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**Knowledge Rich Curriculum Plan**

Geography Y8



| **Unit 1: Africa** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **To investigate the location of Africa** | * Students will know Africa is a continent * Students will know how to locate Africa and Nigeria, Lesotho and Kenya within it. * Students will know that a topological map only shows the features of the earth’s surface specifically height of land and bodies of water. * Students will know how to use a topological map to locate the following physical features of Africa; Sahara Desert, Ethiopian Highlands and the Niger River | Continent  Location | * Students need to already know that continents are large land masses containing many countries whose borders are politically defined * Students need to already know how use the 8-point compass to describe locations. * Students need to already know that a human feature is man-made and that a physical feature occurs naturally |
| **African Climate Zones** | * Students will know that the green and tan colours on a satellite image shows that Africa's climate is wetter at the equator, and drier in the North and South. * Students will know that a climate graph shows the average precipitation and temperature of a location over a 12-month period. * Students will know that precipitation is presented as a bar chart, and temperature as a line graph. * Students will know how to use a climate graph to extract the climate data of Egypt, Mali, South Africa and Zimbabwe. * Students will know how to plot an accurate climate graph, using data from the Democratic Republic of the Congo. | Biodiversity  Precipitation  Climate | * Students will know that hot deserts include areas with less than 250mm of rainfall. * Students need to know that biodiversity refers to the variety of plant and animal life in an area. * Students need to know that latitude refers to the angle north and south of the equator. |
| **Biomes in Africa** | * Students need to know that a biome is a large area characterised by its climate, vegetation, wildlife and soil. * Students need to know that the three largest biomes in Africa are the tropical rainforest, desert and savannah. * Students need to know that the biomes occur in geographic patterns directly relating to latitude. Rainforests occur near the equator, savannah above and below and deserts 30 degrees N/S * Students need to know that each biome has different climate characteristics, relating to temperature and precipitation. * Students need to know that each biome has differing levels of biodiversity, which gets lower the further from the equator the biome is. They need to know that this directly links with the climate characteristic of the biome. | Biome  Characteristics | * Students need to know that an ecosystem is a biological community of organisms and their interactions with the physical environment. * Students need to know that biodiversity refers to the variety of plant and animal life in an area. * Students need to know that latitude refers to the angle north and south of the equator. * Students need to know that the Russia has multiple different biomes, many of which are in cold polar environments. |
| **Tectonics in Africa** | * The Great Rift Valley is in Eastern Africa. * The valley is created by the movement of the Nubian, Somalian and Arabian tectonic plates. * As they move apart, the crust thins, allowing volcanoes to form. * In the future, the land may ‘split apart’ creating a new 8th continent. | Rift Valley | * Students need to know that the Earth is split up into tectonic plates. * Students need to know that convection currents in the mantle can cause tectonic plates to move apart. |
| **Development in Africa** | * Students will know that countries in Africa can be classified as HIC, NEE and LIC's. * Students will know that development can be measured using the following indicators: GDP per capita, life expectancy, average food intake and literacy rate. * Students will know that development indicators can be shown on a choropleth map, which indicates that development is not equal across Africa * Students will be able to compare the development of Mozambique, Niger, Nigeria and Rwanda. | HIC  NEE  LIC | * Students will know that development is a process of change that affects people’s lives. It may include an improvement or worsening of a person’s quality of life and standard of living. * Students will know that Manchester is more developed than Mumbai. * Students will know that quality of life refers to the standard of health, comfort and happiness an individual experience. * Students will know that access to education around the world is unequal. |
| **The impacts of colonialism** | * Students will know that colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. * Students will know that historically, Africa was colonialised by several European powers including the UK and France. * Students will know that colonialism had negative impacts on Africa in the form of increased taxation, resource exploitation, preventing political development and exploiting Africans for cheap labour * Students will know that colonialism also had positive impacts on Africa in the form of investment in infrastructure and the introduction of formal education and western medicine. | Colonialism  Formal Education | * Students will know that the majority of countries in Africa are classed as LIC's * Students will know that development can be measured using the following indicators: GDP per capita, life expectancy, average food intake and literacy rate. |

| **Unit 2: Our connected world** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **What is the process of globalisation?** | * Students will know that globalisation is the process by which the world is becoming increasingly interconnected, socially, economically and politically. * Students will know that improvements in technology have accelerated globalisation * Students will see how ‘globalised’ we are by investigating where our things come from * Students will see other examples of cultural and political globalisation, for example McWorld | Interconnected  Globalisation | * Students need to know that there is inequality between different countries in their development and use of technology. * Students need to know development and diffusion of transport and communication technologies * Students need to know there are different cultures round the world and that the mixing of cultures will bring social change |
| **What are TNC’s and who do they benefit?** | * Students will know that TNC stands for Trans National Corporation * Students will know that a TNC operates internationally through manufacturing and trade. * Students will know that different parts of the business will be located in different parts of the world, for example manufacturing in NEE, Research and Development in HIC * Students will know the example of Coca Cola violating workers rights and causing water shortages in India. | Transnational Corporation | * Students need to know that in capitalism businesses exist to maximise profit * Students need to know that there is inequality in level of education and in wages paid in different parts of the world * Students need to know that historically the 'west', through the industrial revolution, developed first and so most TNC's headquarters are located there. |
| **What impact is the TNC shell having in Nigeria?** | * Students will know that Nigeria is located in the West of Africa and that it is a developing country. * Students will know that Shell pays tax to the Nigeria's Government which enables them to develop the countries infrastructure which can benefit human development * Students will know that Shell have caused environmental problems in the Niger delta, some of which lead directly to human health problems for example polluted drinking water * Students will know that Shell have been accused of paying low wages and violating the human rights of the indigenous Ogoni people who live in the Niger delta * Students will know how to structure an answer to the question 'Is Shell a good or bad thing for Nigeria?' referencing both sides of the argument before coming to a conclusion. | Tax  Environmental | * Students need to know that infrastructure is 'the basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.' * Students need to know that Nigeria was an LIC but is now classed as an NEE and lacks much basic infrastructure. * Students need to know that indigenous people groups are the original inhabitants of an area of land |
| **What are sweatshops?** | * Pupils will know that a sweatshop is a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions. * Pupils will know that people will work in sweatshops helps people provide for their basics needs * Pupils need to know that child labour is widely seen as unacceptable but that worldwide millions of children, due to the pressures of poverty, do work often in dangerous situations. * Students will know that most sweat shops are located in Asia | Sweatshop  Poverty | * Pupils need to know that businesses want to maximise profits by reducing their costs like the amount they pay in wages * Pupils need to know that in LIC's and NEE's there are few benefits safety net's which means people have to work * Laws in countries prohibit underage work and working for below minimum wage |
| **Where are my Nike trainers made?** | * Students will know the global production process of Nike, and will be able to map the locations of it main features, R&D, manufacturing, distribution and sales. * Students will know the criticism of Nike using sweatshops * Students will know how Nike has responded in the face of consumer pressure for better treatment of its workers, for example using agreements with suppliers to limit workers hours. | Global Production Process  Manufacturing  Distribution | * Students need to know that there is inequality in wage levels between HIC and LIC countries * Students need to know that Nike is an example of a TNC , which stands for Trans-National Corporation. |
| **Why are my things made in China?** | * Students will know there has been a global shift in manufacturing from Europe and N. America to SE Asia * Students will know that Chinese workers earn less per hour and are willing to work longer hours which attracts businesses to want to locate there * Students will know that Shenzen is one of the key manufacturing areas of China where Foxxcon is located, Foxxcon is a Taiwanese company that manufactures Iphones for Apple. * Students will know that the advantages of working for Foxxcon are that wages are relatively higher than in other jobs and there is dormitories for workers to stay next to the factory. * Students will know that the disadvantages of working for Foxxcon are that they are expected to work long hours and work conditions are strict that have led to suicides | Manufacturing | * Students need to know that in China that is a massive rural to urban migration, especially for young people, in order to search for work * Students need to know that TNC's bring benefits such as jobs and tax revenue (e.g. Shell in Nigeria) |
| **Is the process of globalisation positive or negative?** | * Foreign Direct Investment (FDI) - are substantial investments made by a company into a foreign concern. * Students will summarise the main negative arguments for globalisation, such as the rapid spread of disease, the increase in power of big companies and the destruction of local companies and local culture, the exploitation of poorer countries for low wages, poor working conditions and the pollution of the environment. * Students will be able to draw upon examples to illustrate these positive and negative points of globalisation such as, Apple in China. Coca Cola in India, Shell in Nigeria and Nike across the world | Substantial  Exploitation | * Students will know that TNC's have both positive and negative impacts e.g. Shell in Nigeria * Students will know that exploitation refers to the action of making use of and benefiting from resources. |
| **How did globalisation impact the Covid-19 pandemic?** | * Students will know that tourism, travel and global trade allowed for the Covid-19 virus to spread around the world. * Students will know that collaboration between international scientists allowed the vaccine to be developed, thus ‘ending’ the pandemic. | Pandemic | * Students will know that globalisation is the process by which the world is becoming increasingly interconnected, socially, economically and politically. |

| **Unit 3: Population and Urbanisation** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **What are the features of population?** | * Population density- is the concentration of individuals within a species in a specific geographic locale (T+R) * Population distribution- is a term that is used to describe how people are spread across a specific area(T+R) * "densely Populated- Where there are many people per km² (e.g. in a city) * (T+R)" * "Sparsely populated - Where there are few people per km² (e.g. in the countryside) * (T+R)" * Students will know that global population distribution is uneven. (C) * Students will know that Asia and Europe have high population density, and Oceania and Antarctica sparse density. (P) * Students will be able to map the population density of the USA, Brazil, Chad, Nigeria, Tanzania, Turkey, Iran, China and Australia. (P) + (S) | Density  Distribution  Sparsely | * Students will know that that seven continents are Europe, Asia, S America, N America, Antarctica, Africa and Oceana. * Population-refers to all the inhabitants of a particular place. |
| **What influences population distribution?** | * Students will know that physical causes of distribution are biomes, climate and relief. * Relief -refers to the way the landscape changes in height. Upland areas are high above sea level. They are often (but not always) mountainous. Lowland areas are not very high above sea level.(T+R) * Students will know that human causes of distribution are job opportunities and transport infrastructure. * Students will know that dense forest would lead to sparse population. This is because it would be difficult for society to function due to lack of infrastructure. Children would not attend school or adults work due to limited transport opportunities. This would lead to social and economic hardship, and thus they would choose another location. (C) | Infrastructure | * Infrastructure- the basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise. * Students will know that the Savannah has a semi-arid climate, and the desert an Arid climate. * Students will know how to identify human and physical features on a map in an area that attracts tourists***.*** |
| **How is China’s population distributed?** | * Students will know that about 94% of the Chinese population is distributed in the eastern half of the country, and only 6% are distributed in the southwest, northwest, and northern frontiers. * The highest population density is concentrated in the lower Yellow River and Yangtze River areas. * Students will know that extensive uninhabited areas include the extremely high northern part of Tibet, the sandy wastes of the central Tarim and eastern Junggar basins in Xinjiang, and the barren desert and mountains east of Lop Nur. | Distribution | * Students will know that physical causes of distribution are biomes, climate and relief. * Relief refers to the way the landscape changes in height. Upland areas are high above sea level. They are often (but not always) mountainous. Lowland areas are not very high above sea level. * Population distribution- is a term that is used to describe how people are spread across a specific area * "Sparsley populated - Where there are few people per km² (e.g. in the countryside) |
| **How and why have Chinese cities grown?** | * Urbanization - is the process through which cities grow, and higher and higher percentages of the population comes to live in the city. * Rural-Urban migration - the process of people moving from rural areas to cities. * Students will know that urbanisation in China has been happening at a rapid rate. * Students will know that urbanisation has led to the growth of megacities in China. * Megacity - a city with a population of 10m people or more. * Students will know that urbanisation in the Pearl Delta region is an example of megacity growth in China. The region is an extensive low-lying area formed by the junction of the Xi, Bei, Dong, and Pearl (Zhu) rivers in southern Guangdong province, China. * Students will be able to explain the push and pull factors for people moving to the region. | Urbanisation  Rural  Urban  Megacity | * Students will know that about 96.31% of the Chinese population is distributed in the eastern half of the country * Students will know that water availability is an important factor for settlement growth. |
| **What are the environmental impacts of urbanisation?** | * Students will know that rising populations can lead to a rising demand for resources such as food, water and oil. * Students will know that China's manufacturing sector generates a high proportion of GDP, but is responsible for air and water pollution. * Air pollution - the name for extremely small particles and gases in the air which can cause harm if you breathe them in * Water pollution- is the release of substances into bodies of water that makes water unsafe for human use and disrupts aquatic ecosystems. * Students will know that urbanisation has caused problems such as air pollution, water pollution and acid rain. * Students will know that airborne PM2.5 is considered one of the most harmful pollutants to human health, and is prominent in Chinese cities. This has led to China having the highest cancer rates in the world. * Students will know that acid rain in Guangzhou can lead to ecosystem loss and health issues. | Pollution  Resources | * Students will know that Shenzen is one of the key manufacturing areas of China where Foxxcon is located, Foxxcon is a Tawainese company that manufactures Iphones for Apple * "Urbanization - is the process through which cities grow, and higher and higher percentages of the population comes to live in the city. |
| **How did China attempt to reduce the impacts of urbanisation?** | * China’s one-child policy was rolled out in 1980 by Deng Xiaoping and was strictly enforced after the population had increased to 969 million in 1980 from around 540 million in 1949. * It restricted most couples to only a single offspring, and for years authorities argued it was a key factor in supporting the country’s economic boom. * The policy led to sex-selective abortions or infanticide targeting girls. * The policy reduced the number of births in China over the years by 400 million. * By 2050 as much as a third of the country’s population will be made up of people over the age of 60, putting severe strain on state services | Enforced  Severe | * + Students will know that rising populations can lead to a rising demand for resources such as food, water and oil.   + Students will know that urbanisation has caused problems such as air pollution, water pollution and acid rain. |
| **Can urbanisation occur sustainably?** | * Sustainable living means allowing the people living now have the things they need without reducing the ability of people in the future to meet their needs. * Sustainable living strategies include carbon-neutral homes, schemes to reduce waste, efficient public transport, building on brownfield sites and conserving environments. * Tianjin Eco-city is a collaborative project between the Chinese and Singaporean government. * The eco city will include many strategies such as water recycling and the building of an ‘eco spine’. | Sustainable | •Students will know that China's manufacturing sector generates a high proportion of GDP, but is responsible for air and water pollution.  •Water pollution- is the release of substances into bodies of water that makes water unsafe for human use and disrupts aquatic ecosystems.  •Students will know that urbanisation has caused problems such as air pollution, water pollution and acid rain.  •China’s one-child policy was rolled out in 1980 by Deng Xiaoping and was strictly enforced after the population had increased to 969 million in 1980 from around 540 million in 1949. |

| **Unit 4: Asia** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **L1: Asia: What is its location and characteristics?** | * Asia is the largest continent in the world. * The following are examples of physical features in Asia Lake Baikal, Yangtze River, Arabian Desert and Ural Mountains. * The features can be located accurately using an atlas. * The following cities are examples of human features: Jakarta, Ho Chi Minh City, Tokyo, Yangon, Kuala Lumpur, Hanoi. * The cities can be located accurately using an atlas. | Continent  Physical Feature  Human Feature | * Human feature: relates only to the human environment; something that is built by humans and would not have existed in nature without humans. * Physical Features are natural features on the Earth's surface, such as water, lakes, mountains. |
| **L2: How does wealth vary across Asia?** | * The wealth of countries in Asia varies dramatically. * Wealth is influenced by a range of physical and human factors. * As a low-lying country situated on the Bay of Bengal, Bangladesh is one of the most vulnerable countries to violent weather patterns that regularly destroy crops, homes and lives. * The Philippines is the most vulnerable country to typhoons, earthquakes and volcanic eruptions in the world. The frequent occurrences cost the country lives, illness, malnutrition, and denial of education and health services. * Japan is one of the largest and most developed economies in the world. It has a well-educated, industrious workforce and its large, affluent population makes it one of the world’s biggest consumer markets. | Vulnerable  Natural Hazards | * Human feature: relates only to the human environment; something that is built by humans and would not have existed in nature without humans. * Physical Features are natural features on the Earth's surface, such as water, lakes, mountains. * Natural Hazard: A natural event that has the potential to cause harm to people and property. |
| **L3: How has Japan’s physical Geography influenced its development?** | * Archipelago: A small group of islands, often in a line called a chain. * Japan is situated on the Pacific ring of fire which makes it prone to tectonic hazards. * Japan is an island, which has benefitted the country through trade and protection. | Pacific Ring of Fire | * Natural Hazard: A natural event that has the potential to cause harm to people and property. * Pacific Ring of Fire: A chain of volcanoes in the pacific ocean created by the movement of the earth’s plates. |
| **L4: Cataclysm in Japan** | * Cataclysm: a large-scale and violent event in the natural world. * The port of Sendai, which had the misfortune to be only 80 miles from the epicentre of a 8.9 earthquake. * It was the following tsunami – sending 30ft-high waves barrelling into Japan's north-east coast – which has turned a disaster into a cataclysm. * The natural event caused the death of 20,000 people alongside huge infrastructure damage. * In Fukushima, radiation leaked from a nuclear plant crippled by an explosion, as a result of the Tsunami. | Cataclysm  Tsunami | * Tsunami: a long, high sea wave caused by an earthquake or other disturbance. * Earthquake: a sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action. * Seismograph: an instrument that measures and records details of earthquakes, such as force and duration. |
| **L5: Why has Rahman missed three months of school?** | * The average person born in Uzbekistan will live shorter lives, have less access to internet and earn a lower wage than a person in Japan. * Uzbekistan is the 2nd largest exporter of cotton in the world, but uses both child and forced labour to complete production. * Global companies, including brands in the UK, use the cotton from Uzbekistan. | Forced Labour | * Pupils will know that a sweatshop is a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions. * Pupils need to know that child labour is widely seen as unacceptable but that worldwide millions of children, due to the pressures of poverty, do work often in dangerous situations. * Globalisation: The process of the world becoming more interconnected. |
| **L6: Have Thailand benefitted from globalisation?** | * Tourism: the commercial organization and operation of holidays and visits to places of interest. * Dependent (Financial): requiring someone or something for financial or other support. * Tourist numbers to Thailand boomed after the Vietnam war, due to the arrival of western military bases. * Economic benefits of tourism include earning money to improve infrastructure, gaining reserves of foreign currency and allowing locals to sell crafts. * Challenges include many jobs being low paid, seasonal and dependent on seasons. It also poses threats to environmental damage. * Thailand is dependent on tourism, which made the Covid-19 pandemic critical for the industry. | Dependent  Tourism | * Physical Features are natural features on the Earth's surface, such as water, lakes, mountains. * Uzbekistan is the 2nd largest exporter of cotton in the world, but uses both child and forced labour to complete production. |
| **L7: Can tourism in Thailand become sustainable?** | * Environmental Sustainability: the responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing, now and in the future. * The Thai resort of Phuket is facing challenges of rapid and uncontrolled development of tourist facilities, a damaged environment, both on the island and in the sea around it and very large numbers of tourists. * Sustainable solutions include building conservation areas, ensuring local people are employed, charging tourist taxes and planning new forested areas. | Sustainability  Conservation | * Tourism: the commercial organization and operation of holidays and visits to places of interest. * Tourist numbers to Thailand boomed after the Vietnam war, due to the arrival of western military bases. * Challenges include many jobs being low paid, seasonal and dependent on seasons. It also poses threats to environmental damage. |
| **L8: Why are there so many billionaires in Asia?** | * The number of billionaires is on the rise in Asia as globalisation means that economies of these countries are expanding rapidly. * China has become a hub for waste recycling; some 40 million tonnes of are shipped there from the UK a year. * In October 2006 Zhang Yin, 49, was the first woman to top the list of China’s richest people. She is worth nearly £2 billion pounds. * Zhang made her fortune by taking advantage of the recycling projects available to her in China. | Recycling | * Students will know that globalisation is the process by which the world is becoming increasingly interconnected, socially, economically and politically. * Students need to know that TNC's bring benefits such as jobs and tax revenue (e.g. Shell in Nigeria) |

| **Unit 5: Dark Tourism** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **What is dark tourism?** | * Dark Tourism: Tourism that involves travelling to places associated with death and suffering. * Predilection: a preference or special liking for something * Macabre: disturbing because concerned with or causing a fear of death. * Genocide: the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. * Critics of dark tourism argue that issues relating to inappropriate tourist behaviour, the altering of historical fact and the drive for profits make it immoral. For example, Justin Beiber at the house of Anne Frank. * Some who have experienced dark tourism argue that it brings history to life, and allows for greater capacity and emotion. For example, the 2014 Tower of London poppy event was a powerful anti-war message. | Dark Tourism  Predilection  Macabre  Genocide | •Tourism: the commercial organization and operation of holidays and visits to places of interest.  •Tourist numbers to Thailand boomed after the Vietnam war, due to the arrival of western military bases.  **History Link:** Knowledge of holocaust/Anne Frank |
| **Should people visit sites of natural disasters?** | * The 79AD eruption of Mt Vesuvius destroyed the town of Pompeii, via tectonic hazards such as pyroclastic flows and volcanic bombs. * Benefits of tourism in Pompeii include providing children with educational experiences, gaining insight into Roman culture, providing money for preservation organisations and providing jobs for local people. * Negatives of tourism in Pompeii include the erosion of mosaics, tourists breaking statues for souvenirs, graffiti and litter related to cigarettes. | Pyroclastic Flow  Volcano  Preservation | * Volcanoes are a tectonic hazard, and are created by the movement of tectonic plates. * Pyroclastic flow: a dense, destructive mass of very hot ash, lava fragments, and gases ejected explosively from a volcano and typically flowing at great speed. * Erosion: The general wearing down of something. |
| **Is North Korea safe to visit?** | * North Korea is located in Asia, which is east of the UK. Physical features include the Hamgyong mountains and the river Taedong. * Tourism in North Korea is tightly controlled by the North Korean government. All tourism is organized by one of several state-owned tourism. * The majority of tourists visit from China, with less than 5,000 from western countries. * Tourists who visit North Korea risk imprisonment for not following the strict laws in the country, with phones often bugged. * A tourist who visited the Arirang Mass Games, intended as a propaganda tool, stated that the 100,000-participant Games outshone every Olympics opening ceremony they had seen. | Tourism  Propaganda | * Dark Tourism: Tourism that involves travelling to places associated with death and suffering. * North Korea is located in the continent Asia   **Hinterland/Misconceptions:** Students are likely to know assorted facts about North Korea. These very significantly and should be addressed. |
| **Who benefits from slum tourism?** | * Slum tourism, involves tourism to impoverished areas * Positives of slum tourism include tour companies reinvesting profits in the slums, changing perceptions and challenging local governments to act. * Negatives of slum tourism include locals feeling exploited, profits staying in the hands of tour companies and locals feeling like zoo animals. | Slum  Poverty  Exploited | * Slum: a squalid and overcrowded urban street or district inhabited by very poor people. * The Dharavi slum is located in Mumbai, India. * Conditions in the slum are poor, with open sewers a regular occurrence. |
| **Should nuclear war be remembered?** | * In 1945 an atomic bomb was dropped on the Japanese city of Hiroshima, causing catastrophic damage. * The Hiroshima peace memorial and museum is located less than 100m south of the bomb hypocentre. * Positive tourist experiences speak of the lessons it teaches about nuclear war, the importance of educating children and the importance of remembering tragic events. * Negative tourist experiences include the gift shop, which although promoting peace, feels out of place with the rest of the experience. | Catastrophic  Nuclear | * Japan is situated on the Pacific ring of fire which makes it prone to tectonic hazards. * Japan is an island, which has benefitted the country through trade and protection.   History Link: WW2 in the Pacific |
| **Can tourists visit Chernobyl?** | * Chernobyl is a failed nuclear reactor located in the North of Ukraine. * Following nuclear meltdown, the town on Pripyat was completely abandoned. * Chernobyl is unsafe for a number of reasons. These include the need for guides to avoid areas of high radiation, dangerous weather changes and shattered glass around the site. * Tours insist Chernobyl is safe because tourists receive the same radiation dose as a long-haul flight as tours are time limited, while tour groups are limited to ensure they remain with the guide. | Nuclear Meltdown  Radiation  “Long-Haul” | * In 1945 an atomic bomb was dropped on the Japanese city of Hiroshima, causing catastrophic damage. * Natural Hazard: A natural event that has the potential to cause harm to people and property. * In Fukushima, radiation leaked from a nuclear plant crippled by an explosion, as a result of the Tsunami. |
| **Why are killing fields a popular tourist site in Cambodia?** | * Cambodia is located in South East Asia, bordering Thailand and Vietnam. * Between 1975 and 1979, two to three million people were killed in Cambodia by the extreme community guerrilla group the Khmer Rouge. * The tours offer a chance to learn about a genocide not taught in Western schools, enhancing tourist’s cultural capital. * Some tourists disrespect the site, including taking inappropriate photographs. | Extreme  Genocide  Cultural Capital | * Asia is the largest continent in the world. * Genocide: the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. * Critics of dark tourism argue that issues relating to inappropriate tourist behaviour, the altering of historical fact and the drive for profits make it immoral. For example, Justin Beiber at the house of Anne Frank. * Some who have experienced dark tourism argue that it brings history to life, and allows for greater capacity and emotion. For example, the 2014 Tower of London poppy event was a powerful anti-war message. |
| **Does New York have a dark tourist site?** | * The 9/11 terrorist attacks occurred on September 11th 2001 * Eyewitnesses of the attack saw the collapse of the twin towers, and subsequent dead of hundreds of people. * In 2022, the 9/11 memorial in NYC was the 4th most popular attraction on trip advisor. * Tourists flock to the site to pay respects to a tragedy within living memory for many people around the world. | Terrorist  Eyewitness | * Dark Tourism: Tourism that involves travelling to places associated with death and suffering. |

| **Unit 6: Hydrology: What happens when water interacts with the land** | | | |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
| **How do erosional processes impact natural environments?** | * Liquid water is the major agent of erosion on Earth. Rain, rivers, floods, lakes, and the ocean carry away bits of soil and sand and slowly wash away the sediment. * Valley erosion is the process in which rushing streams and rivers wear away their banks, creating larger and larger valleys. * Coastal erosion—the wearing away of rocks, earth, or sand on the beach—can change the shape of entire coastlines. * Water erosion can take the form of hydraulic action (water entering cracks in rocks and exploding), abrasion (rocks being hurled into others), attrition (rocks bumping into each other and smoothing down) and solution (elements of rock dissolving in water). | Erosion  Hydraulic Action  Abrasion  Attrition  Solution | * Erosion is the geological process in which earthen materials are worn away and transported by natural forces such as wind or water. * Erosion has taken place in glacial landforms. * Glacial erosional processes include plucking, abrasion and freeze-thaw. |
| **How did erosion create Seljalandfoss?** | * Seljandfoss is a waterfall located in Southern Iceland, with water dropping an impressive 60m from the top to the pool below. * The rate of erosion, which refers to how fast or slow the process is, varies depending on rock type. Where the rock is hard, erosion is slow. Where it is soft, erosion is fast. * The soft rock erodes more quickly, undercutting the hard rock. This is done via hydraulic action. * The hard rock is left overhanging and because it isn't supported, it eventually collapses. * The fallen rocks crash into the plunge pool, which is then depended via abrasion. * Over time, this process is repeated and the waterfall moves upstream. | Waterfall  Plunge Pool | * Water erosion can take the form of hydraulic action (water entering cracks in rocks and exploding), abrasion (rocks being hurled into others), attrition (rocks bumping into each other and smoothing down) and solution (elements of rock dissolving in water). * Valley erosion is the process in which rushing streams and rivers wear away their banks, creating larger and larger valleys. * Iceland is a country created by volcanic activity. |
| **How did erosion create Reynisdrangar?** | * The landform Reynisdranger is formed by coastal erosion rather than valley erosion. Here, the rock is eroded by waves rather than the flow of a river. * Reynisdrangar are basalt sea stacks situated under the mountain Reynisfjall near the village Vík in southern Iceland. * Caves occur when waves force their way into cracks in the cliff face. The water contains sand and other materials that grind away at the rock until the cracks become a cave. Hydraulic action is the predominant process. * If the cave is formed in a headland, it may eventually break through to the other side forming an arch. * The arch will gradually become bigger until it can no longer support the top of the arch. When the arch collapses, it leaves the headland on one side and a stack (a tall column of rock) on the other. * The stack will be attacked at the base via abrasion and attrition. This weakens the structure and it will eventually collapse to form a stump. | Hydraulic Action | * Water erosion can take the form of hydraulic action (water entering cracks in rocks and exploding), abrasion (rocks being hurled into others), attrition (rocks bumping into each other and smoothing down) and solution (elements of rock dissolving in water). * Coastal erosion—the wearing away of rocks, earth, or sand on the beach—can change the shape of entire coastlines. |
| **What happens to materials once they are eroded?** | * Eroded materials are moved via the process of transportation. * Transportation describes how a material is transported to one location to another. * On a beach, this occurs via the process of longshore drift. * Longshore drift is the movement of material along the shore by wave action. It happens when waves approach the beach at an angle. * The swash (waves moving up the beach) carries material up and along the beach. The backwash (waves moving back down the beach) carries material back down the beach at right angles. This is the result of gravity. * This process slowly moves material along the beach and provides a link between erosion and deposition. | Transportation  Longshore Drift  Deposition | * Coastal erosion—the wearing away of rocks, earth, or sand on the beach—can change the shape of entire coastlines. |
| **How are materials transported in a river?** | * Rivers pick up and carry material as they flow downstream. * The river flows faster towards the source due to steeper gradients and gravity. * There are four different river transport processes * Solution - minerals are dissolved in the water and carried along in solution. * Suspension - fine light material is carried along in the water. * Saltation - small pebbles and stones are bounced along the river bed. * Traction - large boulders and rocks are rolled along the river bed. * Rivers pick up and carry material as they flow downstream. * Rivers need energy to transport material, and levels of energy change as the river moves from source to mouth. * When energy levels are very high, large rocks and boulders can be transported. * Energy levels are usually higher near a river's source, when its course is steep and its valley narrow. | Solution  Suspension  Saltation  Traction | * Eroded materials are moved via the process of transportation. * Transportation describes how a material is transported to one location to another. * On a beach, this occurs via the process of longshore drift. |
| **What is deposition and why does it happen?** | * Deposition occurs when water loses energy and can no longer carry materials. * In rivers, this occurs when the gradient flattens and the river loses speed. * On a coastline, this occurs when the coastline changes direction or the prevailing wind is interrupted. * GIS: Depositional landforms can be spotted from using satellite images. These include splits, bars and estuaries. | Deposition | * Rivers pick up and carry material as they flow downstream. * The river flows faster towards the source due to steeper gradients and gravity. * Transportation describes how a material is transported to one location to another. * On a beach, this occurs via the process of longshore drift. * This process slowly moves material along the beach and provides a link between erosion and deposition. |
| **How do rivers create challenges and opportunities?** | * A challenge is a ‘problem’ which is caused and needs to be acted upon. * An opportunity is an issue that can create benefits. * River flooding creates challenges for local people, in particular urban areas close to rivers. * Rivers provide economic opportunities in the form of trade and tourism. | Challenge  Opportunity | * **Economic** benefits of tourism in Thailand include earning money to improve infrastructure, gaining reserves of foreign currency and allowing locals to sell crafts. * Tourism: the commercial organization and operation of holidays and visits to places of interest. |
| **How do coastlines create challenges and opportunities?** | * The main challenge coastlines create is the threat of erosion. * In Mapleton, erosion of the coastline has threatened properties and life. * Coastlines create opportunities in the form of tourism and habitat construction. | Erosion  Tourism  Habitat | * A challenge is a ‘problem’ which is caused and needs to be acted upon. * An opportunity is an issue that can create benefits. * Tourism: the commercial organization and operation of holidays and visits to places of interest. |