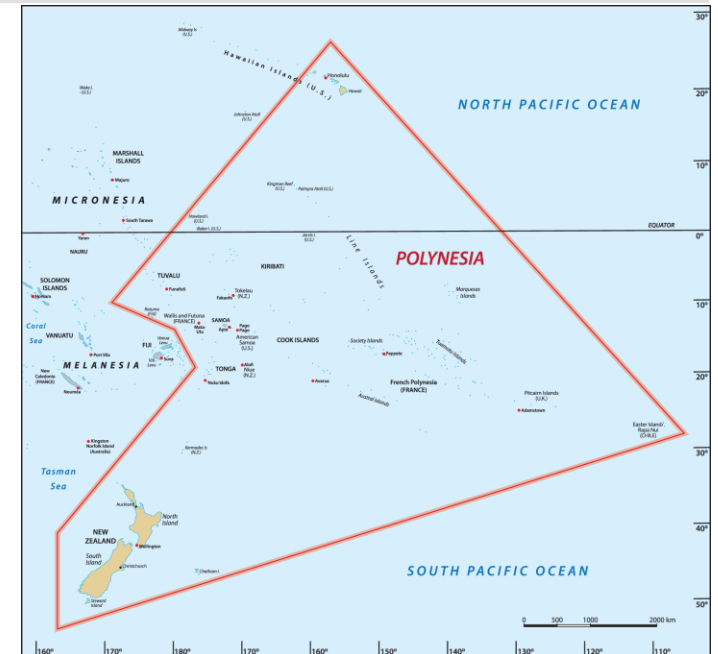
- For A-Level resources we listened to feedback from teachers about their desire to have new, up-to-date place context examples aligned to the Pearson Edexcel A-Level Geography specification.
- We wanted the new place context examples to intentionally and significantly include perspectives of people who are under-represented and historically-marginalised.
- We worked with a group of new writers who are passionate A-Level Geography teachers from diverse backgrounds to give a fresh perspective.
- These place context examples are suggestions and not compulsory – any similar suitable context can be chosen – but we hope that they will be useful resources that support teachers and students, and prompt lively discussions.

Tokelau: diverse examples

6.6 There are alternatives to fossil fuels but each has costs and benefits

a. Renewable and recyclable energy (nuclear power, wind power and solar power) could help decouple fossil fuel from economic growth; these energy sources have costs and benefits economically, socially, environmentally, and in terms of the contribution they can make to energy security.

- Tokelau, is a small island nation consisting of three atolls: Atafu, Nukunonu and Fakaofu, in the South Pacific Ocean.
- Covering a land area of 12km and with a total population of 1,647, Tokelau is the fourth smallest nation in the world.
- 2012 made international headlines as the world's first 100% renewable nation.
- Tokelau Renewable Energy Project (TREP) - 1 Megawatt (MW) off-grid solar system costing NZ \$8.5 million



Writing Tokelau's case study



VAKA - <https://www.youtube.com/watch?v=0Zkllu4DJUQ>

Tokelau case study:

I wanted to centre the voices of Tokelauans:

- UN Speech transcripts
- Documentaries - VAKA
- Government websites
- Academic articles/thesis
- IRENA (International Renewable Energy Agency) report



Discussion

In your groups review the ideas shared.

- How could you use this in your classrooms?
- How easy would it be for you to implement this idea?
- What are the benefits to learners?



What next?



A teacher's toolkit

Sources of knowledge:

- New Internationalist
- Al Jazeera - The Stream/Counting the Cost
- [London Mining Network](#)
- [African Arguments](#)
- Reading lists – DG reading list.
- Blogs/twitter - Academics
- Non-European newspapers and magazines – online articles.

Further reading and research

Recommended reading for teachers and students:

- Aravind Adiga, 'The White Tiger', Atlantic Books (2012)
- Rohinton Mistry, 'A Fine Balance', Faber & Faber (2016)
- Arundhati Roy, 'The God of Small Things', Harper Collins, (2022)
- Peter Frankopan, 'The Silk Roads – A New History of The World', Bloomsbury (2016)
- Dipo Faloyin, 'Africa Is Not a Country', Harvill Secker (2022)
- Astrid Madimba and Chinny Ukata, 'It's a Continent: Unravelling Africa's history one country at a time', Coronet (2022)
- Never take one book/story/podcast/clip as the only information, always combine sources to include multiple perspectives

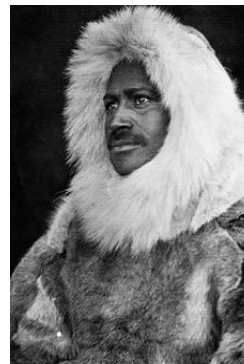
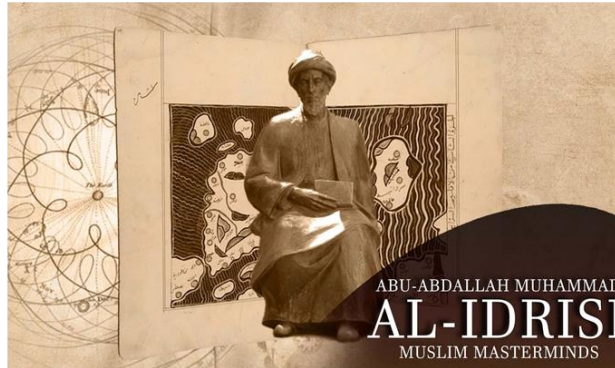
Who we follow and reach out to

- **Dwayne Fields FRGS @dwaynefields:** Presenter, naturalist, adventurer, explorer, OS Get Outside Champion. Born in Jamaica, Dwayne came to the UK aged six.
- *Following with classes on twitter and looked to meet up with their adventure.*
- **Professor Christopher Jackson @seis_matters:** Faculty of Engineering, Department of Earth Science & Engineering Professor of Basin Analysis Imperial College London.
- *Actively using resources with Sixth Form*
- **Harpreet Kaur Chandi (MBE) @polarpreet:** Longest ever solo unsupported polar expedition and part of a group of women 'breaking the ice ceiling'.
- **Nirmal Purja OBE @NimsDai:** Adventurer, World Record Holder and former BSFS (first Gurka to pass selection). Active on twitter and insta, and has lectured at the RGS.
- *We followed his process with Year 7s as he climbed the 8,000m peaks.*

Things we are trying to add to our work



Abu Abdullah Muhammad al-Idrisi al-Qurtubi al-Hasani as-Sabti, or simply al-Idrisi أبو عبد الله محمد الإدريسي القرطبي الحسني السبتي
Medieval Map maker



Matthew Henson
Worked on mapping the rainforests of Central America, completing the mapping of the Greenland Icecap and he was the first man to reach the North Pole
Added to the curriculum

BBC RADIO 4 The Dying of the Ice

Home Episodes



Reindeer Poets – links to climate change indigenous communities.

The Reindeer Poets

Andrew McGibbon explores the poetry, song and yoiking of the indigenous Sámi people who live across the Western European Arctic - a region including Russia, Finland and Norway.

Available now 28 minutes



Among the Four Great Inventions, the magnetic compass was first invented as a device for divination as early as the Chinese Han Dynasty (since c. 206 BC), and later adopted for navigation by the Song Dynasty Chinese during the 11th century.

Any questions?

- Sign-up and we'll send you the materials from today's workshop
- Any questions? Please contact Jon Wolton, your Geography Subject Adviser.
 - Email: TeachingGeography@pearson.com
 - Twitter: [@Edexcel_Geog](https://twitter.com/Edexcel_Geog)
 - Call: [\(+44\)333 016 4060](tel:+443330164060)
- Please [sign up](#) to receive our Subject Advisor emails about qualification updates, support, training and resources.





Plenary

Where are you now with improving DE&I and decolonising your geography teaching?



Go to - <https://www.menti.com/alq1q1882yfx>



Pearson