

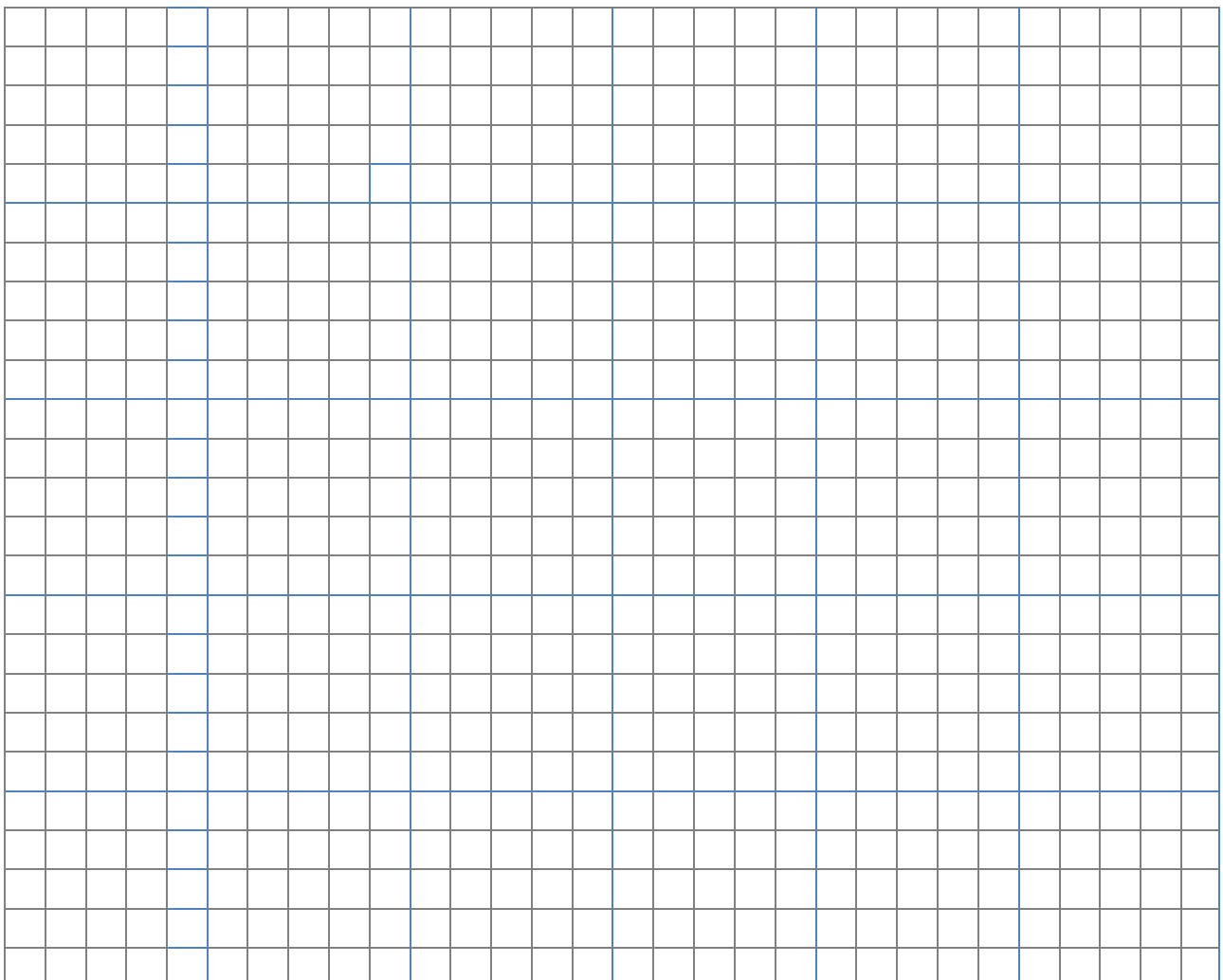
Student task:

Draw a comparison line graph to present the data in table 1 below:

Table 1: Changes in UK employment structure

	1791	1841	1891	1991	2011
	%	%	%	%	%
Primary	75	22	15	3	1
Secondary	15	51	55	28	18
Tertiary	10	27	30	54	57
Quaternary	0	0	0	15	24
Total	100	100	100	100	100

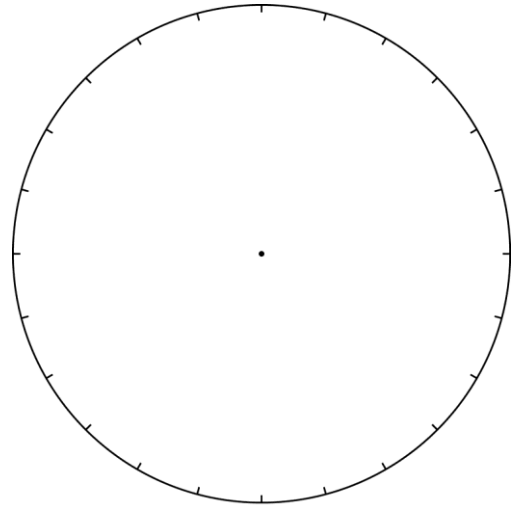
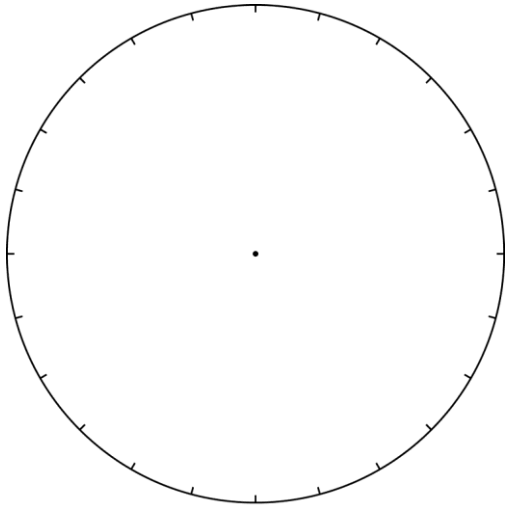
Figure 1: Changes in UK employment structure 1791 - 2011



Student task:

Construct two pie charts to show the employment structure in 1991 and in 2011. Use the data from table 1 and the templates below. Make sure you give each pie chart a title.

Title: Title:



Changes in UK employment structure 1991 and 2011

Using your pie charts above compare the employment structure of the UK in 1991 and in 2011.

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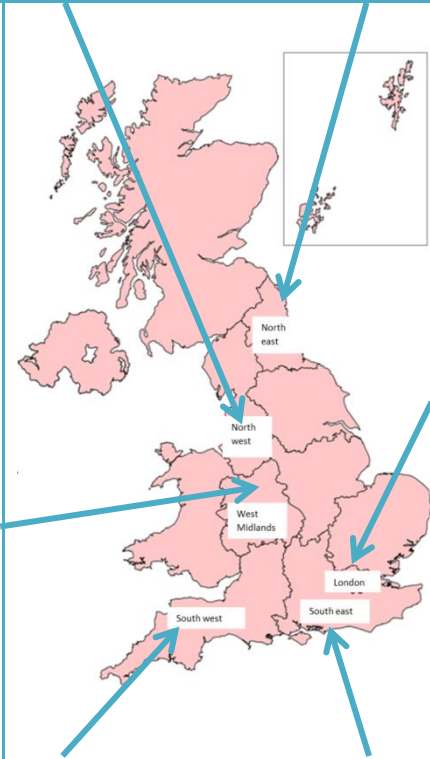
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De-industrialisation	Globalisation	Government policies
Has de-industrialisation benefitted the environment?	Has globalisation had a positive effect on the UK economy?	What is the effect of reducing tax on a product?

<p>North West:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>	<p>North East:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>	
<p>West Midlands:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>		<p>London:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>
<p>South West:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>	<p>South East:</p> <p>How the economy has changed:</p> <p>Causes of the economic change:</p>	

Student task:

Explain how globalisation can cause economic change in the UK.

[illegible]

(6 marks)

Economic change in the North West

Shipbuilding started in Barrow because of its sheltered deep water harbour and location on the west coast of England. Ships and submarines for the navy were built in the dockyard using locally made steel. The steel works have now closed because of competition from NEEs but today the shipyard is the largest in the UK and submarines are still being made there. The Barrow offshore wind farm is now one of several wind farms producing renewable energy for over half a million homes.



**Buccleuch Dock,
Barrow-in-Furness,
Cumbria**



Deduce how the economy has changed in the region and suggest the causes of the economic change in the North West.

Economic change in the West Midlands

In the 19th century, the West Midlands had two major industries - coal mining and steel making. These heavy industries closed in the 1980s because of exhaustion of the coal and iron ore and competition from NEEs, e.g. China, Malaysia and Indonesia. Clean area legislation means that the areas west of Birmingham which include Dudley, Sandwell and Wolverhampton no longer have severe air pollution. In 2011, the government announced the creation of the Black Country Enterprise Zone. Big employers now include automobile manufactures and metal working manufacturers. A new shopping centre was built at Merry Hill and new tourist attractions have opened, e.g. the Black Country Living Museum in Dudley.



**Jaguar
Land
Rover
engine
plant -
i54 site**



Deduce how the economy has changed in the region and suggest the causes of the economic change in the West Midlands.

Economic change in the South West

The wool from the local sheep and the power from the River Avon led to the textile industry which flourished in Bradford on Avon for centuries. The woollen mills first used water to operate the looms and then steam power. The industry declined as new technology enabled the textile industry to become more efficient. When the centre of the industry moved to Yorkshire the mills closed. Many mills stood empty for years but are now being converted into apartments. The town's main industries are now retailing and tourism.



The river Avon flows through Bradford on Avon, South west England



Deduce how the economy has changed in the region and suggest the causes of the economic change in the South West.

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27920

20

Economic change in the North East

The North East's early industry was based on the local raw materials, salt and coal, but the coal and shipbuilding industry that once dominated the North East suffered a decline after 1945 as the raw materials were used up and competition came from the NEEs.

The North East Enterprise Zone was announced by the government in 2011. The zone focuses on technology for low carbon vehicle development, marine offshore and subsea engineering, petrochemicals and renewable energy. The enterprise zone includes an Ultra Low Carbon Vehicle zone in Sunderland.

Sunderland is the home of the Japanese car manufacturer Nissan. In 2016, Nissan confirmed it would build both the new Qashqai and the X-Trail SUV at its Sunderland plant in the North East following government "support and assurances". Nissan's decision secures 7000 jobs. They will upgrade their factory to a super-plant, manufacturing over 600000 cars a year.



Nissan works goods entrance, Sunderland



www.bbc.co.uk/news/business-37787890

Deduce how the economy has changed in the region and suggest the causes of the economic change in the North East.

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27920

21

Economic change in London

The American Hoover Company built the factory in Perivale, west London in 1933 to manufacture vacuum cleaners. During the Second World War, aircraft parts as well as cleaners were made there. The buildings were camouflaged to avoid being bombed by German aircraft. After the war, production continued until the 1980s when new technology enabled the factory to operate with fewer workers. When the cost of locating in London became too high the plant relocated to Scotland. The building was bought by the supermarket chain Tesco. The building is now being redeveloped into luxury apartments.



Hoover Building, west London, Perivale

Deduce how the economy has changed in the region and suggest the causes of the economic change in London.

Economic change in the South East

In 2015-16 tourists spent £11.4 billion in South East England. Brighton is a major seaside resort in the region. Tourism is a major part of the economy and the industry has been supported by the marketing campaigns run by the government to attract visitors to the UK and to the South East region. Over 8 million visits occur to Brighton every year, with Brighton Pier being the most popular site. To help the tourist industry the government has done the following things:

1. **Funding VisitEngland** to run marketing campaigns encouraging people living in the UK to take their holidays in England (known as 'domestic tourism').
2. **Funding VisitBritain** to run a £100 million campaign to encourage international tourism.

The UK tourism industry which is supported by government policy, generates about £115 billion for the economy each year and supports over 2.6 million jobs.



Brighton

Deduce how the economy has changed in the region and suggest the causes of the economic change in the South East.

Teacher notes:

Key idea:

Major changes in the economy of the UK have affected and will continue to affect, employment patterns and regional growth.

Learning objectives:

- Major changes in the UK economy
- Causes of economic change: de-industrialisation and the decline of traditional industrial base, globalisation and government policies
- Economic change in the different regions of the UK.

Slide 2: Introduction

The economy of the UK is always changing. We can track these changes by looking at the types of jobs people do. We can also study the reasons why the economy changes and how the economy is changing in the regions.

Slide 3 - 4: The type of jobs that people in the UK have changed over time.

Industrial structure

The relative proportion of the workforce employed in different sectors of the economy (primary, secondary, tertiary and quaternary).

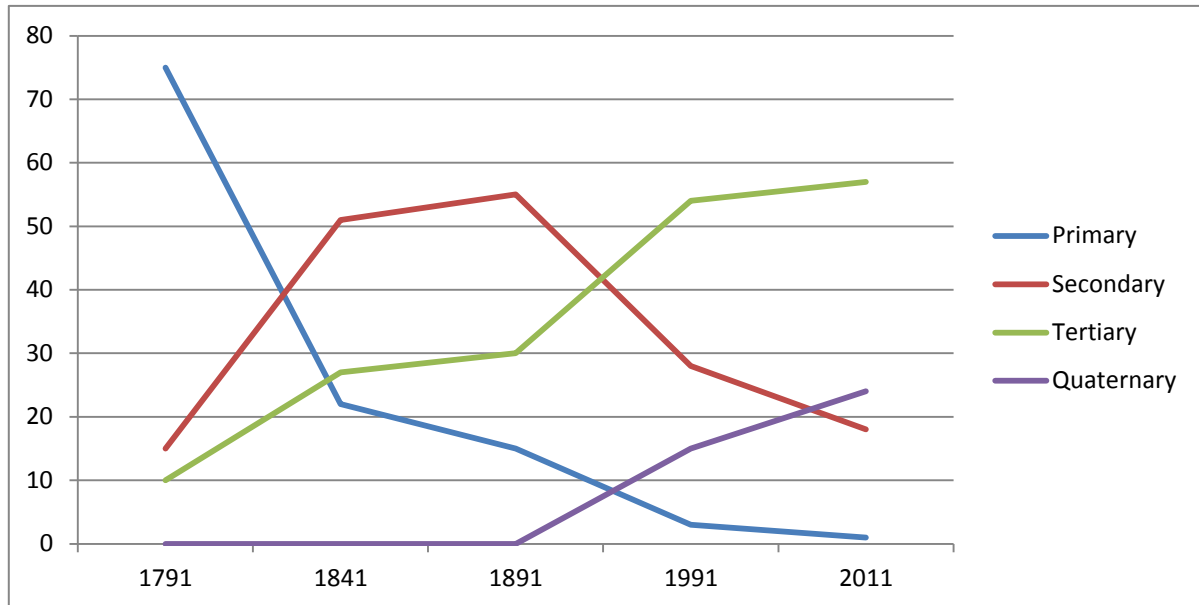
Activity 1

- Students to discuss with a partner the type of jobs that people did 100 years ago that are no longer done today in the UK, e.g. dairy maid, coal miner.
- Students discuss the types of jobs that members of your family do today. Consider how these are different to ones done 100 years ago.
- Discuss as a class the different ways to categorise jobs. They should be able to distinguish between primary, secondary, tertiary and quaternary activities. You may wish to carry out some kind of sorting activity here or students could create a table showing different type of jobs and which sector they lie in.

Slide 5 - 6: How have the type of jobs in the UK changed?

- Students to construct a comparison line graph to present the data in the table on the PowerPoint or student worksheet. They could use graph paper or Excel.

This is what the students should produce:



Using their graph student should describe the changes in the employment structure of the UK between 1791 and 2011. They should be encouraged to use figures as well as general trends in their answers.

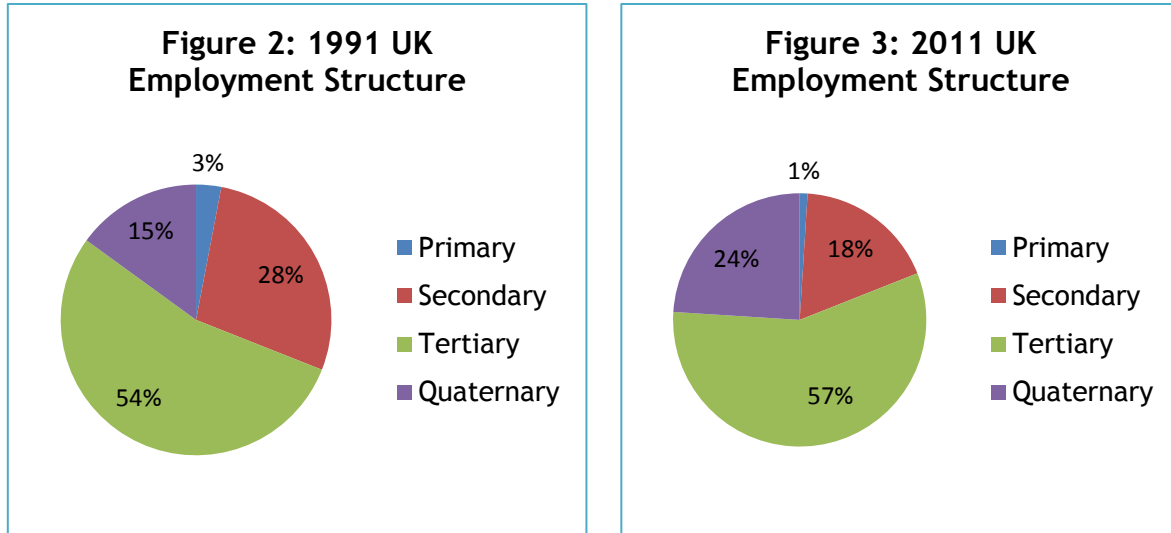
Answers may include things like:

- In 1791, most people (75%) worked in primary industry which was usually farming. 15% of people worked in secondary industry and only 10% of the people worked in tertiary industry.
- In 1841 this trend was continuing with increasing numbers of people working in secondary and tertiary industries but the number of people working in primary industries had fallen to 22%.
- In 1891, the % of people working in the primary sector was still falling but the number of people working in both the primary and secondary sectors had continued to increase.
- By 1991, only 3% of people worked in primary industries but the number of people working in services had increased to 54%. The number of jobs in the quaternary sector had started to grow to 15%.
- By 2011, the secondary sector had continued to decline to 18% of jobs but the quaternary sector was continuing to grow and was providing 24% of jobs.

Slide 7: Changes in UK employment structure 1991-2011

Students to construct two pie charts to show the employment structure in 1991 and in 2011. They should use the data from figure 1 to help. You could provide them with the templates on the worksheet or get them to draw their own, working out proportions and using a compass and protractor.

These are the results:



Using, Fig 2 and 3, students should compare the employment structure of the UK in 1991 and in 2011.

Possible answers may include things like:

- In 1991 the primary sector provided 3% of jobs but by 2011 this had fallen to only 1%.
- In 1991, the proportion of people working in secondary industry was 28% but by 2011 this had fallen to 18%.
- In 1991, 54% of people worked in services and this sector was continuing to grow so that by 2011, 57% of people worked in the tertiary sector.
- The quaternary sector is continuing to create jobs - in 1991 15% of workers were involved in this sector but by 2011 this had grown to 24%.

Slide 8 - 11: The processes of economic change

Students to add notes to their table, summarising the information about each process of economic change. They should also try to answer each discussion question.

Answers may include the following:

- **Has de-industrialisation benefitted the environment?**

Answer: The closure of many heavy industries has had a positive effect on the environment - there is now less pollution and fewer landscapes scarred by industrial activity.

- **Has globalisation had a positive effect on the UK economy?**

Answer: The positive effect of globalisation on the UK economy has been the growth of the financial sector based on the City of London which provides banking and insurance services on a worldwide scale. The negative effect has been the closure of many manufacturing companies that could not compete with the cheaper goods being made in lower cost locations such as China.

- What is the effect of reducing a tax, such as Value Added Tax (VAT), on a product?

Answer: Lower prices can stimulate consumer demand for goods and services.

Slide 12 - 14: Economic change in the UK

- Divide the class into six groups.
- Each group is to be given an information sheet on a different region of the UK. These are included within this document and at the end of the PowerPoint. The group should consider the information about their region and deduce how the economy has changed in the region and what the causes were of this economic change.
- Each group should report back to the class. Individually, students should complete their sheet as each group reports back.

Answers may include things like:

<p>North West:</p> <p>How has the economy changed? Steelworks have closed but shipping continues. Wind farms are a new industry.</p> <p>Causes of the economic change? Globalisation - competition from NEEs as steel prices are lower.</p>	<p>North East:</p> <p>How has the economy changed? Coal mining and shipbuilding have declined. New industries are car engineering and manufacturing and renewable energy.</p> <p>Causes of the economic change? De-industrialisation - raw materials exhausted, globalisation - competition from NEEs and government policies - enterprise zones.</p>
<p>West Midlands:</p> <p>How has the economy changed? Coal mining and steelmaking have declined but car manufacturing and metal working are growing.</p> <p>Causes of the economic change? De-industrialisation - exhausted resources, globalisation - competition from NEEs, and government policies - clean area/air legislation, enterprise zones.</p>	<p>London:</p> <p>How has the economy changed? Vacuum manufacturing has finished. Former factory bought by a supermarket chain and now being converted into luxury flats.</p> <p>Causes of the economic change? De-industrialisation - new technology meant that fewer workers were needed. Globalisation - competition from cheaper imports.</p>
<p>South West:</p> <p>How has the economy changed? Wool mills closed. Retailing and tourism are now important industries, factories converted into apartments.</p> <p>Causes of the economic change? De-industrialisation - new technology in textile industry meant greater efficiency and globalisation - cheaper textiles from NEEs.</p>	<p>South East:</p> <p>How has the economy changed? Tourism has become even more important.</p> <p>Causes of the economic change? Government policies - government marketing campaigns (VisitBritain, VisitEngland).</p>

Slide 15: Exam Question

Student to answer exam question to assess their understanding and knowledge. Answers could be marked using the following mark scheme. Could be peer assessed.

Explain how globalisation can cause economic change in the UK. (6 marks)

Students should be able to define globalisation and suggest the reasons why globalisation has led to economic change in the UK.

Level 1 (Basic) (1-4 marks)

Simple statements or listed points with no real development.

General reasons for economic change could be: raw materials run out, new technology replaces jobs, competition from NEEs.

Level 2 (Clear) (5-6 marks)

Linked statements with some named examples.

Some explanation and understanding of how globalisation results in economic change, for example:

- Globalisation is the process which has created a more connected world, with increases in the movements of goods (trade) and people (migration and tourism) worldwide. New information and communication technologies, such as the internet, have meant that multinational businesses that span continents can communicate and operate more easily. Improved transport links have created an increased interdependence for trading goods and services throughout the world.
- Globalisation has led to the UK economy changing in the following ways:
 - As imported goods became more affordable, it became cheaper to buy goods made the other side of the world rather than to make them in the UK.
 - The manufacturing sector shrank and instead, the UK's economy used the new ICT technologies to expand financial and business services.
 - Steel manufacture in the North West of England and the West Midlands has declined due to competition from NEEs such as China.

Slide 16: What have I learnt today?

Ask students to summarise what they have learnt today. They could write a summary paragraph, create a mind map or complete a 1-2-3 activity (one key idea sentence, two major changes to the UK economy and three reasons for these changes).

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