

Y8 GEOGRAPHY

DEVELOPMENT & THE MIDDLE EAST- How are Countries changing?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • This unit will build on prior learning on settlement, and economic activities, population & migration. Students will use the knowledge gained in these units, in order to explore how countries have changed over time, but in particular the Middle East. • The unit will look at the locational, physical and human geography of the region, the conflict and controversy in the Middle East, but also the importance of the region to the world. 	<ul style="list-style-type: none"> • Students will be developing ideas of the physical geography linking its location to tectonics, climate, population, migration and economic activities. • Students will examine how the region has developed into some of the richest countries, but also some of the poorest. How this impacts the population & hinders to their development. • Why is there ongoing conflict in the Middle East & the impact this has had on the region. The historical context of the region. The Importance of the region to the rest of the world regardless of this controversy • Students will be introduced to population pyramids, in the context of change in population. 	<p>Interdependence Conflict Economy</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Some pupils will progress further and start to describe and begin to explain geographical patterns and links relating to population, settlement, and economic activities and describe how these can lead to similarities and differences between places within a region and on the lives of people living there. • Support will be provided through writing frames, sentence starters, questions stems, whole school VIP strategy for disadvantaged students. • Success criteria. 	<ul style="list-style-type: none"> • This unit will explore current affairs about migration especially Afghanistan, and the social, moral and economic effects of it. • Links will be made to the political and historical context of war, border tensions, religion on the economic development of the region. Students will be challenged to consider what governments will do to balance physical geographical resources and change in human geography to ensure a stable country. 	<ul style="list-style-type: none"> • Understanding of global context – links how the economic situation in one country will affect migration and impact on other neighbouring countries. • Importance of economic and political factors in a country with regards to human geography and how social, economic, environmental and political factors have an impact on the development of a country.

<ul style="list-style-type: none"> • SEND support provided in accordance with individual needs and SEND passports. 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Personal development, an empathy will be explored through the topic of conflict & refugees from Afghanistan/Syria. • Cultural differences between different countries & regions. • Historical context of wars, border conflicts within the region. 	<ul style="list-style-type: none"> • There are strong cross curriculum links to Character and Culture, considering migration & the refugee crisis in Afghanistan & Syria. There are also links to history & the context of the region historically. • Numeracy – pie charts, reading and interpreting data. Use and structure of population pyramids • Literacy – use of keywords in context, through inclusion in activities and expectation of use in extended writing. • Opportunities for class reading out loud using a variety of different texts, including newspaper articles. 	<p>The reasons behind migration, the impact of migration & refugees. The Middle East is just Dubai & oil.</p>
Assessment timeline:		
<ul style="list-style-type: none"> • Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes and low stake knowledge tasks. • End of topic review Task- assessed. • Extended writing task- feedback will inform students of next step and any misconceptions, which might need corrected. • Review test will show numeracy skills, geographical skills, which might need re-visiting. 		
Home learning		
<ul style="list-style-type: none"> • Numeracy skills – graphs to construct and to read. Stretch- analyse data, linking to historical and political context to explore the region & compare to the rest of the world. • Applying subject knowledge through written tasks & research. 		
Feedback		
<ul style="list-style-type: none"> • Feedback will be in accordance with school marking and feedback policy. • Peer reading and feedback will be used through sharing of diary entries and using www/ebi. • Re-cap quiz will be marked mainly using self-assessment. • Feedback will follow school policy and include live feedback. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													