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Geography

LOOK COVER WRITE CHECK

Topic: 'Why is the Middle East an important world region?'

Lesson 1 - To know what the Middle East is like

Region - a part of the earth's surface (land or sea) of considerable and usually indefinite extent.

>The Middle East is a region that partly overlaps three continents: Asia, Africa and Europe. It is made up of several countries.

Atlas – a book of world maps, charts and facts: *Go to https://www.worldatlas.com to test yourself on the names and locations of the countries in the Middle East.*

Lesson 2 - To understand the relationship between climate and biomes in the middle east

Climate - The average weather measured over a long period of time.
Biome - a large-scale ecosystem with similar climate, plants and animals.
Latitude - the distance north or south from the equator of a point on the earth's surface.
>The Middle East is hot overall, because of its latitude. It is also dry, because it lies where dry air descends after losing moisture over the equator. Because most places have little rain, vegetation tends to be sparse. But, some places have enough rain for forests to grow.
Desert - an arid region with low rainfall and sparse vegetation.

Lesson 3 - To know where people live in the middle east and why

Population density - number of people living in an area.
Population distribution - the location and pattern of population density.
>Coastal areas are more densely populated because their climates are more hospitable. Many people live near the Nile in Egypt where water is available for farming. The central Saudi Peninsula is sparsely populated due to the harsh deserts.
Ethnic group - people with common cultural, religious and linguistic traditions.
>Arabs live in the south, Turks in Turkey, Persians in the East and Kurds between them.

Lesson 4 - To understand why the Middle East is a major global economic region

Economy - management of resources, including trade and manufacture.
Crude oil - Petroleum as it comes from the ground, before refining it.
Import - to bring in commodities from a foreign country for sale or processing.
Export - to send commodities to a foreign country for profit.
>The Middle East has 46% of the world's oil reserves.
>The Middle East produces 28.4 million barrels of oil per day but only uses 8.4 million barrels. This means they can export 20 million barrels per day for profit.

Lesson 5 - To know how the middle east has benefited from oil

Development - the improvement of standard of living and quality of life.
Human Development Index (HDI) - a measure of the development of a country, including wealth, health and education.
>Generally speaking, countries with large oil reserves are more developed (e.g. Saudi Arabia) while countries with less oil are less developed (e.g. Yemen).
>There are exceptions like Israel which has developed due to tourism and high-tech industry and Iraq, which has oil but has suffered due to war.

Lesson 6 - To know how sustainable Dubai is

Sustainable - something that will last indefinitely without damaging society, the economy or the environment.
Social - pertaining to people and their lives *(migrant workers are poorly paid).*
Economic - pertaining to the production, distribution, and use of income, wealth and commodities *(Dubai now makes more money from services than oil)*
Environmental - pertaining to the environment – including the atmosphere, plants and animals *(Due to hot, dry climate, it takes huge amounts of energy from burning gas to desalinate sea water and air-condition homes).*

Lesson 7 - To understand how geography can cause conflict		Lesson 8 - To understand what it is like to be a refugee	
	Armed conflict - when there is armed force between countries or groups within countries. **Colonialism** - the control of a nation over a dependent country or region. *>Britain and France divided the Middle East into countries with boundaries that did not give all ethnic groups their own country.* **Politics** - power in government and public affairs. *>The Hafez family has been in charge of Syria since 1970.* **Drought** - a period of dry weather, especially a long one that damages crops *>Droughts have been getting worse, with winter 2007-08 the driest on record leading to wheat prices doubling by 2011.*		**Refugee** - people who have been forced to flee their homes due to war, persecution or violence *(Israa is a 13-year-old Syrian who fled to Jordan).* **Refugee camp** - temporary facilities built to provide immediate protection and assistance to refugees. *>Zaatari refugee camp houses around 83,000 refugees who need 500 pieces of bread and 4.2 million litres of water a day to survive.* *>The refugees live in small temporary buildings and tents that are very close together in the desert of northern Jordan.*
Lesson 9 - To be able to make evidence-based judgements about immigration			
	Push factor - a reason someone would leave a country (e.g. war, poverty, etc.). **Pull factor** - a reason someone would come to a country (e.g. safety, jobs, etc.). **Refugee Status** – when someone is legally recognised as a refugee, they have the legal right to stay in the UK where they should be safe and protected. *>The UK needs migrants who can contribute by working. The UK's skills shortage is costing £6.3 billion per year.*		

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Geography

LOOK COVER WRITE CHECK

Topic: 'What are the physical landscapes of the UK?'

Lesson 1 - To understand why the UK landscape varies

*>The **geology** of The UK varies. The rate of **erosion** and **weathering** is determined by the hardness or softness of the rock.*

>Dartmoor's Tors are harder granite rock which erode very slowly.

>Whereas in the east of The UK is mainly softer rocks made of clays and chalk which are easily eroded.

Freeze-thaw weathering - water trapped in cracks in rocks can freeze and expand, putting pressure on the rock. When the ice melts the pressure eases. If this happens repeatedly, the rock will weaken and eventually shatter.

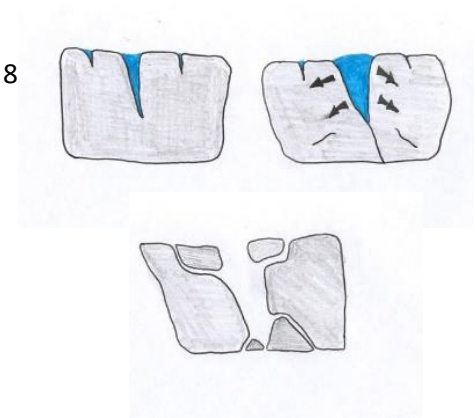
Biological weathering - Plant roots growing in cracks can break up rock, and animals such as rabbits burrow into softer materials, weakening them.

Chemical weathering - Alkali rocks (e.g. limestone) may react with rainwater (which is slightly acidic), causing the rock to be slowly dissolved.

Onion skin weathering – thin layers of rock peel off when large temperature changes cause the rock surface to expand and contract. Often occurs in deserts.

Annotate these two diagrams to explain the types of weathering shown (you might need to re-draw them yourself):

8



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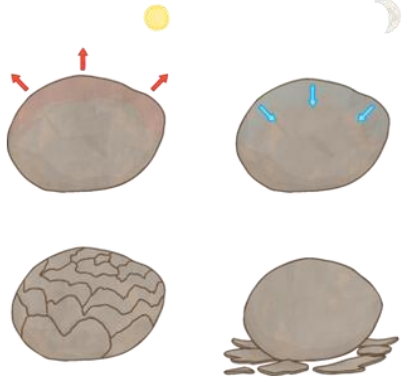


Lesson 2 - To understand how rivers erode landscapes

*>Rivers change the shape of the landscape through 3 processes: **erosion, transport** and **deposition.***

There are 4 ways rivers erode:

Hydraulic action - Air in the water is trapped in the cracks in the river bank causing material to break off.

Abrasion - Material scraped along the river bed and banks wearing them away, making the river channel wider and deeper.

Attrition - Material repeatedly knocks into each other, which causes it to get smaller and more rounded.

Solution - Water dissolves minerals in certain types of rock along the river bed and banks.

There are 4 ways rivers transport material downstream:

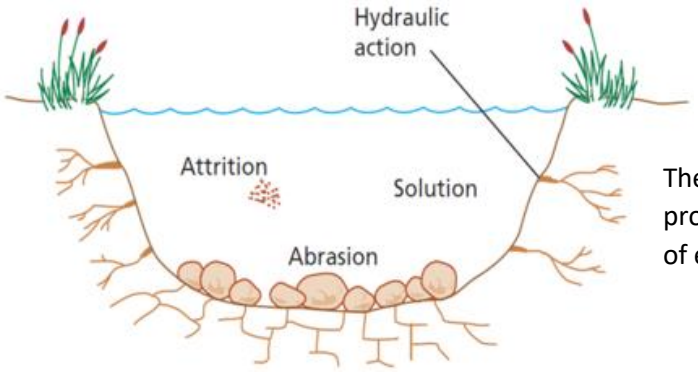
Traction - Larger and heavier material is transported downstream by being dragged along the river bed.

Saltation - Small rocks or pebbles which are too heavy to be carried within the water are transported by bouncing along the bottom of the river bed.

Suspension - Light and small material is transported downstream in the water.

Solution - Water dissolves minerals in certain types of rock

Deposition - when material transported by a river is dropped**.**



The four processes of erosion

Lesson 3 - To understand the formation of river landforms

20 *>A **meander** is a bend in a river. On the **outside** of the bend there is faster, deeper water which **erodes** the bank to form a **river cliff** which is a steep sided bank.*

21 *>On the inside of a meander the water is shallower and slower. The river here has less energy which causes **deposition** and the formation of a **slip off slope** or **river beach** which is a gently sloping bank of material.*

22 ***>Waterfalls** occur in the **upper course** of a river and are formed where there are bands of harder and soft rock which are eroded to form a **plunge pool** at the base of the waterfall and a **gorge** which is a steep sided valley formed as the waterfall retreats upstream.*

23 *>When a large meander is eroded on the outside of the bend over time the neck of the meander is cut off to form an **ox-bow lake.***

Lesson 4 - To understand why rivers flood

24 *>Rivers flood (overflow their channel) due to physical and human causes.*

25 ***>Physical causes of flooding include:** prolonged or heavy rainfall which can saturate the soil so water runs off the land into rivers; steep slopes so rain runs off quickly into rivers; the soil and rock type as some are **impermeable** and won't let water through so it runs off into rivers quickly.*

26 ***>Human causes of flooding include: Urbanisation** (building cities), so water goes into drains which flush out to rivers quickly; **deforestation** (trees cut down) so rainwater lands on the unprotected ground and runs off quickly into rivers.*

27 ***>Impacts of flooding include: social** such as homes being flooding and losing possessions; **economic** such as farmland being flooded and farmers losing money; **environmental** such as habitats being destroyed*

Lesson 5 - To know how we can reduce flood risk

28 *>There are two types of flood management: hard and soft engineering strategies.*

29 **Hard engineering –** Man-made structures to protect from flooding, e.g. embankments and dams.

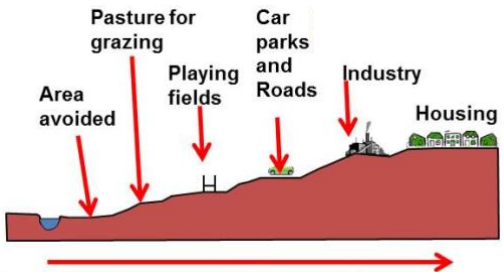
30 **Soft engineering -** Working with nature to protect from river flooding such as floodplain zoning or planting trees (afforestation).

31 **Embankments/levees -** A thick wall of earth that is built to carry a road or railway to prevent water from a river from flooding the area.

32 **Channel straightening -** Blocking off meanders and constructing alternate, straighter routes.

33 **Afforestation -** planting trees to intercept and absorb rain water.

34 **Flood plain zoning -** Flood plain zoning allows land near the river to flood as it is low value use – the further away from the river the more high value the landuse becomes:-



Lesson 6 - To understand the processes that shape our Coastline

35 ***>Waves** are caused by the wind – the **prevailing wind** is the main wind direction and in the UK it is from the South West and blows from the Atlantic Ocean.*

36 *>There are two types of waves: **constructive** that build beaches by depositing material and **destructive** that erode or destroy beaches.*

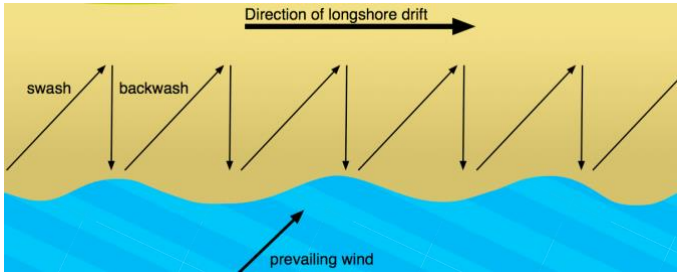
37 **Constructive waves -** long and gentle waves with a strong swash and a weak backwash.

39 **Destructive waves –** steep, short, powerful waves with a strong backwash and a weak swash.

40 *>Swash is when waves wash up the beach slope; backwash is when the wave flows back down the beach slope due to gravity.*

41 *>Waves erode in 4 ways which are the same as how rivers do: hydraulic action, abrasion, attrition and solution (learn these from L2).*

42 **Longshore Drift** - the process by which waves transport material along a coastline:-



Lesson 7 - To understand the formation of coastal landforms

43 *>On a coastline where there are bands of hard and soft rock destructive waves erode the softer rock more quickly forming **bays** whilst the harder rock is eroded slowly forming **headlands** which stick out to sea.*

44 *>Cracks in a headland get larger through erosion and form **caves.** Over time the cave punches a hole through the headland to form and **arch**. The arch eventually collapses to form a **stack** which is a tall pillar of rock out to sea. Once this is weathered and eroded it leaves a **stump**.*

45 *>When the direction of the coastline changes longshore drift continues out to sea depositing material to form a **spit** which is a long finger of sand stretching from the shore out to sea.*

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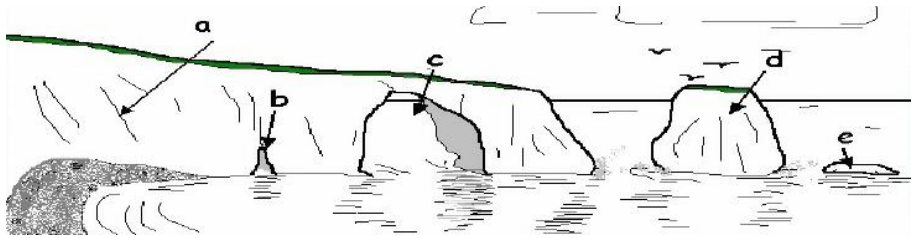
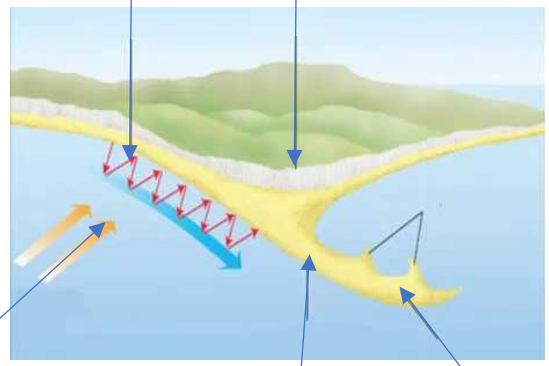


a = fault b= cave c= arch d=stack e= stump

47



Can you draw, label and annotate these diagrams from memory?
Ask someone at home to test you.

Lesson 8 - To know how coastal erosion is managed

48 **Hard engineering –** Man-made structures to protect the coastline from erosion such as a sea wall, rip rap and groynes.

49 **Soft engineering -** Working with nature to protect the coastline against erosion such as beach nourishment and managed retreat.

50 **Groynes -** A barrier built on a beach out into the sea to stop the loss of sand by longshore drift.

51 **Sea Wall -** A concrete wall on the coast to reflect waves back into the sea to protect the coastline.

52 **Rip-rap/Rock armour -** Large granite boulders put on a beach to protect the coastline.

53 **Beach nourishment -** Adding new sand and shingle to a beach artificially to protect the coast from erosion and for tourism.

54 **Managed retreat -** Controlling the flooding of the sea by allowing water to flood low lying land that is not valuable.

55 ***>The Holderness Coastline in east England** is the fastest eroding coastline in Europe as it is made of soft boulder clay deposited by an ice sheet in the last ice age. People are losing their land and homes to the sea.*

56 Coastal management strategies at Lyme Regis:

Lesson 9 - To know how glaciers erode and transport material		Lesson 10 - To know How landforms created by glaciers	
57	**Glaciers -** large masses of ice, that flow across the land and down slopes and erode and change the shape of the landscape.	62	*>Glaciers erode V-shaped river valleys into much wider and deeper **U-shaped valleys.***
58	**Abrasion -** the wearing away and removal of the bedrock surface by rock fragments transported at the glacier base.	63	**Corrie –** a steep-sided hollow at the head of a valley or on a mountainside, formed through erosion by ice or glaciers.
59	**Plucking -** a process of erosion that occurs during glaciation. As ice and glaciers move, they scrape along the surrounding rock and pull away pieces of rock which causes erosion.	64	**Tarn –** lakes found in corries which are formed by glacial erosion. After the ice has melted, water collects in the eroded bottom of the corries to form tarns.
60	**Striations -** scratches cut into bedrock by glacial abrasion.	65	**Arête -** a steep-sided ridge, often found in-between two corries.
61	*>Glaciers move or **transport material** in 3 ways: rock may fall on top of the ice, rock may fall in the ice through the deep crevasses and get buried by snow or is plucked and frozen on the base of the glacier.*	66	**Pyramidal peak -** formed where three or more corries meet. The glaciers carve away at the top of the mountain and this results in a sharply-pointed summit. Examples include Mount Everest and Mount Snowdon in North Wales.
Lesson 11 - To understand the conflicts in glaciated areas			
67	*>In the **Lake District** in northern England there is **conflict** between tourists and farmers, and between tourists and local residents.*		
68	***>**Tourists bring issues such as leaving gates open, litter, footpath erosion, congestion and higher prices.*		
69	*>Tourists also bring benefits as local people can have jobs in hotels and restaurants, and tourists spend lots of money in the local economy.*		
70	***>Lake Windermere** is a **Honeypot site** which means it is very popular with tourists and receives over 1 million visitors a year.*		

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Geography

LOOK COVER WRITE CHECK

Topic: 'Are earthquakes more devastating than volcanic eruptions?'

Lesson 1 - To know the difference between the different layers of the earth	Lesson 2 - To understand the theory of plate tectonics
>The Earth is 4.6 billion years old. It has several different layers. **Crust** - The rocky outer layer of the Earth. **Mantle** - Layer of molten & semi-molten rock between the Earth's crust & core. **Core** - A very hot, very dense ball of iron and nickel at the centre of the Earth. The inner core is mostly solid, the outer core mostly liquid. **Continental crust** - Thicker, less dense sections of the Earth's crust. Usually form landmasses. **Oceanic crust** - Thinner, denser sections of the Earth's crust. Usually located under oceans. **Tectonic plates** - Pieces of the earth's crust.	**Pangaea** - From about 280-230 million years ago, the continent we now know as North America was connected to Africa, South America, and Europe. They all existed as a single continent called Pangaea. *>Alfred Wegener's theory of continental drift proposed that where tectonic plates move apart, new crust is formed in the gap; where plates move toward each other, one sinks beneath the other and is consumed. By this process the tectonic plates slowly move around the earth's surface.* *>Most earthquakes and volcanoes happen around the edge of plates (the Pacific Ring of Fire has the most). Some earthquakes and volcanoes happen away from plate edges, such as in central Africa and Hawaii.*
Lesson 3 - To know what happens at different plate boundaries	**Lesson 4 - To understand the formation of different types of volcanoes**
Plate boundary (plate margin) – where two or more tectonic plates meet. **Destructive plate boundary** – plates move towards each other; the denser plate is forced beneath the less dense plate (a process called subduction). **Constructive plate boundary** – plates move apart; magma rises through the gap, erupting on the surface to construct new crust. **Conservative plate boundary** - two plates slide past each other in opposite directions (or in the same direction at different rates). **Collision plate boundary** – plates move towards each other; the edges of the plates crumple, forming a range of fold mountains.	**Active volcano** - is erupting or has erupted recently and is likely to erupt again. **Dormant volcano** – has not erupted for 10,000 years but could become active. **Extinct volcano** – has not erupted for at least 10,000ys & unlikely to erupt again **A'a lava** – thicker, cooler, chunkier lava which forms thick layers. **Pahoehoe lava** – thinner, hotter, runnier lava which forms thin layers. **Composite volcano** - built up of alternate layers of lava and ash. They can explode with great violence, e.g. Mount St. Helens, USA. **Shield volcano** – enormous features built up only from layers of lava. They produce lots of lava but tend not to erupt violently, e.g. Mauna Loa, Hawaii.
Lesson 5 - To know the different volcanic hazards	**Lesson 6 - To understand why people live near volcanoes**
Pyroclastic flow - destructive cloud of very hot ash, lava fragments, and gases ejected explosively from a volcano and typically flowing at great speed. **Lahar** - type of mudflow composed of pyroclastic material and water that flows down from a volcano. **Gases** – volcanoes release dangerous gases such as sulphur dioxide (SO_2). **Volcanic bombs** – blobs of lava and chunks of rock ejected from a volcano. **Ash cloud** – column of ash, vapour and hot gases that rises above the volcano. **Lava flow** – lava flows down the sides of the volcano.	**Fertile soils** – ash mixing with soil makes an excellent fertiliser for farmland. **Apathy** - people might not care about the risks of volcanoes or might believe that it won't happen to them. **Tourism** – people visiting volcanoes spend money in the local economy. **Geothermal energy** - heat from the Earth can produce steam for turbines which generate electricity. It is a renewable, cheap and clean form of energy. **Mining** – volcanic areas contain precious minerals and ores, e.g. sulphur, gold. **Poverty** – some people may be too poor to move away, even if they wanted to.

Lesson 7 - To know how to reduce the impacts of volcanic eruptions		Lesson 8 - To understand the formation and impacts of hotspot volcanoes	
	Prediction - using historical evidence and monitoring to make predictions about when a hazard event might happen. Allows time for evacuation to take place. **Preparation** – getting ready for a hazard event before it happens, e.g. training the emergency services, creating hazard maps, producing evacuation plans. **Protection** – acting to reduce damage to property and to people, e.g. diverting lava flows. **Seismometer** – instrument for measuring seismic waves caused by earthquakes **Evacuation** – moving people from a dangerous place to somewhere safe.		*>The islands of Hawaii are located over a hot spot, where a plume of super-heated magma has been rising through the mantle over millions of years.* *>The plume burns through the thin crust of the oceanic Pacific plate, spilling onto the seabed to form shield volcanoes.* *>As the Pacific plate is sliding over the hot spot in a north west direction, a chain of shield volcanoes has been formed, e.g. Mauna Loa and Kilauea.* *>In 2018, lava flows from an eruption on Kilauea caused widespread damage, destroying roads and many homes.*
Lesson 9 - To understand the causes of earthquakes and tsunamis		**Lesson 10 - To understand the impacts and severity of the Haiti earthquake**	
	>Earthquakes occur when tension is released from inside the crust. Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens pressure builds up. When this pressure is eventually released, an earthquake tends to occur. **Richter scale** – used to express an earthquake's **magnitude** (power). **Epicentre -** the point on the ground directly above the focus of an earthquake. **Focus -** the 'centre' of an earthquake; it is the place where the rock moved. *>Tsunamis can form during earthquakes. If part of the sea bed lifts up suddenly, the column of water above is thrust upward which forms a wave at the surface. When the wave reaches shallower water it slows down and it's height increases.*		*>On 12th January 2010, a magnitude 7.0 earthquake struck Haiti's capital, Port-au-Prince, a city of 2.5 million people.* *>230,000 people died; 300,000 people were injured; 1.5 million people were made homeless. There were 33 aftershocks in the first 24 hours.* *>Haiti is the poorest country in the western hemisphere.* *>They had already spent millions rebuilding after several hurricanes caused damage in 2008, so they didn't have enough resources left to prepare properly.* *>Many people lived in poor-quality housing built on soft sediments which shook like jelly during the earthquake, causing most buildings to collapse.* *>Damage to the roads and port made the emergency response more difficult.*
Lesson 11 - To know how to reduce the risks of earthquakes			
	'Drop, Cover, Hold on' – advice given to people in earthquake zones to help them stay safe during an earthquake. Can be practiced regularly in drills. *Engineers consider the following when designing earthquake-proof structures:* *>**Design features** can include: shock-absorbers in the base; cross-bracing for the walls; automatic window shutters; pyramidal shape; open areas for* evacuation. *>**Construction materials** include: reinforced concrete; fire-resistant materials.* *>**Geology**: build on bedrock if possible to reduce shaking and sinking.*		

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Geography

Current topic: 'How is Asia being transformed?'

	Lesson 1 - To know the regions and countries in Asia		Lesson 2 - To know how deforestation is affecting the mountain biome
1	**Continent** - a large land mass separated from other land masses by oceans.	4	**Biome** - a large region with its own distinct characteristics of climate, plants and animals.
2	**Country** - an area of land that forms an independent political unit with its own government.	5	**Climate** - The average weather conditions over a long period of time, usually 30 years.
3	**Region** - an area within a country or a part of the world.	6	**Mountain (or alpine) biome -** ranges from around 3,000m altitude to the place where the snowline of a mountain begins.
		7	**Deforestation** - the chopping down of trees.
		8	*>Deforestation in Nepal is changing the mountain biome in Asia. This is likely to have negative consequences, e.g. soil erosion.*
	Lesson 3 - To know where people live in Asia and why		**Lesson 4 - To understand how population pyramids are used by demographers**
9	*>60% of the world's population lives in Asia (4.4. billion).*	14	**Population pyramids** - bar graphs that show the structure of a population by sex and age category. Can be used to predict future population demographics.
10	*>Over half of this population is in China and India.*	15	**Life Expectancy** - The average number of years a person might be expected to live.
11	**Population Density** - The number of people who live in an area of land.	16	**Birth Rate** - The number of births in a year per 1000 of the total population.
12	**Densely Populated -** High population in an area.	17	**Death Rate** - The number of deaths in a year per 1000 of the total population
13	**Sparsely Populated** - Low population in an area.		
	Lesson 5 - To be able to compare population pyramids of two countries in Asia		**Lesson 6 - To know what the conditions are in squatter settlements**
18	**Dependent population** - the part of the population that does not work and relies on others for the goods and services they consume (e.g. children and retired).	24	**Megacity** - A city with a population over ten million (e.g. Mumbai, India).
19	**Ageing population** - An increase in the proportion of older people in a population (e.g. Japan has an ageing population).	25	**Squatter Settlement (also: slum, favela, shanty town)** - An area of poor-quality housing with no or limited services such as water supply, sewage and electricity.
20	**Overpopulation** - Where a country has too many people and not enough resources to maintain a reasonable standard of living (e.g. Afghanistan).	26	*>Dharavi, in Mumbai, is the biggest squatter settlement in India. One million people live in just one square mile. Living conditions are poor, but there is a strong sense of community. The Government would like to move the residents to develop the land, which causes conflict.*
21	**Underpopulation** - Where a country doesn't have enough people to make use of the resources and technology available.		
22	*>Japan has an ageing and shrinking population.*		
23	*>Afghanistan has a youthful and fast-growing population.*		

	Lesson 7 - To decide how to manage Urbanisation in Karnataka, India		Lesson 8 - To understand how interdependent India is
	>Karnataka is a state in the southwestern region of India. It has one of the highest urban growth rates in the country and contains a megacity (Bangalore). **Urbanisation** – an increasing percentage of a country's population moving from rural areas to urban areas. **Megacity** – a city with a population over 10 million. **Slum (squatter settlement)** – a densely populated, poorly-planned urban area marked by overcrowding, low-quality housing and poverty. **Bottom-up approach -** aims to lift people out of poverty by helping them learn how to help themselves, e.g. charities work with locals & provide basic support. **Top-down approach** – wealth invested by governments and organisations (e.g. into large-scale projects) should naturally 'trickle down' to help everyone.	27 28 29 30 31 32 33	**Interdependence -** when countries work together and rely on others for help. **Trade -** The activity of buying, selling or exchanging goods or services between people, companies or countries. **Export -** Raw materials, goods and services sold to another country. **Import** - Raw materials, goods and services brought into a country from abroad. **Trade Deficit** - spending more money on imports than is earned from exports. **Trade Surplus** - earning more money from exports than is spent on imports. *>The rapid growth of India's economy since 2006 has seen a three-fold increase in both imports, mainly oil from the Middle East and manufactured goods from China, and also exports, largely to Asia*
	Lesson 9 - To understand why people are moving from rural to urban areas in China		**Lesson 10 - To understand the reasons for China's economic growth**
34 35 36 37 38	*>It is expected that by 2050 another 2.5 billion people will live in cities around the world. This means that nearly 2/3 of everyone in the world will live in a city.* **Rural** - An area of countryside. **Urban** - A built-up area used for housing and industry. **Migration** - The movement of people from one place to another to live or work. *>Urban areas in China generally have a higher quality of life and better job prospects than in rural areas. This encourages people to migrate to the cities.*	39 40 41	**Gross Domestic Product (GDP)** - The total value of the goods and services produced in a country. In $US/year, usually per capita (divided by the population). **Economy** - The wealth and resources of a country in terms of the goods that are produced and consumed there. *>Over the last 20 years China has grown into the second largest economy in the world (after the USA). GDP growth has averaged almost 10 percent a year.*
	Lesson 11 - To be able to evaluate news articles investigating issues and change in Asia		**Lesson 12 - To know why Asia is becoming an important global economy**
42 43	**Infrastructure** – the basic equipment and structures (such as roads, utilities, water supply and sewerage) that are needed for a country to function properly. *>China's 'Belt and Road' initiative is a multibillion-dollar plan to invest in road, rail and shipping networks across Asia, Africa and Europe, to improve trade links.*	44 45	**Globalisation -** Process creating a more connected world, with increases in the global movements of goods (trade) and people (migration & tourism). *>Asia manufactures more goods than any other continent, and contains many of the world's largest ports. Asia has significant trade links with the rest of the world.*
	Lesson 13 - To know the strengths and weaknesses of India and China as a BRICS economy		
46 47	**BRICS** – Brazil, Russia, India, China, South Africa. These five countries are considered to be at a similar stage in a process of rapid economic development. *>The BRICS represent a population of over 3.6 billion (41% of the total world population). Their combined GDP is US$16.6 trillion (22% of the total world GDP).*		