Key Stage 3-4 geography, numeracy and literacy resource: More or less equal?

Activity summary	Global learning opportunities	Curriculum links
This unit uses the Oxfam resource **More or Less Equal** for English/literacy, mathematics/numeracy and geography; it can also be used in a cross-curricular way. The resource includes activities, resource sheets, Powerpoints™ and comprehensive teachers' notes with clear briefings to support subject knowledge. The materials are based on data gathered in Ethiopia, India, Peru and Viet Nam by an international research project exploring the effects of poverty on young people and understanding the concept of inequality, including in the UK; they support enquiry and critical thinking. The **English/literacy** activities use written sources to investigate and compare the lives of the young people, including through role play, drama, discussion and debate. The **mathematics/numeracy** activities use a range of statistical methods to investigate inequality, including using ratio, testing patterns and relationships using scattergraphs, sample sizes and measures of central tendency, converting between percentage and fractions, calculating percentage changes and extrapolating data.	**GLP-W themes and outcomes:** • Poverty and development • Interdependence • Enquiry and critical thinking. **ESDGC themes** • Wealth and poverty • Identity and culture • Consumption and waste. **Global Goals:** • SDG 1 (No poverty) • SDG 10 (Reduced inequalities).	**Literacy** **Oracy:** Developing and presenting information and ideas Aspects : Speaking, Listening, Collaboration and discussion. **Reading** Locating, selecting and using information Aspects: Comprehension, Response and analysis. **Writing** Organising ideas and information Aspects: Meaning, purposes, readers. **Numeracy** **Strand:** Using number skills Elements: • Use number facts and relationships • Fractions, decimals, percentages and ratios. **Strand:** Using data skills Elements: • Collect and record data • Present and analyse data • Interpret results.

The **geography** activities use a range of data sources including GIS to investigate inequalities between and within countries, including between urban and rural areas. They find out about the role of governments and public services in supporting development, particularly in education and health, and progress in development in the focus countries.		**Geography** **Skills** Locating places, environments and patterns • Identify and locate places and environments using globes, atlases, and maps • Use maps, imagery and ICT to find and present locational information. Understanding places, environments and processes • Describe the causes and consequences of how places and environments change. Communicating • Express their own opinions and be aware that people have different points of view about places, environments and geographical issues **Range** • The rich and poor world: economic development in different locations/countries. • Living in my world: the importance and responsibilities of being a global citizen.

Development You could:

- Develop work in geography or numeracy in the context of development and the post-2015 UN Sustainable Development Goals – Oxfam has produced a range of bilingual resources.

- Develop work in PSE in the context of equality, children's rights and social justice; explore the causes of inequality, injustice and the circumstances in which human rights are denied.

- Develop greater understanding about progress, uneven development and inequality in the four focus countries and UK using Gapminder or Oxfam's country briefings.

Critical Thinking opportunities

- ask and respond to a range of questions, as part of an investigation

- reason and think about evidence, e.g. the sources of data and evidence

- assess or evaluate information, e.g. distinguish fact and opinion

- express a point of view, understand that people have different points of view.