Week beginning 18th May and week beg 1st June

YEAR 9

Aim of the fortnight – To continue a new unit of work entitled 'Dynamic Economies' through the completion of 2 one hour sessions of work and undertake 1 homework activity. You will develop your knowledge on primary industries, secondary industries and tertiary industries.

Where can I find the resources for each lesson?

Brine Leas Website; Portal; Click on either the Microsoft Logo or the Apple Mac one; Type in Username and Password; Click on remote desktop; Click on This PC Go to (x) students; **Read only** folder; **Home Learning** folder; **Year 9** folder; **Geography** folder; **18th May** folder

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Lesson 6: 'How has employment structure changed in the UK?' complete week beg 18th May

Learning objective: To know the changes in employment sector over time.

Key words: There are no new key words this lesson. The lesson will be used to reinforce primary activities, secondary activities and tertiary activities

Resource(s):

- Powerpoint: L6 How has employment structure changed in the UK?
- Consumable worksheet: Categorisation of occupations.
- Consumable worksheet: How has employment structure changed in the UK

Activity 1: Knowledge Recap (slide 2)

Categorise the following careers into primary, secondary, tertiary or quaternary

PRIMARY	SECONDARY	TERTIARY	QUATERNARY
Farmer	Shop keeper	Engineer	Zoo keeper
Factory worker	Doctor	Cleaner	Carpenter
Lawyer	Chef	Fisherman	Doctor
Athlete	Seamstress	Mechanic	Miner
Creative designer	Waiter	Builder	Receptionist
Prime Minister	Quarryman	Road Sweeper	Interior Designer
TV Presenter	Florist	Travel agent	Navy Officer
Tree feller/lumberjack	Steel worker	Software Developer	Biotechnologist
Teacher	Forester	Nurse	Salesman

Activity 2: Self Assessment (slide 3)

Self-assess your answers.

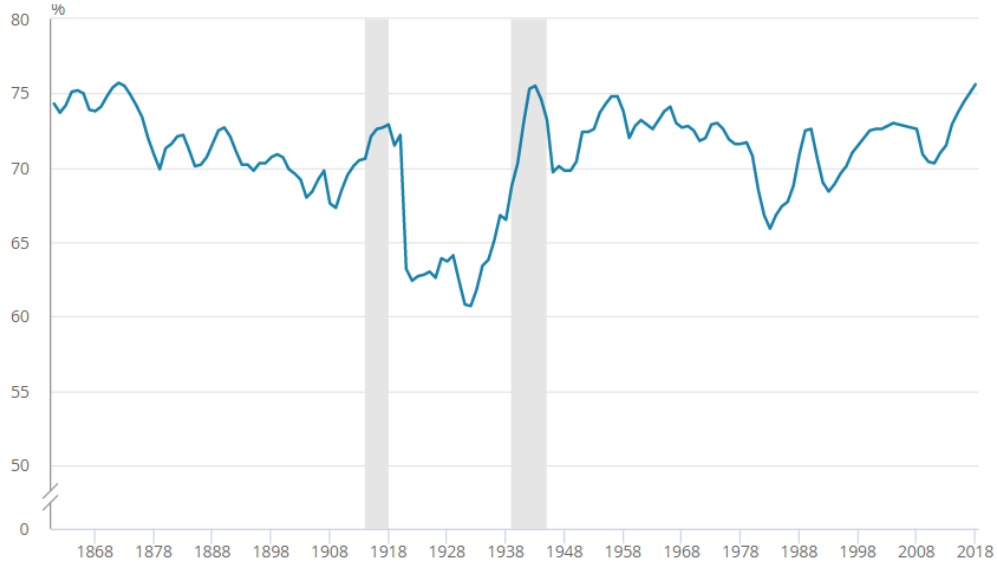
The evolution of sectoral distribution of employment
The sectors of the economy are categorised into the following three sectors:

- Primary sector (agriculture, fisheries and forestry, and mining and quarrying);
- Secondary sector (manufacturing, construction and gas, electricity and water);
- Tertiary or services sector (transport, storage information and communication, retail and wholesale distribution, insurance, banking and finance, public administration and defence, professional, scientific and technical services (including education and health), and miscellaneous services, including hotels and catering).

The sum of employment in the three categories produces the total employment in the economy.

The highest employment rates recorded were in the years 1872, 1943 and 2018, at 76% of the working age: the lowest rate was 61% recorded in 1932, during the Great Depression.

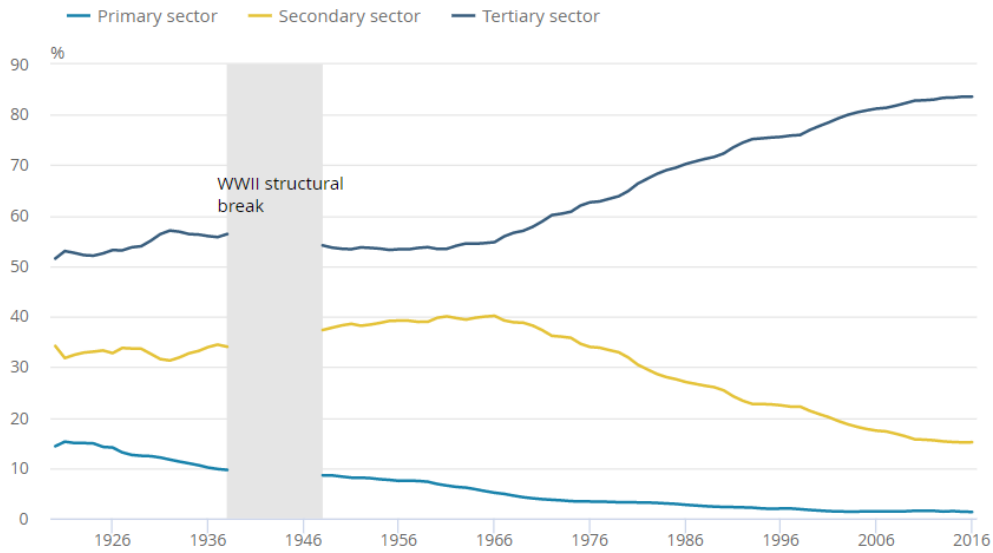
Figure 1: Employment rate, UK, 1861 to 2018



Source: Bank of England - A Millennium of Macroeconomic Data

Patterns of employment have changed over time: manufacturing employment declined drastically from the 1960s onwards, and services sector employment increased significantly over the same period.

Figure 2a: UK sectoral shares of employment, 1920 to 2016

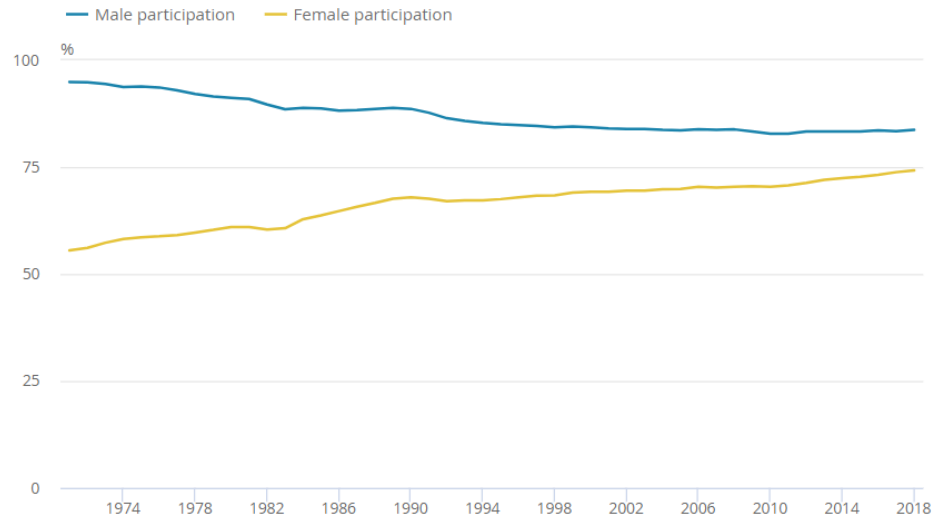


Source: Bank of England - A Millennium of Macroeconomic Data

The labour market participation of women increased over time to reach a record high of 74.2% in 2018.

The economic participation of women increased steadily over time, from 55.5% in 1972 to 74.2% in 2018. Although male participation remained higher, it fell from a high of 94.9% in 1971 to 83.7% in 2018.

Figure 3: Participation rates of men and women (aged 16 to 64 years), UK, seasonally adjusted, 1971 to 2018



Source: Bank of England - A Millennium of Macroeconomic Data

Both private and public sector employment show upward trends although private sector remains the dominant employer; the decline in public sector employment during the 1970s was due largely to privatisation of industries e.g. railways, coal mining, public utilities e.g. water, and heavy industry. There were notable declines in public sector employment in the economic down turn of 2008-2009, and recent period of austerity.

Activity 3: Discussion (slides 9 & 10)

There has been an upward trend in the number of employees and an upward trend in the number of people who are self-employed.

1. Why do you think some people choose to be an employee and others choose to be self employed?

2. What are the advantages and disadvantages of each?

Activity 4: In your books

1. Study Figure 1(a) and 2 (b). Figure 1 shows changes in the proportion of people employed in primary, secondary and tertiary industries in 1920, 1970 and 2020.

Figure 1: UK Employment Structure

Figure 2(a)
UK Employment Structure
(1920)

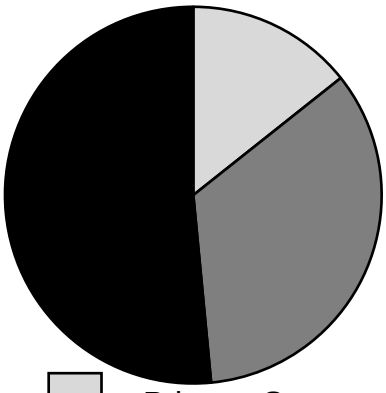


Figure 2(b)
UK Employment Structure
(1970)

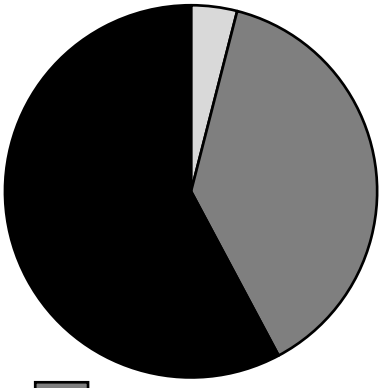
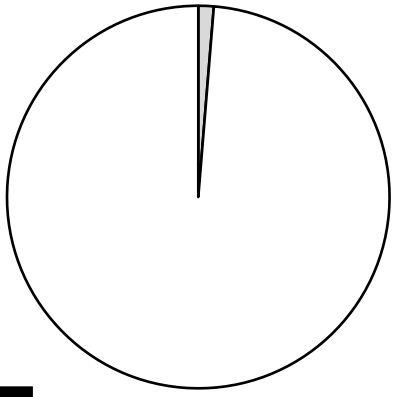


Figure 2(c)
UK Employment
Structure (2020)



Primary Sector
Sector

Secondary Sector

Tertiary

a) Use the following data to complete Figure 2(c) to show the proportion of people employed in secondary and tertiary activities. (NB. To show the proportion of people employed in the primary sector, the following calculation was used: 1/100 x 360 = 3.6°)

Show your workings in your book

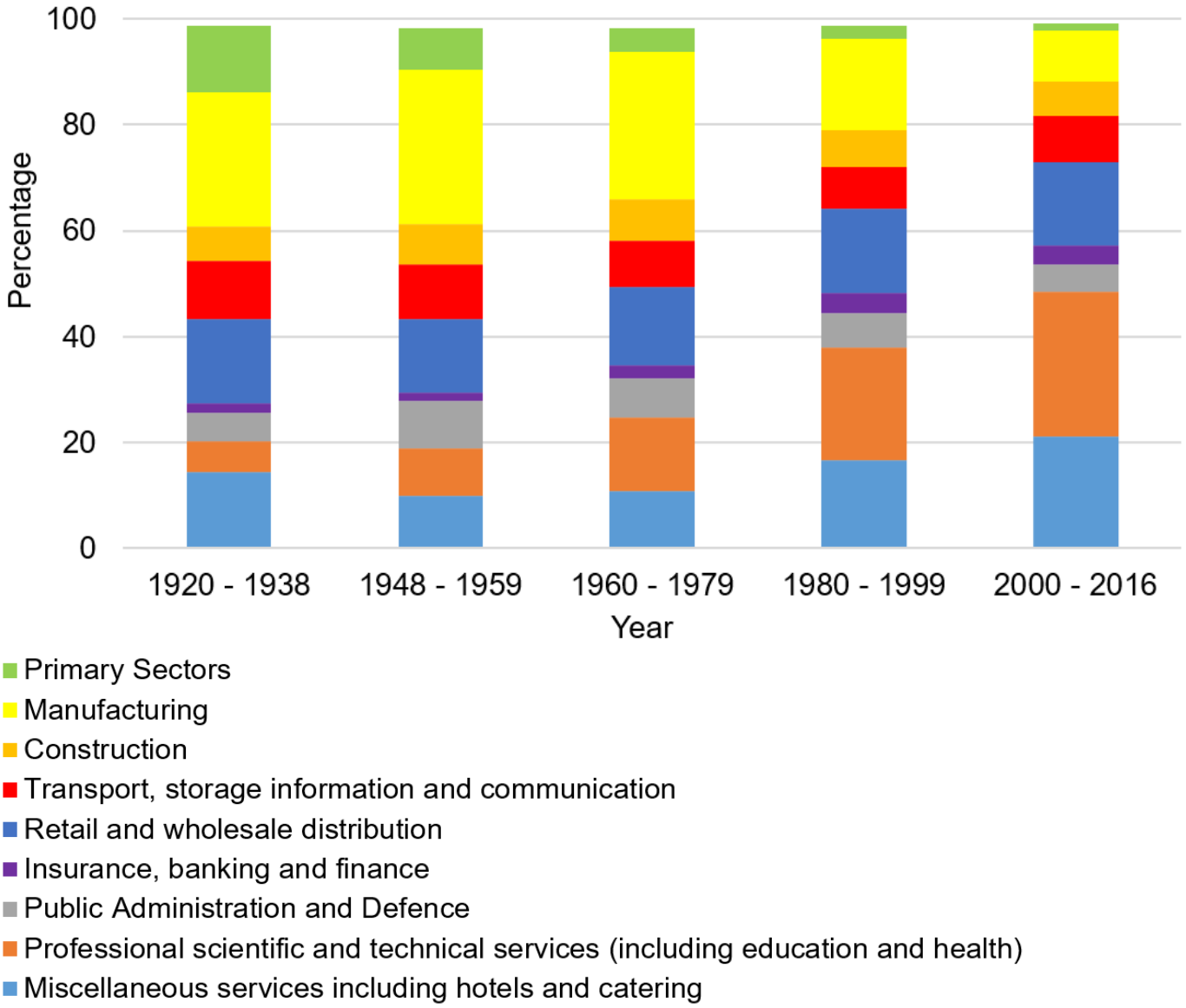
b) Copy and complete the following paragraph to describe the changes in employment structure.

Since 1920, the largest proportion of workers were employed in the _____ sector followed by the _____ and _____ sectors respectively. The primary sector share of employment _____ consistently over time, from 14.3% in 1920 to 1.3% in 2016. Secondary and tertiary sector shares were 34.2% and 51.5% in 1920 respectively. From 1966 onwards, the tertiary sector share of employment _____ significantly to reach 83.6% of total employment in 20016. Over the same period, the secondary sector share of employment _____ to reach 15.1% of total employment in 2016. These changes show how the UK economy evolved to become more services-sector driven.

Primary Sector %	Secondary Sector %	Tertiary Sector %
1	15	84

2. Study Figure 2. Figure 2 shows changes in the proportion of people employed in primary, secondary and tertiary industries by subsector between 1920 and 2016.

Figure 2: UK Employment Changes – Subsector (1920-2016)



a) Which secondary subsector drove the overall decline in employment? How much did it decline?

b) Which two tertiary subsectors drove the growth in employment? How much did each subsector grow?

Are the following statements 'True' or 'False'

1. There has been an increase in the proportion of people employed in secondary industry?
2. The number of people in employment has fluctuated?
3. There has been a downward trend in the number of people in employment?

4. There has been a steady number of women in part-time employment?
5. Manufacturing has seen the biggest decline in employees?
6. The biggest growth area has been banking and finance?
7. There is greater fluctuation of employment in the private sector than public sector?

Activity 5: Self Assessment (slides 12 & 13)

Activity 6: Knowledge Recap (slide 14)

Activity 7: Self Assessment (slides 15)

Lesson 7: 'How have primary industries changed in the UK?' (complete week beg 1st June)

Learning objective: To know the changes in the primary activity of farming?

Key words: agriculture, urban, rural, livestock, pasture, crops, diversification, biogas.

Resource(s):

- Powerpoint: L7 How have primary industries changed in the UK?
- GeoActive – Farm Diversification: Some recent UK examples

Task: Work through the powerpoint for 'Lesson 7: How have primary industries changed in the UK?' by completing the following tasks:

Activity 1: Knowledge recall (slide 2) – to be completed in your book

What is the term for the following definitions:
1. The relative proportion of the workforce employed in different sectors of the economy.
2. The extraction of raw materials.
3. The manufacturing of raw materials.
4. The economic activities that provide various services - commercial (shops and banks), professional (solicitors and dentists), social (schools and hospitals), entertainment (restaurants and cinemas) and personal (hairdressers and fitness trainers).
5. Research and development industry with high skills; often described as the 'knowledge economy' because it involves providing information and the development of new ideas. It includes information technology, biotechnology and new creative industries.

Activity 2: Knowledge recall self-assessment (slide 3)

Check your answers using slide 3.

Activity 3: Photograph interpretation (slide 4)

The image below was taken approximately 100 years ago and shows harvest time near the village of Poundstock in Cornwall. In 1881 Farmer George Greenaway lived with his wife, 12 year old son and three servants at the 134 acre Trevisick Farm. All had been born in Cornwall. Other farm workers would have walked to the farm for seasonal employment.

Farming had changed little up to about 1700 but the eighteenth century saw an agricultural revolution and a corresponding large increase in food production. The Industrial Revolution of the nineteenth century brought mechanisation to many farms, which continued into twentieth century. In history you found out about the changes made to agricultural machinery in the 18th and 19th centuries and the industrial revolution.

1. Study the image to identify five differences between farming today and farming 100 years ago.
2. What similarities are there between farming in this image and todays agriculture?
3. How might the area have changed in the last 100 years?
4. Which agricultural jobs are in demand today?

(slide 5)

Farms in the past:

- Smaller fields and more hedgerows
- Labour intensive, i.e. a large number of workers
- A lack of technology, e.g. a horse-drawn reaper-binder
- A lack of chemicals producing a more organic output.

Farms today:

- Larger fields with many hedgerows removed
- Capital intensive, more machinery
- Greater use of pesticides, fertilisers and possibly Genetically Modified crops with a corresponding increase in production per hectare
- Greater involvement of government in the form of grants, subsidies and stewardship schemes
- Farm diversification e.g. farm shops and an income from additional sources such as tourism

(slide 6 - 7)

When we think of working on a farm, we may picture agricultural workers, maybe those from within the UK and those who have come to the UK temporarily.

Payscale.com states the average wage (including tips, bonus and overtime) for a standard agricultural worker to be:

- £7.96 per hour for an early career Farm Worker with 1-4 years of experience;
- £8.72 per hour for a mid-career Farm Worker with 5-9 years of experience; with 5-9 years of experience; and
- £9.29 per hour for an experienced Farm Worker with 10-19 years of experience; and
- £10 per hour for an experienced Farm Worker with 20 years and higher experience.

However, gone are the days when careers in agriculture only meant toiling under the sun while waiting for your crops to grow. Nowadays, the field has advanced in so many ways that numerous opportunities have sprouted over time, giving young people plenty of options to pick from. For example,

1. Agricultural Operations Managers (£46,950 per year) are typically in charge of maintaining processing in huge agribusinesses such as grain manufacturing and mills. They need excellent organisation and communication skills.

2. Animal Geneticist (£52,920 per year) discover what makes animals weak and what keeps them strong to then crossbreed different species to create a new breed that is much more resilient.

3. Food Scientists (£55,340 per year) create the nutritional information printed on the back of food packets and determine how long processed items can be preserved.

4. Agricultural Engineers (57,260 per year) design and test agricultural equipment and machinery. Farming does not stop at weekends so they often work overtime

5. Agronomy Sales Managers (£58,790 per year) train teams of people who travel to different places to educate farmers on how to care for their land and crops properly. They also promote and sell their products which are normally seeds, soil and fertilisers.

6. Bioinformatics Scientists (£61,660 per year) gather and update information on plant and animal life.

7. Environmental Engineers (£66,730 per year) create systems that aim to prevent future damages like soil erosion, deforestation and pollution.

8. Biochemists (£70,100 per year) study and analyse different living organisms to look for new ways to improve human lives. Primarily they look at developing new crops that are more resistant to the unpredictable effects of climate change and global warming

9. Agricultural Economists (£80,660 per year) have lots of hats: work as researchers and market analysts, business advisors, consultants and land appraisers. Need to be able to multitask.

10. Agricultural Lawyers (£89,040 per year) are responsible for mitigating disputes on land whilst making sure that all government regulations are adhered to. Deal with issues concerning agricultural infrastructure, insurance and intellectual property, labour laws, environmental protection and proper land use.

(slide 8)

It can be hard to make money in farming because farming costs a lot of money:

- Land costs
- Upkeep of the farm
- Buying feed for all of the animals
- Consumers demand low prices

As a result, farmers have looked to new ways they can make money other than farming.

Activity 4: Discussion (slide 8)

Think, pair and share examples of how farmers make money other than farming.

Activity 5: Farm Diversification (slide 10)

Examples of diversification include: Bed & Breakfast, holiday cottages, provision of camping and caravanning, tea rooms, craft shops, provision of horse pasture and stabling, open farms for education, farm shop, ‘pick your own’, energy generation (wind turbines, biomass fuels).
Read the handout: GeoActive ‘Farm Diversification: Some recent UK examples’

1. Define the term ‘diversification’.
2. Describe and explain 3 reasons why farms have needed to diversify.
3. How can diversification:
   a) help to maintain farming?
   b) lead to economic development in rural areas?
   c) develop new skills?
4. Explain how one farm can successfully whilst another farm may be unsuccessful.

5. Study Figure 1. Describe the change in farm diversification with increasing distance from urban areas. Suggest reasons for such changes.
6. Describe and explain how 3 farms have diversified.
7. Describe how 3 Cheshire farms have diversified

Activity 6: Self-Assessment (slide 11)

Check your answers using slide 11

Activity 7: Knowledge Quiz (slide 13)

Are the following statements ‘True’ or ‘False’

1. Farm diversification has involved secondary and tertiary activities?
2. Farms in the past had larger fields and more hedgerows.
3. Mechanisation has reduced labour on farms.
4. Farming provides a reliable income.
5. Farming spurs economic development.
6. Farm diversification needs to take into account available resources and location for it to be successful.
7. Farm diversification can upskill people and lead to rural employment.
8. A large traditional farm is able to easily diversify into a farm shop with café.
9. A farm on the edge of an urban area can easily diversify into a children’s play area.
10. A farm in an exposed upland area on the western side of the UK can easily diversify into an education centre.

Activity 8: Self-Assessment

Check your answers using slide 14
