

# Geography Session: Mapping the differences

Age range: 9–14 years

<p><b>Outline</b></p> <p>Learners will consider possible similarities and differences between countries participating in the 2022 World Cup. They will then use a <i>World Cup Trumps</i> game to investigate how average annual income per person, fairness score and FIFA ranking vary between these countries, before discussing the potential causes for any between-country inequalities. Finally, learners will shade in world maps to illustrate some of these differences between countries and discuss possible “football” and “non-football” reasons for why some countries have a greater chance of winning the World Cup than others.</p>	
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To identify some similarities and differences that exist between and within different countries.</li> <li>• To develop geographical skills in using maps and analysing and interpreting different data sources.</li> <li>• To think critically about possible reasons for some of the inequalities between countries.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Learners will list and discuss potential similarities and differences which might exist between and within the countries participating in the 2022 World Cup.</li> <li>• Learners will play a <i>World Cup Trumps</i> game to identify and discuss how average income per person, a fairness score and FIFA ranking vary between countries.</li> <li>• Learners will use shading on a world map to illustrate how average income and FIFA ranking vary between countries.</li> </ul>
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What similarities and differences are there between the countries participating in the 2022 World Cup?</li> <li>• What is inequality?</li> <li>• What do you think might be the reasons for these inequalities?</li> <li>• Why are some countries more likely to win the World Cup than others?</li> <li>• Do you think these inequalities are fair? Why do you think this?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>The World Cup: A Fair Game?</i> Geography slideshow</li> <li>• Large pieces of paper (one for each group of three learners) or flip chart paper (two pieces) and sticky notes (two or three for each learner or group/pair of learners)</li> <li>• Sets of colouring pencils (with two to four different shades of some colours)</li> <li>• Resource sheet:             <ol style="list-style-type: none"> <li>1. <i>World Cup statistics table</i> (also provided as a separate MS Excel spreadsheet)</li> </ol> </li> <li>• Activity sheets (one A3 copy of one of these for each pair of learners):             <ol style="list-style-type: none"> <li>1. <i>Mapping average annual income per person</i></li> <li>2. <i>Mapping FIFA rankings</i></li> <li>3. <i>Mapping fairness scores</i></li> </ol> </li> </ul>

Curriculum links		
<p><b>England</b> <i>Pupils should be taught to:</i> <b>KS2 Geography</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world’s countries, using maps to focus on Europe (including the location of Qatar) and North and South America.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>KS3 Geography</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Asia (including China and India), and the Middle East.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom.</li> </ul>	<p><b>Wales</b> <b>KS2 Geography</b> <b>Skills - Locating places, environments and patterns</b></p> <ul style="list-style-type: none"> <li>Identify and locate places and environments using globes, atlases, and maps, for example, use co-ordinates and four-figure references.</li> </ul> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>Study two contrasting localities in countries at different levels of economic development outside the United Kingdom.</li> </ul> <p><b>Communicating</b> Communicate findings in a variety of ways, for example, using geographical terms, annotated photographs, maps, diagrams, or ICT.</p> <p><b>KS3 Geography</b> <b>Skills - Locating places, environments and patterns</b></p> <ul style="list-style-type: none"> <li>Locate places and environments using globes, atlases, maps and plans.</li> </ul> <p><b>Range</b></p> <ul style="list-style-type: none"> <li>Study the rich and poor world: economic development in different locations/countries.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Communicate findings, ideas and information using geographical terminology, maps, visual images, a range of graphical techniques and ICT.</li> </ul>	<p><b>Scotland</b> <b>Social studies</b> <b>People, place and environment</b></p> <ul style="list-style-type: none"> <li>I can compare the social and economic differences between more and less economically developed countries and can discuss the possibilities for reducing these differences. <b>SOC 3-11a</b></li> <li>I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. <b>SOC 2-14a and 3-14a</b></li> </ul> <p><b>People in society, economy and business</b></p> <ul style="list-style-type: none"> <li>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. <b>SOC 2-15a and 3-15a</b></li> <li>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. <b>SOC 2-16b, 3-16a and 4-16b</b></li> <li>I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. <b>SOC 3-17a</b></li> <li>I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives. <b>SOC 2-19a and 3-19a</b></li> </ul>

## Activity 1 (25 min)

### Similarities and differences

- Ask learners where the World Cup will be taking place in 2022 (Qatar). Show slide 3 of the Geography slideshow and ask learners to locate Qatar and the UK on the world map. Click on the slide twice to display the correct locations.
- Explain that 32 countries from around the world will be taking part in the World Cup. Show slide 4 and say that these are the flags of the countries taking part. These countries are marked in blue on the world map (see the slide notes for further details). *Note: Details of which countries these flags belong to are provided in the World Cup Trumps cards (available as a separate download).*
- Ask learners which flags they can identify. *Where are these countries on the map? Does anyone have links with any of these countries?* For example, these connections could be through family or friends, visiting a country on holiday or being consumers of products from a country.
- Organise learners into pairs or groups of three and give each group a large piece of paper. Show slide 5 and ask them to divide their paper in half and write “Similarities” at the top of one half, and “Differences” at the top of the other. Ask learners to work together to think of any similarities and differences that they think might exist between these countries (the names of the 32 World Cup countries are provided on slide 6). Alternatively, you could do this as a whole-class activity using two pieces of flip chart paper and asking learners to record their ideas on sticky notes and stick them onto the appropriate piece of paper.
- Emphasise that this is a quick activity with no right or wrong answers but encourage learners to consider different aspects of human and physical geography. Learners should think of generic similarities and differences rather than specific ones; for example, related to climate, landscape, industry, population, language and average income.
- Make the point that although there will be many differences between these countries there will also be many similarities. In all these countries, there will be some young people who have similar lifestyles to young people in the UK.
- Explain that in the next activity, learners will be finding out more about some of the differences which exist between and within these countries.

## Activity 2 (45 min+)

### World Cup Trumps

*Note: In this activity, learners play a World Cup Trumps game to investigate how income, in-country inequality and FIFA ranking vary between the countries taking part. The instructions and World Cup Trumps cards are provided as a separate download.*

- Show slide 7 and explain that we can think of inequality as the difference between the things some groups of people have compared with other groups of people. It is a bit like looking at how big a slice of cake one person has compared with another.
- Show slide 8 and explain that there is inequality between countries; for example, some countries are wealthy while others are extremely poor. Explain that income (how much money people make, as a result of work or investments) is often used to compare countries.
- Explain that there are huge differences between the incomes of countries. An organisation called the World Bank pays close attention to this. It lends money to different countries and

calculates countries' "income", which it works out as an average per person, to be able to compare countries with more or fewer people. To calculate it they add up the total amount of money being made in that country over the year. They then divide this by the number of people in the country. They do this calculation in US dollars so they can compare all countries fairly.

- Show slide 9 and ask learners to have a go at putting the four countries in order according to their average annual income per person. Click on the slide four times to share the correct results. *Note: These figures are for GNI per capita Atlas method (current US\$). The corresponding amounts in British Pounds (£) are provided in the slide notes.*
- Explain that the World Bank sorts countries into different groups depending on their income: low, lower-middle-income, upper-middle-income and high. Click on slide 9 again to display the income group for these four countries.
- Show slide 10 and explain that there is also often inequality within countries, where some people have only a little and others have a lot. Draw out the point that each country's average income per person is just that, an average, and there will be some people with much higher incomes and some people with incomes that are much lower.
- Explain that there are different ways of measuring in-country inequality. One way is called the GINI index or ratio. We can think of this as a type of fairness score which shows how equal or unequal a country's people are.
- Show slide 11 and explain that a fairness score of 0 would mean that everyone in the country had exactly the same amount of money; there was no income inequality. In reality, no countries are like this. Discuss learners' thoughts about this possibility. *Would it be fair if everyone earned the same amount of money?* There might be reasons why some people should earn more. For example, some people will have more senior positions of responsibility in the workplace, or want to work for less time because they want or need to spend time with their families or doing other things.
- Show slide 12 and explain that a fairness score of 100 would mean that the country was completely unequal. In reality, no country is like this either. Discuss learners' thoughts about this possibility. *Do you think this is fair? Would you like to be considerably richer than everyone else? Would you like to be on the other side, with no money at all?*
- Explain that all countries are actually somewhere in the middle of 0 and 100. More equal countries are closer to 0 and more unequal countries are closer to 100. Show slide 13 and ask learners to plot the four examples on the scale. Click on the slide to display arrows showing the approximate locations of these countries on the scale. *Which of these countries is the fairest? (Belgium) Which are the most unequal? (Costa Rica and Brazil).*
- Use slide 14 to draw out that inequality isn't just about how money is shared out between or within countries. Inequality also affects the opportunities that people have. For example, in sport some athletes have access to better facilities and training than others. Ask learners to think about other ways in which people's lives might be unequal, such as access to water, education and healthcare.
- Show slide 15 and ask learners whether they think every country taking part in the World Cup has an equal chance of winning. Why / Why not? Encourage them to think about possible reasons related to football (such as having star players or a good manager) and reasons not directly connected with football (such as better education and healthcare or greater government investment in sports).

- Show slide 16 and explain that FIFA gives each team in the World Cup a ranking according to their chances of winning. *Note: FIFA calculates these rankings by looking at a team's total number of points over the last four years; teams can win points from the matches that they play with other countries. The more successful a team is, the more points it gains and the higher its ranking. For more information on the ranking procedure, see: <https://www.fifa.com/procedure-men>*
- Point out that these rankings suggest that the chances of success are not equal among teams from different countries and continents. You might like to ask learners to make statements about how likely different teams are to win based on their ranking. Examples are provided in the slide notes.
- Explain that learners are going to play a *World Cup Trumps* game to investigate how income, in-country inequality and FIFA ranking vary between the countries taking part in the 2022 World Cup.
- Support learners to play the game. The cards and instructions are provided as a separate download.
- Allow some time for discussion during and at the end of the game. Possible questions are provided on slide 17.

### Activity 3 (45 min)

#### *Mapping inequalities between countries*

*Note: Learners will need access to an atlas or the internet for this activity. Learners also explore the connection between a country's income and its chances of winning in the World Cup Maths Session.*

- Organise learners into pairs and give each pair a copy of the *World Cup statistics table* (Resource sheet 1). Explain that this table displays the data from the *World Cup Trumps* cards. *Note: The data is also provided in the World Cup statistics MS Excel spreadsheet, available as a separate download.*
- Ask learners to look at the data in their table. You might like to ask them questions about the data. Alternatively, learners could come up with their own questions about the data for others in the class to answer. Possible questions are provided on slide 18. *Note: The answers to these questions are provided in the slide notes.*
- Now give each pair an A3 copy of *Mapping average annual income per person, Mapping fairness scores* or *Mapping FIFA rankings* (Activity sheets 1 to 3).
- Ask learners to complete the colour-coded key on their map to represent the increasing value of the indicator (average annual income per person, fairness score or FIFA ranking), ranging from the lowest to the highest values for the countries in the table. They should choose a colour and then vary the shading according to the value of the indicator: the greater the indicator value, the darker the shading. *Note: The ranges for average income per person correspond to those for the different country income groups set by the World Bank.*
- Learners should then shade in each country from the table on their world map to show its value for this indicator. Examples of world maps shaded in this way are available on the *World Bank Open Data* website ([data.worldbank.org/indicator](https://data.worldbank.org/indicator)). Enter an indicator (for example, life expectancy), click on *Go* and then click on the *Map* option above the data.

- Allow time at the end of the activity for learners to share and discuss their maps. Possible discussion questions are provided on slide 19.
- Show slide 20 and explain that this world map shows average annual income per person in different countries across the world. Countries with a lower average income are shaded in orange and yellow; those with a higher average income are shaded in green. Discuss learners' responses to this map. *What do you notice about the distribution of income? Why do you think this is? Note: It is not essential for learners to be able to read the country names on the map.*
- Finally, display the map on slide 21. Explain that this map shows how the world looks distorted according to the total number of matches played at the 2014 World Cup. Discuss learners' responses to the map. *Which countries/continents were involved in the most World Cup matches? Why do you think this is?* It may be useful to recap the possible "football" and "non-football" reasons for success which learners identified earlier in the session.

*Note: Qualifying tournaments for the World Cup are held in each continent (Africa, Asia, North America, South America, Europe and Australasia). For each of these tournaments, FIFA decides beforehand how many qualifying places there will be for each continent, based on the numbers and relative strength of the teams taking part. There are more European teams in the World Cup finals because FIFA allocates them more places. The country hosting the World Cup (which for 2022 is Qatar) automatically qualifies. For further details, see:*

[https://en.wikipedia.org/wiki/2022\\_FIFA\\_World\\_Cup\\_qualification](https://en.wikipedia.org/wiki/2022_FIFA_World_Cup_qualification)

## Differentiation

- *Make it easier: Instead of using four different shades of one colour, ask learners to use a positive and a negative colour, for example ranging from dark red to light red, light blue and dark blue. Alternatively, ask them to use different patterns such as cross-hatching to represent the range of values for their chosen indicator.*
- *Make it harder: Ask learners to source data for other "development" indicators from the World Cup countries (such as life expectancy, infant mortality rate, gender equality score or carbon footprint) and then create their own colour-coded key and shaded world map to represent this data.*

*Useful data sources include:*

- <https://data.worldbank.org/>
- <hdr.undp.org/en/data>
- <https://www.weforum.org/reports/global-gender-gap-report-2022/>
- [www.globalcarbonatlas.org/](http://www.globalcarbonatlas.org/)

## Further ideas

- Research other geographical similarities, differences and links between the countries taking part in the 2022 World Cup. Learners could focus on specific aspects of physical and/or human geography. Alternatively, pairs of learners could each choose a different country to investigate, before coming together as a whole class to compare these countries.
- More able learners could use the Gapminder website ([www.gapminder.org](http://www.gapminder.org)) to investigate how other "development" indicators have changed over time and how these indicators vary in

different countries and regions of the world. *What other examples of between-country inequality are there?*

- Find out where in the world footballs are made. This might be the footballs used in your school. Locate the countries on a world map. Discuss who is involved in the production and selling of a football, and draw a diagram, in the form of a chain, of the people involved, from the factory worker to the consumer in the UK. Investigate the working conditions and profits of the people involved in the production process and compare them to those of others along the chain.
  - Watch a short video clip (*Playing fair: The story of Fairtrade footballs*) from the Fairtrade Foundation to find out how footballs are made in Pakistan and the impact that Fairtrade has made to the lives of some people involved in their production: <https://www.youtube.com/watch?v=wTrFOLLvIGs> (8 min, 5 sec).
  - See Playfair 2012's *Fair's fair – Life and rights in the global sports industry* to find out more about some of the people who make these goods in poorer countries, often working with few rights, and for very low wages: [www.playfair2012.org.uk/wp-content/uploads/2011/09/TUC\\_Fairs-fair\\_booklet.pdf](http://www.playfair2012.org.uk/wp-content/uploads/2011/09/TUC_Fairs-fair_booklet.pdf)
- Use a *why-why-why chain* to think critically about issues connected with the World Cup. Possible questions to explore include:
  - *Why do some countries have a better chance of winning the World Cup than others?*
  - *Why are so many of the highest ranked teams in Europe?*
  - *Why do so many of the players in the World Cup play for club teams in countries other than their own?* Note: The percentage of players in the qualifying World Cup teams who play for foreign teams is almost 65%.<sup>1</sup>

See page 12 of Oxfam's *Global citizenship in the classroom: A guide for teachers* for further guidance on using a why-why-why chain in the classroom:

[www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides](http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides)

- Learn more about the causes of inequality and explore potential consequences for the lives of young people in different parts of the world, including the UK.
  - See Oxfam's *More or less equal?* geography resource for learners aged 11–16: [www.oxfam.org.uk/education/resources/more-or-less-equal-geography](http://www.oxfam.org.uk/education/resources/more-or-less-equal-geography)

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<sup>1</sup> R. Poli, L Ravenel and R Besson (2017), CIES Football Observatory Monthly Report no.30, December 2017: [www.football-observatory.com/IMG/sites/mr/mr30/en/](http://www.football-observatory.com/IMG/sites/mr/mr30/en/)

**World Cup statistics table**

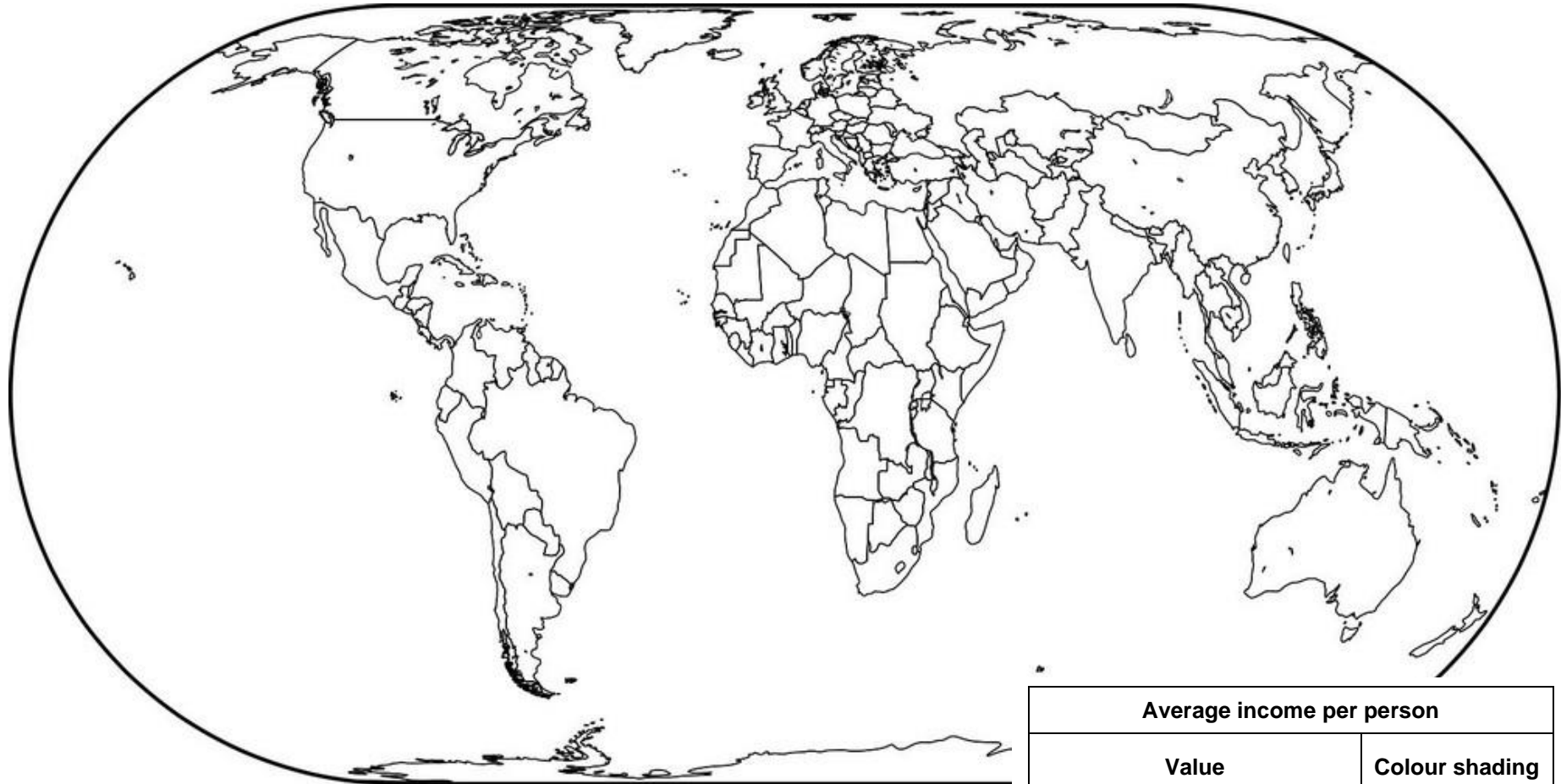
**Resource sheet 1**

Country	FIFA ranking	Average annual income per person (US\$)	Country income group	Fairness score
Argentina	3	10,729	Upper-middle	42
Australia	39	59,934	High	34
Belgium	2	51,768	High	27
Brazil	1	7,519	Upper-middle	49
Cameroon	38	1,662	Lower-middle	47
Canada	43	54,770	High	33
Costa Rica	34	12,509	Upper-middle	49
Croatia	15	17,399	High	29
Denmark	10	67,803	High	28
Ecuador	44	5,935	Upper-Middle	47
England	5	47,334 (UK)	High (UK)	35 (UK)
France	4	43,518	High	32
Germany	11	50,802	High	32
Ghana	60	2,445	Lower-middle	43
IR Iran	22	2,757	Lower-middle	41
Japan	24	39,285	High	33
Mexico	12	9,926	Upper-middle	45
Morocco	23	3,497	Lower-middle	39
Netherlands	8	58,061	High	29
Poland	26	17,841	High	30
Portugal	9	24,262	High	33
Qatar	48	61,276	High	No data
Saudi Arabia	53	23,586	High	No data
Senegal	18	1,606	Lower-middle	38
Serbia	25	5,310	Upper-middle	34
South Korea	28	34,758	High	31
Spain	6	27,580	High	34
Switzerland	16	93,457	High	33
Tunisia	30	3,390	Lower-middle	33
Uruguay	13	17,021	High	40
USA	14	69,287	High	41
Wales	19	47,334 (UK)	High (UK)	35 (UK)



Mapping average annual income per person

Activity sheet 1

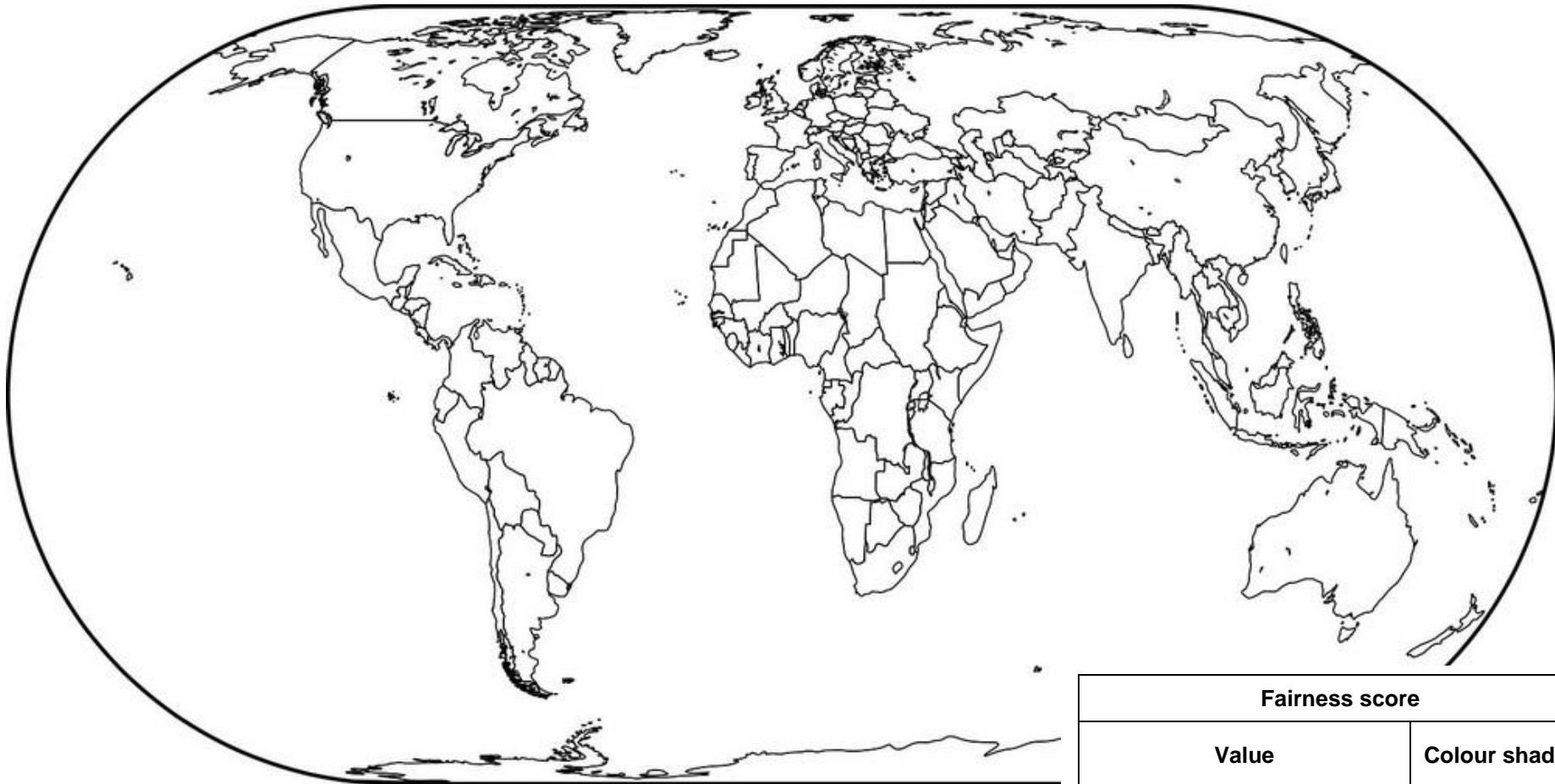


Map source: Geographical Association [www.geography.org.uk](http://www.geography.org.uk)

Average income per person	
Value	Colour shading
US\$1,005 or less	
US\$1,006–US\$3,955	
US\$3,956–US\$12,235	
US\$12,236 or more	

## Mapping fairness scores

## Activity sheet 2



Fairness score	
Value	Colour shading
25–30	
31–35	
36–40	
41–45	
46+	

Map source: Geographical Association [www.geography.org.uk](http://www.geography.org.uk)

Mapping FIFA rankings

Activity sheet 3



FIFA ranking	
Value	Colour shading
0-9	
10-19	
20-40	
≥41	

Map source: Geographical Association [www.geography.org.uk](http://www.geography.org.uk)