



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Global population distribution	<p>To describe the pattern of population across the world.</p> <p>To explain reasons for the global population distribution using geographical terminology.</p>	<p>Distribution</p> <p>Sparse</p> <p>Dense</p> <p>Population</p> <p>Density</p> <p>Climate</p> <p>Relief</p>	<p>Key term definitions.</p> <p>Written description of population distribution. Analysis of maps at a range of scales.</p> <p>Make links between human and physical geography to explain reasons for population distribution.</p>	<p>Pre-requisites:</p> <p>Measuring population densities (Year 7/8)</p> <p>What comes next:</p> <p>Links between wealth and population</p> <p>www.gapminder.org</p>	<p>Key term definitions</p>
Population models	<p>To describe the features of the Demographic Transition Model and population pyramids.</p> <p>To explain how and why the DTM and population pyramids change over time.</p>	<p>Demographic Transition Model</p> <p>Population Pyramid</p> <p>Birth rate</p> <p>Death rate</p> <p>Natural increase/decrease</p> <p>Population structure</p>	<p>Key term definitions.</p> <p>Annotating models to describe changes (making links between models).</p> <p>Written explanations of models.</p> <p>Making links between real-life examples and geographical concepts.</p> <p>Analysis of statistics/data about countries.</p>	<p>Pre-requisites:</p> <p>Understanding how populations can change over time (Year 8)</p> <p>Global locational knowledge (KS2/Year 7)</p> <p>What comes next:</p> <p>Urbanisation</p> <p>www.ourworldindata.org/urbanization</p>	<p>Research about the challenges of a megacity</p>
Urbanisation and megacities	<p>To describe reasons for the growth of cities.</p> <p>To assess the opportunities and challenges of rapid growth of cities.</p>	<p>Megacity</p> <p>Urbanisation</p> <p>Rural to urban migration</p> <p>Push/pull factors</p> <p>Quality of life</p> <p>Standard of living</p>	<p>Key word definitions.</p> <p>Mapping of the world's megacities and describing of distribution.</p> <p>Analysis of challenges and opportunities of life in megacities.</p>	<p>Pre-requisites:</p> <p>KS2: Understanding land use and types of settlement</p> <p>Map skills</p> <p>What comes next:</p> <p>Rio de Janeiro case study</p> <p>www.google.com/maps (Rio de Janeiro)</p>	<p>Research challenges of life in Rio de Janeiro</p>



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Megacity case study: Rio de Janeiro	<p>To describe the location and characteristics of Rio de Janeiro.</p> <p>To explain why Rio de Janeiro has experienced rapid population growth.</p>	<p>Rural to urban migration</p> <p>Population distribution</p> <p>Global importance</p> <p>National importance</p> <p>Newly Emerging Economy</p>	<p>Mapping exercise.</p> <p>Timeline of growth of Rio de Janeiro.</p> <p>Assessing factors influencing Rio's growth (E.G. Diamond 9).</p>	<p>Pre-requisites:</p> <p>KS2: Physical/human characteristics of South America</p> <p>What comes next:</p> <p>Life in favelas: www.google.com/maps www.coolgeography.co.uk</p> <p>Links KS4: Challenges in NEE/LIC city</p>	Key term definitions
Challenges and opportunities of life in Rio.	<p>To describe the challenges and opportunities for people in Rio de Janeiro.</p> <p>To evaluate solutions to challenges of life in Rio de Janeiro.</p>	<p>Social</p> <p>Economic</p> <p>Environmental</p> <p>Political</p> <p>Favela</p> <p>Informal employment</p>	<p>Describing the conditions in a favela (analysing photographs and data)</p> <p>Categorising challenges into social, economic, environmental.</p> <p>Discussion of ways to improve favela conditions.</p> <p>Analysis of strategies of improving favelas.</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>Housing problems (links to Year 8)</p> <p>Extended writing skills</p> <p>What comes next:</p> <p>www.olympic.org/rio-2016</p> <p>Links KS4: Challenges in NEE/LIC city</p>	Research the main tourist attractions in Rio de Janeiro
The Rio Olympics and tourism	<p>To describe the impacts tourism and the 2016 Olympics have had on Rio de Janeiro.</p> <p>To evaluate the successes and failures of the 2016 Olympics.</p>	<p>Tourism</p> <p>Regeneration</p> <p>Services</p> <p>Community</p> <p>Development</p> <p>Investment</p> <p>Stakeholder</p>	<p>Sorting activity (positives and negatives of the 2016 Olympics).</p> <p>Investigation of the stakeholders affected by the 2016 Olympics.</p> <p>Decision Making Exercise (evaluate the effectiveness of the 2016 Olympics on improving Rio de Janeiro).</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>Evaluation skills</p> <p>Understanding of social problems in Rio de Janeiro</p> <p>What comes next:</p> <p>End of topic assessment</p>	Revise for end of topic assessment



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Layers of the Earth	To describe the features of the layers of the Earth. To explain how convection currents happen.	Tectonic plates Inner core Outer core Mantle Crust Convection currents	Key term definitions. Annotated cross-section of Earth to describe the key layers. Written explanation of convection currents.	Pre-requisites: KS2: Global physical geography What comes next: Links to KS4: Natural Hazards (tectonic)	Key term definitions
Tectonic plates	To describe the different boundaries between tectonic plates. To explain how plate movement creates different hazards at plate boundaries.	Constructive Destructive Conservative Subduction Ocean trench Continental crust Oceanic crust	Key term definitions. Linking key features to specific plate types (Oceanic/Continental). Annotated diagrams of plate boundaries to show their key characteristics. GCSE exam question.	Pre-requisites: Global geography (regions) Extended writing skills What comes next: Links to KS4: Natural Hazards (tectonic) BBC Bitesize: Tectonics www.coolgeography.co.uk	Key term definitions
Volcanic hazards	To describe the different types of volcanoes and how they form. To explain how living near volcanoes can have both positives and negatives.	Shield volcano Composite volcano Eruption Agriculture Risk Magma/lava Pyroclastic flow	Annotated diagrams of volcano cross-sections. Categorising impacts of a volcanic eruption to judge positives and negatives. Application of ideas to a case study of a volcanic eruption. GCSE exam question.	Pre-requisites: KS2 curriculum (understanding features of volcanoes) What comes next: Links to KS4: Natural Hazards (tectonic) BBC Bitesize: Tectonics	Research an earthquake event



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Causes of earthquakes	<p>To describe the conditions needed for an earthquake to happen.</p> <p>To understand how different factors can influence the risk of an earthquake hazard.</p>	<p>Epicentre</p> <p>Focus</p> <p>Seismic waves</p> <p>Fault line</p> <p>Richter Scale</p> <p>Mercalli Scale</p>	<p>Annotated diagram showing characteristics of an earthquake.</p> <p>Discussion and explanation how factors can affect earthquake risk.</p> <p>Application of theory to real life examples.</p> <p>GCSE exam question.</p>	<p>Pre-requisites:</p> <p>KS2 curriculum (understanding features of earthquakes)</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p>	<p>Key term definitions</p> <p>Research an earthquake event</p>
Impacts of earthquakes	<p>To describe the short-term and long-term impacts of earthquakes.</p> <p>To compare earthquake events in a HIC and LIC.</p>	<p>Short-term</p> <p>Long-term</p> <p>Immediate impact</p> <p>Response</p> <p>Environmental</p> <p>Social</p> <p>Economic</p>	<p>Categorising earthquake impacts into environmental, social, economic/long-term, short term.</p> <p>Investigation of earthquake impacts in two case study examples (HIC/ LIC)</p> <p>Written comparison of earthquake events in a HIC and LIC.</p>	<p>Pre-requisites:</p> <p>Links to previous lesson terminology</p> <p>Year 7/8 links: Regions of the world</p> <p>What comes next:</p> <p>Links to KS4: Natural Hazards (tectonic)</p> <p>Links between earthquakes and tsunamis</p>	<p>Research 2004 Asian tsunami</p>
Tsunamis	<p>To describe how tsunamis occur and their key characteristics.</p> <p>To explain the impacts of a tsunami using a case study.</p>	<p>Earthquake</p> <p>Tsunami</p> <p>Ocean trench</p> <p>Fault line</p> <p>Immediate impacts</p> <p>Long-term impacts</p>	<p>Annotated diagram and description of how tsunamis occur.</p> <p>Investigation of the short-term/long-term impacts of the 2004 Asian tsunami.</p> <p>Written newspaper article on the impacts of the 2004 Asian tsunami.</p>	<p>Pre-requisites:</p> <p>Understanding of plate movement (previous lessons)</p> <p>Understanding of earthquakes</p> <p>What comes next:</p> <p>End of topic assessment</p>	<p>Revise for end of topic assessment</p>



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Measuring development	<p>To understand how development can be measured using development indicators</p> <p>To compare countries using development indicators</p>	<p>GDP</p> <p>HDI</p> <p>Literacy rate</p> <p>Life expectancy</p> <p>Infant mortality</p>	<p>Key word definitions</p> <p>Analysis of statistics to draw comparisons</p> <p>Written comparisons of countries of different development levels</p>	<p>Pre-requisites:</p> <p>Maths/statistics skills</p> <p>What comes next:</p> <p>Links to development topic (KS4)</p> <p>Causes of the development gap</p>	<p>Research a developing country</p>
Causes of the development gap	<p>To describe reasons why some countries develop slower than others</p> <p>To assess how significant factors can be in preventing development</p>	<p>Conflict</p> <p>Trade</p> <p>Colonialism</p> <p>Landlocked</p> <p>Drought</p>	<p>Comparison of countries using indicators</p> <p>Examining different factors linked to the development gap</p> <p>Looking at examples of countries and factors involved in their development</p>	<p>Pre-requisites:</p> <p>Knowledge of development indicators</p> <p>What comes next:</p> <p>Links to development topic (KS4)</p> <p>Strategies to reduce the development gap</p>	<p>Additional research on factors affecting individual countries</p>
Strategies to reduce the development gap	<p>To describe how investment, industrial development and tourism can reduce the development gap</p> <p>To assess whether investing in a country just results in exploiting their resources</p>	<p>Transnational Corporations (TNCs)</p> <p>Foreign Direct Investment (FDI)</p> <p>Multiplier effect</p> <p>Tourism</p> <p>Aid</p>	<p>Comparisons of top down and bottom up investment</p> <p>Identify different TNCs</p> <p>Describe multiplier effect using example of Shenzhen, China</p>	<p>Pre-requisites:</p> <p>Knowledge of well known TNCS/global brands</p> <p>What comes next:</p> <p>Links to development topic (KS4)</p> <p>India (TNCs—Bhopal Disaster)</p>	



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Introduction to India	<p>To describe key facts about the features and development of India</p> <p>To identify areas of inequality within India</p> <p>To describe India's main trading relationships and links to the rest of the world</p>	<p>Inequality</p> <p>Life expectancy</p> <p>Urban population</p> <p>Trade links</p>	<p>Mind Map of existing knowledge about India</p> <p>Describing India's location</p> <p>Examining India's development using statistics</p>	<p>Pre-requisites:</p> <p>History (context– colonialism)</p> <p>Maths/statistical skills</p> <p>Locational/atlas skills</p> <p>What comes next:</p> <p>TNCs in India</p>	<p>Research India's economy and main trade links</p>
TNCs in India	<p>To describe why TNCs would operate in an NEE country.</p> <p>To evaluate the positives and negatives of TNCs in India.</p> <p>To summarise the issues of the Bhopal industrial disaster.</p>	<p>TNCs</p> <p>Outsourcing</p> <p>Multiplier effect</p> <p>Investment</p> <p>Development</p> <p>Infrastructure</p>	<p>Identifying global brands</p> <p>Case study of Unilever in India</p> <p>Exam question to evaluated advantages and disadvantages</p> <p>Newspaper report</p>	<p>Pre-requisites:</p> <p>Knowledge of TNCs</p> <p>What comes next:</p> <p>Mumbai Slums</p> <p>Links to NEE case studies (KS4)</p>	
Life in Mumbai's slums	<p>To describe where Dharavi is located and the conditions in the slum</p> <p>To explain where Dharavi is located and the conditions in the slum in detail using geographical terminology</p>	<p>Slum</p> <p>Shanty town</p> <p>Sanitation</p> <p>Services</p> <p>Quality of life</p>	<p>Identify key aspects of slum living</p> <p>Produce 'Intelligent Graffiti' on A3</p> <p>Identify issues in slums by watching Slumming It video</p> <p>Peer assessment</p>	<p>Pre-requisites:</p> <p>Knowledge of urbanisation from Population unit</p> <p>What comes next:</p> <p>Links to Urbanisation in KS4</p> <p>End of topic assessment</p>	<p>Revise for end of topic test</p>



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Coastal processes (erosion, weathering, LSD)	<p>To use geographical terms appropriately, can link and order processes and use diagramming techniques</p> <p>To use geographical terms appropriately, can describe how processes bring about changes between places and over time</p>	<p>Erosion</p> <p>Weathering</p> <p>Longshore drift</p> <p>Fetch</p> <p>Hydraulic action</p> <p>Mass movement</p>	<p>Video to identify processes</p> <p>Identifying wave types</p> <p>Describe types of erosion processes</p> <p>Examine mass movement processes</p>	<p>Pre-requisites:</p> <p>Links to KS3 Science (weathering)</p> <p>Links to KS4 Geography Coasts</p> <p>What comes next:</p> <p>Landforms of coastal erosion</p>	Research on coastal features
Coastal landforms of erosion (cave, arch... headlands, bays)	<p>To use geographical terms in the appropriate context to connect physical features to specific processes</p> <p>To use geographical terms to describe how processes bring about changes between places over time</p>	<p>Stack, stump, arch</p> <p>Headlands and Bays</p> <p>Wave cut platform</p> <p>Erosion</p> <p>Hydraulic action</p> <p>Abrasion</p> <p>Attrition</p> <p>Solution</p>	<p>Sequencing of headland erosion features</p> <p>Annotation of coastal landforms</p> <p>Exam question practice</p>	<p>Pre-requisites:</p> <p>Knowledge of erosion processes from Year 7 Rivers topic</p> <p>What comes next:</p> <p>Landforms of deposition</p> <p>Links to KS4 Geography Coasts</p>	Research coastal management case study
Landforms of deposition (spits, bars, tombolos)	<p>To use geographical terms appropriately, can link and order processes and use diagramming techniques</p> <p>To use geographical terms appropriately, can describe how processes bring about changes between places and over time</p>	<p>Spits</p> <p>Bars</p> <p>Tombolos</p> <p>Transportation</p> <p>Longshore drift</p>	<p>Video clip</p> <p>Maps from memory task</p> <p>Annotated diagrams</p> <p>Exam question practice</p>	<p>Pre-requisites:</p> <p>Understanding of coastal processes</p> <p>What comes next:</p> <p>Links to KS4 Geography Coasts</p>	



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Human uses of the coast	<p>To understand how humans use the coast as a resource</p> <p>To look evaluate fishing and tourism as human activities at the coast</p>	<p>Resources</p> <p>Tourism</p> <p>Fishing</p> <p>Overfishing</p>	<p>Mind mapping how the coast is used as a resource</p> <p>Focus on tourism—complete worksheet on tourism at the coast</p> <p>Investigation into fishing and overfishing, class discussion on issues involved</p>	<p>Pre-requisites:</p> <p>Knowledge of tourism</p> <p>What comes next:</p> <p>Links to tourism in KS4 Geography</p>	
Coastal erosion – general problems	<p>To understand how coastal erosion can cause problems for people at the coast</p> <p>To begin to evaluate how we can manage coastal erosion</p>	<p>Sea defences</p> <p>Hard engineering</p> <p>Soft Engineering</p>	<p>Watch video on Holderness case study</p> <p>Complete case study sheet to understand why erosion is so rapid here, and how humans are affected</p>	<p>Pre-requisites:</p> <p>Knowledge of erosion processes and basic rock types</p> <p>What comes next:</p> <p>Evaluation of hard and soft engineering</p> <p>Links to coastal erosion (KS4)</p>	<p>Research how we can manage coastal erosion</p>
Managing coastal erosion	<p>To understand how we can use different approaches to managing coastal erosion</p> <p>To evaluate hard and soft engineering approaches</p>	<p>Sea walls</p> <p>Groynes</p> <p>Long shore drift</p> <p>Beach nourishment</p> <p>Managed retreat</p>	<p>Recap the reasons for and effects of coastal erosion</p> <p>Complete table on different types of management, soft and hard engineering</p> <p>Evaluation of both types of method</p>	<p>Pre-requisites:</p> <p>Knowledge of hard and soft engineering</p> <p>What comes next:</p> <p>Case study. Links to KS4 Geography.</p>	



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<p>Coastal erosion Case Study – Happisburgh</p>	<p>To understand how coastal erosion is managed at Happisburgh</p> <p>To evaluate the effectiveness of a coastal management strategy</p>	<p>Sea Defences</p> <p>Hard and soft engineering</p> <p>Groynes</p> <p>Sea wall</p> <p>Rock armour</p> <p>Revetments</p>	<p>Describe the location of Happisburgh</p> <p>Produce a location map to explain why it is at risk</p> <p>Evaluate the sea defences in terms of their effectiveness</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of hard and soft engineering</p> <p><i>What comes next:</i></p> <p>End of topic revision</p> <p>Links to KS4 Geography</p>	<p>Revise for end of topic assessment</p>



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Introduction to Russia	<p>To describe the physical and human features in Russia.</p> <p>To understand key facts about Russia as a country.</p>	<p>Russia</p> <p>Europe</p> <p>Asia</p> <p>Eurasia</p> <p>Politics</p> <p>Vladimir Putin</p> <p>Moscow</p>	<p>Create a map of Russia's physical and human features.</p> <p>Carousel activity: Facts about Russia.</p>	<p><i>Pre-requisites:</i></p> <p>Development (Year 9, HT3)</p> <p>Map skills (Year 7)</p> <p><i>What comes next:</i></p> <p>Russia's physical features</p> <p>Development topic (GCSE)</p>	<p>Research about the people of Russia</p>
Russia's climate & biomes (2 lessons)	<p>To describe the pattern of Russia's climate zones.</p> <p>To describe and explain the distribution of biomes in Russia.</p> <p>To explain how Russia's climate affect physical and human life in the country.</p>	<p>Biome</p> <p>Climate graph</p> <p>Tundra</p> <p>Mountains</p> <p>Deciduous forest</p> <p>Coniferous forest</p> <p>Desert</p>	<p>Creation of a climate graph for areas of Russia (maths skills).</p> <p>Description of human activities in Russia (making links to climate).</p> <p>Creation if a choropleth map of Russia's biomes.</p> <p>Written explanation of reasons for biome distribution in Russia.</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of Russia's geography (previous lesson)</p> <p>Knowledge of biomes (Year 8, HT3)</p> <p><i>What comes next:</i></p> <p>Russia's human geography (culture, history)</p>	<p>Find out the countries that used to be part of the Soviet Union</p>
Russia's history and culture	<p>To describe the size and significance of the Soviet Union and USSR.</p> <p>To explain the reasons for the breakdown of Russia's empire and its current relationship with neighbouring countries.</p> <p>To summarise the current state of Russia's government and culture</p>	<p>Soviet Union</p> <p>USSR</p> <p>Independence</p> <p>Empire</p> <p>Space race</p> <p>Communism</p> <p>Culture</p> <p>Cold War</p>	<p>Creation of map of Soviet Union & USSR distribution.</p> <p>Creation of timeline of significant moments in Russia's history.</p> <p>Carousel activity: different cultures around Russia.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Map skills: European knowledge (Year 7)</p> <p><i>What comes next:</i></p> <p>Russia's resources and relationships with other countries</p>	



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Russia's resources	<p>To describe the natural resources found within Russia.</p> <p>To explain how Russia's natural resources have impacted the country's economy.</p>	<p>Coal</p> <p>Oil</p> <p>Gas</p> <p>Non-renewable</p> <p>Trade</p> <p>Energy surplus</p>	<p>Mapping activity: Locations of coal, oil, gas reserves.</p> <p>Investigation into impacts of resource supply.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of natural resources (Year 8, HT5)</p> <p><i>What comes next:</i></p> <p>Russia's global relationships (close links between lessons)</p> <p>Natural resource management (GCSE)</p>	
Russia and the wider world	<p>To describe Russia's links with the wider world.</p> <p>To explain how Russia's relationships with other countries have changed over time.</p>	<p>European Union</p> <p>Trade Links</p> <p>Cold War</p> <p>Energy reserves</p> <p>Vladimir Putin</p> <p>Donald Trump</p> <p>Syria</p>	<p>Key word definitions.</p> <p>Carousel activity: Russia's links with other countries.</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Previous lesson: Russia's natural resources</p> <p><i>What comes next:</i></p> <p>Conflict with Ukraine (close links between lessons)</p>	<p>Research the conflict in Crimea between Russia and Ukraine.</p>
Conflict in Crimea	<p>To describe Russia's current conflicts with other countries.</p> <p>To explain the reasons for conflict with Ukraine over Crimea.</p> <p>To evaluate why the Crimea conflict in 2014 happened.</p>	<p>Ukraine</p> <p>Crimea</p> <p>Annexation</p> <p>Sanctions</p> <p>European Union</p> <p>Natural resources</p>	<p>Investigation and decision making lesson: Gathering information from sources and evaluating the causes, impacts and responsibility for the Crimean conflict.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of Russia's historical links with Ukraine</p> <p>History skills: Using sources to draw conclusions (cross-curricular links)</p> <p><i>What comes next:</i></p> <p>Geographies of conflict (continuing on from final Russia lessons)</p>	<p>Research another recent conflict in the world.</p>



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What is conflict?	To understand what conflict is. To describe and explain the different types of conflict.	Conflict War Terrorism Persecution Politics Beliefs Resources	Key word definitions. Key term match-up: different types of conflict. DME: Most important conflicts.	<i>Pre-requisites:</i> Understanding of conflict from previous topic <i>What comes next:</i> Lessons focus on different types of conflict highlighted in first lesson	Research conflict in Syria
War in Syria	To describe the reasons for war, using Syria as an example. To explain the social, economic and political impacts of war on a number of scales.	Civil War Syria Sanctions Terrorism Middle-East Resources	Key word definitions. Carousel activity: Information gathering on causes and impacts of civil war in Syria. Class debate: Should Britain get involved in Syrian war?	<i>Pre-requisites:</i> Understanding of conflict. Britain's relationship with Syria (Year 8, HT1) <i>What comes next:</i> Terrorism (close links with this lesson)	
What is terrorism?	To describe the different types of terrorism. To use examples to explain why terrorism occurs and its impacts on the world.	Terrorism ISIS Al-Qaeda Osama Bin-Laden World Trade Centre	Match-up activity: types of terrorism. Timeline of key terrorist incidents around world. Investigation why terrorism occurs. Class debate: Why does terrorism occur?	<i>Pre-requisites:</i> Links to war in previous lesson. Links to History topics on conflict (cross-curricular). <i>What comes next:</i> Conflicts of culture	Research the Black Lives Matter protests in USA



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What is persecution?	<p>To describe what persecution is and how it affects people.</p> <p>To explain strategies to end persecution and create equality.</p>	<p>Inequality</p> <p>Persecution</p> <p>Apartheid</p> <p>Segregation</p> <p>Civil rights movement</p>	<p>Key word definitions.</p> <p>Information gathering carousel: Examples of persecution.</p> <p>News article analysis: BLM movement, civil rights movement...</p> <p>Class debate: How can we end persecution?</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of persecution from other human Geography topics.</p> <p>Persecution in South Africa (Year 8, HT3)</p> <p><i>What comes next:</i></p> <p>Conflict of resources</p> <p>Links to History (Slavery, persecution)</p>	
Conflicts over resources	<p>To describe why some countries have conflict over access to resources.</p> <p>To use an example to explain how consumption of resources can create social, political, environmental and economic conflicts.</p>	<p>Resources</p> <p>Water</p> <p>Energy</p> <p>Food</p> <p>Aswan Dam</p> <p>Renaissance Dam</p> <p>Egypt</p> <p>Ethiopia</p>	<p>Key word match-up: What are resources.</p> <p>Re-cap: Why is water important in Northern Africa?</p> <p>Information gathering: The Aswan Dam, Renaissance Dam.</p> <p>Stakeholder conflict: Opinions on dam.</p> <p>Class debate: Should Ethiopia build the Grand Renaissance Dam?</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of resources (Year 8, HT5)</p> <p>Issues in Africa (Year 8, HT3)</p> <p><i>What comes next:</i></p> <p>Local conflicts</p> <p>Links to resources management (GCSE)</p>	Research crime in Burnley
Small scale conflicts (3 lessons)	<p>To describe how local conflicts can impact your life.</p> <p>To investigate crime in the local area.</p> <p>To explain reasons for crime in local areas.</p>	<p>Crime</p> <p>Green-belt</p> <p>Development</p> <p>Housing</p> <p>Inequality</p>	<p>Key word definitions.</p> <p>Information gathering activity: Green Belt development in Lancashire.</p> <p>Lesson in computer suite: Investigating crime in Burnley.</p> <p>Extended written explanation on crime rates in Burnley and reasons why.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of local area</p> <p><i>What comes next:</i></p> <p>Links to Sociology GCSE (Criminology)</p>	