



Made In China

Recommended year group: Year 9

Subject focus: RE, Geography

Driving Question

Why is China the most modern superpower?

Introduction

The intention of this theme is to examine the nation of China and explore its worldwide significance and influence. Students will study the physical geography of China and how the climate of certain areas of China are different and some reasons why this is the case. Students then investigate the importance of physical geography in China and how humans use their environment and try to mitigate some of their impacts on it – the One Child Policy. Students then reflect on the Buddhist faith and values, comparing their own belief systems to those of other cultures. Moving onto a brief history of China and how different types of government have affected the country. Student look at China and its economic impact in the 20th and 21st Centuries, evaluating the reasons why it has become one of the modern superpowers.



Assessment outcomes

Lesson 2 - A letter which identifies the reasons why people in rural China are pushed and pulled to the cities offering advice about whether an individual should go.

Lesson 3 - A population pyramid and a choropleth map of China, a written description of the distribution of population in China and how it has changed.

Lesson 8 -

Lesson 8- Using the information you have gathered so far this lesson, what might be the reasons as to why China's **GNP** and **GNI** per capita is far behind other country's? **(8 Marks)**.

Lesson 13 'China is one of the world superpowers', do you agree with this statement?

Key vocabulary

Advanced, Buddha, Choropleth map, Civil war, Climate, Communism, Communists, Cultural Revolution, Cultural Strength, Cycle of Life, Dam, Democracy, Diplomatic Influence, Distribution, Dukkha, Economic, Economy, Emerging Developed Country (EDC), Eightfold Path, Enlightenment, Environmental, Four Noble Truths, Four Sights of Suffering, Greed, Gross Domestic Product (GDP), Gross National Income (GNI), Hatred, Human feature, Ignorance, Impact, Industrialisation, Long March, Magga, Mao Zedong, Military, Moral, Nationalism, Natural, Nirodha, One Child Policy, Opium Wars, Per capita, Physical feature, Population pyramid, Primary, Qing Dynasty, Quaternary, Red Guard, Relief, Samudāya, Secondary, Socialism, Sino-Japanese War, Suffering, Superpower, Technology, Tertiary, Transnational Corporations (TNCs),

Linked reading

More than One Child by Shen Yang -

Shen Yang was born a second daughter, during one of China's biggest-ever experiments in social engineering — the One-Child per Family Policy.

Flipped learning opportunities

Lesson 1 – Introduction to China

Lesson 2 - Yangtze River

Lesson 4 - Population research task

NB The site Population of China 2000 - PopulationPyramid.net often defaults back to a different date. When asking students to investigate remind them to use the +5 buttons to find the right year.

Lesson 5 - China's population comparison

Lesson 6 - Buddhism

Lesson 8 - History of China

Lesson 9 - Economy of China over time

Lesson 13 - China's Trade



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:**
- **Place:**
- **Time:**

Family learning opportunities

Ideas for discussion at home:

What are human rights, what responsibilities come with rights.
Should power just be about earning money or does having power come with responsibilities as well.

Hodder Resources

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

[Computing, technology and digital | Explore careers \(nationalcareers.service.gov.uk\)](#)

[Jobs in IT - BBC Bitesize](#)

[Apprenticeships - BBC Bitesize](#)

Places to visit

[Great Wall of China Virtual Tour | Momentum 360 | Virtual Tours of China \(momentumvirtualtours.com\)](#)

[China | 360 Aerial Panorama | VR Virtual Tours Around the World \(airpano.com\)](#)

Cultural capital suggestions

Read: *The Joy Luck Club* by Amy Tan - Four mothers, four daughters, four families, whose histories shift with the four winds depending on who's telling the stories.

Look: [Up the Yangtze \(2007\) - YouTube](#)

Listen: [Chinese Characters - Mao Zedong: The Man Who Made Modern China - BBC Sounds](#)

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
1. Geography of China - climate	Geography	Describe the location of China Explain differences in China using climate graphs.	SE.GE.01: Demonstrate knowledge of locations, places, environments and different scales SE.GE.03: Demonstrate understanding of physical geography concepts and their interrelationships with places, environments, and processes	Geography Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India)
2. Mountains, rivers and cities of China	Geography	Describe the mountains, rivers and cities of China and their importance in China Explain why people are moving to cities in China at the rate that they are. Evaluate the reasons for moving to cities or not	SE.GE.01: Demonstrate knowledge of locations, places, environments and different scales SE.GE.03: Demonstrate understanding of physical geography concepts and their interrelationships with places, environments and processes	Geography Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) Geography: Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
3. Is the Three Gorges Dam a triumph? Hodder	Geography	Identify reasons why the Three Gorges dam was built. Explain why the Three Gorges dam was built Assess whether the Three Gorges dam was a success or failure.	PL.TP.01: Collaborate with others to reach a common goal SE.GE.02: Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	Geography Pupils should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India)

4. Population of China – graphs and maps	Geography Science	Describe what population pyramids and choropleth maps show. Draw a population pyramid and choropleth map Interpret population pyramids and choropleth maps.	SC.PE.02 - Interpreting, Analysing and Evaluating Data	Geography Pupils should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources.
5. China’s population – One Child Policy	Geography	Describe China’s One Child Policy Assess arguments for and against the policy Evaluate the success of the policy	SE.GE.02.02: Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	Geography Pupils should understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> • human geography relating to: population and urbanisation
6. Introduction to Buddhism	RE	Describe the origin of Buddhism Explain the importance of different features of a Buddhist temple Use Buddhist texts to justify their beliefs and practices.	SE.RE.01: Make sense of religious beliefs SE.RE.02: Make sense of religious practices	NATRE Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world
7. The Four Noble Truths	RE	Describe the Buddhist attitude to suffering	SE.RE.02: Make sense of religious practices	NATRE Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world

		<p>Explain how the Eightfold Path helps Buddhists to aim to end suffering</p> <p>Evaluate the teachings of Buddha and their impact on the modern world.</p>		
8. History of China	History	<p>Describe different features of government in China</p> <p>Explain how different events helped the Communists come to power.</p> <p>Evaluate the impact of Mao on the people of China.</p>	<p>SE.HS.01 - Structuring, organising and deploying historical knowledge, using historical vocabulary</p> <p>SE.HS.05 - Writing historical arguments</p>	<p>History - Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p>
9. China's GDP and GNI over time	Geography	<p>Describe China's changing economy.</p> <p>Define GDP and GNI.</p> <p>Explain and analyse the gap between China's GDP and GNI.</p>	<p>SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes</p>	<p>Geography Pupils should be taught to: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>
10. Sectors of the economy and impact of industrialisation	Geography	<p>Explain how China has experienced rapid economic growth.</p> <p>Research the causes of China's rapid industrialisation</p> <p>Analyse the impact of rapid industrialisation on the environment of China.</p>	<p>SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.</p>	<p>Geography: Pupils should be taught to: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</p>

11. Chinese Tourism in the economy	Geography	<p>Research China's tourist attractions.</p> <p>Explain the positive impact of tourism in China</p> <p>Evaluate the impact of tourism on China</p>	SE.GE.02 Demonstrate understanding of human geography concepts and its interrelationships with places, environments and processes	Geography: Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
12. Transnational Corporations in China	Geography	<p>Identify transnational corporations</p> <p>Explain how Apple are using Chinese labour.</p> <p>Analyse the impact of Transnational Corporations in China.</p>	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.	Geography: Pupils should be taught to: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
13. China's Trade	Geography	<p>Explain why trade is vital to China's economy.</p> <p>Analyse China's trade links with the UK.</p> <p>Evaluate the impact of COVID 19 on China's economy and future trade in 2021.</p>	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.	Geography: Pupils should be taught to: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
14. China's place in the world and global relationships through trade	Geography	<p>Define a superpower.</p> <p>Explain why China can be described as a global superpower.</p>	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.	Geography: Pupils should be taught to: understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.

		Evaluate China's global influence.		
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