

1	The Middle East	<p>Where is the Middle East?</p> <p>What is the climate in the Middle East?</p> <p>What are the physical features of the Middle East?</p> <p>What natural hazards are present in the Middle East?</p> <p>What are the People and economies of the Middle East like?</p> <p>Why is there so much conflict in the Middle East?</p>	<p>Use maps and atlases to describe places and explain patterns</p> <p>Use climate graphs to compare the climate of places</p> <p>Draw out information using visual tools and video</p> <p>Use population pyramids.</p> <p><u>Key words</u> Population Biome Semi-Arid Conflict Development Sustainability Resources Population density</p>	<p>Understanding that the Middle East is part of the Wider World, but it has a much different political system to our own-Tolerance.</p> <p>Students encouraged to use critical thinking to assess whether the Middle East is an unstable region.</p>	<p>Everyone in the Middle East is wealthy</p> <p>All Muslims are bad.</p> <p>You can't make a living in hot environments.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Use of atlas to identify places.</p> <p>Draw on human and physical geography knowledge from years 7-8.</p>	<p>AQA GCSE Geography</p> <ul style="list-style-type: none"> Natural Hazards The living world The economic world 	<p>Why is the Arabian Gulf so strategically important?</p> <p>Why have the wars in the Middle East gone on for so long?</p>	<p>Developing personal Values and beliefs.</p> <p>Developing and expressing personal views and opinions.</p>	<p>The opportunities and challenges of living in a Middle Eastern country.</p>	<p>Hazard management and reduction.</p> <p>Climatologist</p> <p>Energy production.</p> <p>Political analyst</p>
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Half Term	Unit Title	Key knowledge/content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC British Values	& Cultural Capital	Career Link
2.	Wild Weather	<p>What is the global circulation system?</p> <p>What are the characteristics of 'extreme' weather?</p> <p>Which areas of the globe suffer from tropical storms and droughts?</p> <p>Why was Typhoon Haiyan designated as a 'super' typhoon?</p> <p>Is the UK weather becoming more extreme?</p>	<p>Climate graphs—comparing and analysing.</p> <p>Showing a range of data on a globe to compare climates.</p> <p><u>Key words</u> Hadley Cell Polar Cell Insolation Pressure Isobar Tornado Hurricane Storm surge Typhoon Consequence Response Infrastructure Flood</p>	<p>An empathetic view of the wider world by studying Typhoon Haiyan and critically thinking about its impact on a Low Income Country—the Philippines.</p>	<p>A tsunami is a weather event.</p> <p>Drought only affects countries in Africa.</p> <p>Rainfall occurs when air is sinking—high pressure.</p>	Foundation— Our restless planet	<p>AQA GCSE geography Global Hazards</p> <p>A Level Environmental science— How is global warming creating more extreme weather events, and how these are damaging natural habitats.</p>	<p>Recognise how data can be compared using box plots and interquartile.</p> <p>Extrapolating information regarding future extreme weather events from current data.</p>	<p>Developing empathetic views regarding extreme events in poorer countries.</p> <p>Thinking about the UK's global position and ability to help with extreme events in other countries.</p>	<p>Students have the chance to understand the weather happening around them</p>	<p>Meteorologist Climatologist Data analysis Risk analyser International aid Insurance</p>

3	Emerging Economies and global population	<p>How are countries categorised?</p> <p>What does it mean to be a emerging country?</p> <p>What are employment sectors?</p> <p>Why has China developed so rapid?</p> <p>How do TNCs operate within China?</p> <p>What is a megacity?</p> <p>Where In the world has high population density?</p> <p>How can we control population?</p>	<p>To interpret maps and data</p> <p>To understand and explain development indicators.</p> <p>To make judgements on opportunities and challenges</p> <p>To compare population pyramids</p> <p><u>Key words</u></p> <p>Development Indicator GDP Life expectancy TNC Population density</p>	<p>Understanding the disparities within the global community.</p> <p>Recognising that sustainable development may not always be possible in LICs and NEEs</p>	<p>Poverty is linked to well-being.</p> <p>TNCs improve the development gap.</p> <p>Globalisation is not accessible in LIDCs and EDCs</p>	Economic activity and trade	<p>AQA Changing Economic World</p> <p>AQA Urban issues and Challenges</p>	<p>Students encouraged to critically think about how globalization may create a remedy for global poverty</p>	<p>Human feelings and emotions.</p> <p>Empathy towards migrants/ other ethnicities</p> <p>Expressing views and opinions in a debate.</p>	<p>Opportunities and challenges of TNCs in HIC and LIC</p> <p>The importance of international aid and fair trade across the globe.</p>	<p>Working within international organisations such as WHO and the UN.</p>
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4	Gigantic Glaciers	<p>What was our region like during the last ice age?</p> <p>What are glaciers and how do they form?</p> <p>What landforms do glaciers create?</p> <p>How do humans use glaciated landscapes and why does this cause conflict?</p>	<p>Identifying glacial formations on OS maps</p> <p>Different types of erosions</p> <p>Key words</p> <p>Abrasion</p> <p>Arete</p> <p>Erratic</p> <p>Erosion</p> <p>Glacial trough</p> <p>Ice Age</p> <p>Interglacial</p> <p>Plucking</p> <p>Tarn</p> <p>Valley</p>	To make crucial decisions about the future of glaciated landscapes	We will not have another ice age due to global warming.	Erosion in year 7-8 depending on the school students have come from	<p>AQA GCSE Physical landscapes in the UK</p> <p>A Level Environmental Science— soils, agriculture, natural environments, management of natural environments.</p>	<p>Using information about rivers and coasts to predict future changes.</p> <p>Critically thinking about how central government and local authorities may have to make crucial engineering decisions regarding areas of Britain</p>	<p>Developing and expressing personal views and opinions.</p> <p>Exploring the local British landscapes and being able to suggest future development ideas.</p>	The impact of geomorphic processes in the local area.	<p>Geologist</p> <p>Hydrologist Planner</p> <p>Environment agency</p> <p>North Yorkshire Council</p> <p>Scarborough Local council</p>

5.	Resilient Russia	<p>Where is Russia?</p> <p>What physical features are present in Russia?</p> <p>What are the climate zones?</p> <p>How is the population distributed?</p> <p>How is climate change affecting Russia?</p> <p>What are Russia doing in the Arctic Ocean?</p> <p>Russia and conflict.</p>	<p>Place and Space</p> <p>Interpret climate graphs.</p> <p>Using choropleth maps to infer about population.</p> <p>Key words</p> <p>Population Biomes Tundra Polar</p> <p>Conflict</p>	<p>Understanding Russia's role within the world</p> <p>Tolerance</p>	All of Russia is habitable	Understanding place	<p>AQA The living world- biomes</p> <p>AQA challenge of natural hazards- climate change</p> <p>AQA changing economic world- population</p>	<p>Create hypothesis/predict how global energy markets might change by changes in Russia</p>	<p>Developing and expressing personal views and opinions</p>	<p>Understanding what life is like in a different 'place'</p>	<p>Climatologist</p> <p>Energy production.</p> <p>Political analyst</p>
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6	Using Earth's resources	<p>What is a resource and how is a finite resource different to a renewable resource?</p> <p>Does the Earth have enough fresh water and how can humans preserve this precious resource?</p> <p>Has the globe enough food for the population? How can we move from a reliance on finite fossil fuels to renewables?</p> <p>Can we move to more sustainable methods of</p>	<p>Working with choropleth maps—UK and Global.</p> <p>Interpreting pie charts.</p> <p>Using multi colour line graphs.</p> <p>Interpreting maps.</p> <p>KEY WORDS:</p> <p>Resource</p> <p>Renewable</p> <p>Non-renewable</p> <p>Aquifer</p> <p>Water Stress</p> <p>Desalination</p> <p>Drip irrigation</p> <p>Food security</p> <p>Self-sufficient</p>	<p>Empathy through the study of water stress—case study NEPAL</p> <p>Understanding sub-Saharan Africa.</p> <p>Students encouraged to explore sustainability in the future.</p>	<p>The UK is selfsufficient in all resources.</p> <p>Water stress only occurs in LICs.</p> <p>We already have the technology to use 100% renewable energy.</p>	<p>Locating world's countries.</p> <p>Naming and locating London.</p> <p>Distribution of natural resources including energy, food, minerals and water.</p>	AQA GSE Resources	<p>Linking population and weather patterns to water stress.</p> <p>Using understanding of resources to predict future problems.</p> <p>Critically thinking about a more sustainable world</p>	<p>Understanding human feelings and emotions.</p> <p>Developing and expressing personal views and opinions.</p>	<p>The disparity between resource availability and consumption.</p> <p>The link between resources and development.</p>	<p>Resource planning— food, water, energy.</p> <p>Agriculture.</p> <p>Energy production, particularly the developing industry surrounding renewables— particular emphasis on the 'Dogger Bank' Wind farm.</p>

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		using resources?	Trade deal Fossil Fuel Hydroelectric Biomass Solar								
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