

Title: Why is football so important?		Year: 7	Half Term: 4	Duration: 6 weeks
<p>Overview: Using football as an example to understand the impact and effect the industry has on people locally, nationally and globally, encouraging students to inquire beyond the obvious/what they already know experience. The key questions are: Where did it start? Where are the most successful football teams based? What impact does a football stadium have on the local area? What business does football generate? Issues covered will be economic development of countries, child labour, impact on environment, and will include a visit to a stadium. 3a, b, c, d, e, h 4a, b, c, d, e, f, g, h, i</p>				
<p>Learning Outcomes: All students will be able to use data to create a variety of charts and graphs. Identify people involved in the industry at different levels and some of the effects and impact that the industry has on different scales. Most students will be able to recognise patterns within these charts etc, and suggest reasons for these. Sequence and categorise components of the processes involved into development scales and sector industries. Some students will be able to describe and explain in details the effects and impact of different aspects of the industry on people at different scales, and give judgements on the environmental effects of a stadium locally and nationally.</p>				
<p>Key Concepts: 1.1a (LEDC + MEDC) 1.2a,b 1.3 a, b 1.4 a, b 1.5 a (environmental impact of stadium) 1.6a (as above) 1.7 a, b (making of footballs)</p>		<p>Key Processes/Skills: 2.1a, b, c, d, g 2.2a 2.3a 2.4a</p>		
<p>Transferable Skills: History – Industrial Britain and child labour Citizenship – child labour, responsible action Careers – jobs, sectors and skills Functional skills: charts and graphs etc, reading data Literacy – writing up findings, debate/roleplay</p>		<p>Assessment: Using data to plot charts, graphs etc and recognise patterns <i>level 3</i> Giving reasons for these patterns, suggest investigative questions, identify own and others' views <i>level 4</i> Explain the impact of these patterns, or give reasons for these patterns at a deeper/wider level, or showing how people's views are affected <i>level 5</i> Give reasons for these patterns at a deeper/wider level and linking cause and consequence at differing scales and showing why people's views are affected <i>level 6</i></p>		