

KESTEVEN AND SLEAFORD HIGH SCHOOL

Geography Scheme of Learning

Year 9 – Term 3 /Unit 3– Impossible Places

Intent – Rationale

The intent is to develop an interest and natural curiosity in places that are challenging for humans to live in. It explores how human beings can create or change places that are considered to be ‘impossible.’ Using case studies of Dubai in the Middle East, Las Vegas in the USA, Chernobyl in the Ukraine and the Sakha region in Siberia, students develop their knowledge of the physical and human environment of the countries/regions concerned. Our intent is for students to independently research a ‘dark’ tourist destination and reflect on its ethical appropriateness for visitors.

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> • Y8 Asia (reference to the Middle East) • Sustainable regeneration (Bass Maltings in Y8) • Climate graphs (Y7 Weather) 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Water resource management in the UK (Y9 term 6) • Planning for urban sustainability (Y10 GCSE) • Impacts of nuclear energy exploitation (Y9 term 6)
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • Russian history (History) • Nuclear energy (Physics) 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • Spiritual development 2 – enjoyment and fascination about the world • Spiritual development 4 – a willingness to reflect on experiences if they students have visited Las Vegas, Chernobyl or Dubai • Moral development 2 – understanding consequences of behaviour (overuse of natural resources) • Moral development 3 – an interest in offering reasoned views about moral and ethical issues eg. dark tourism • GB4: a) communication, c) initiative, g) teamwork
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p>	<p>What are the opportunities for developing mathematical skills?</p>

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<ul style="list-style-type: none">• FROM THE LIBRARY <i>The Growth of Cities</i>; Robert Sneddon-351 <i>Green Alert: Spreading Deserts</i>; Paul Rezario-574 <i>The Ganges</i>; Michael Pollard-915.41 <i>Full Circle</i>; Michael Palin-910 <i>Desperate Deserts</i>; Anita Ganeri-577 <i>Desert</i>; DK Eyewitness-551 <i>Chernobyl and other Nuclear Accidents</i>; Judith Condon-363 <i>Nuclear Disaster</i>; Alex Woolf-363.17 <i>Travel and Tourism</i>; Louise Spilsbury-338 <i>National Geographic</i>. Magazine section	<ul style="list-style-type: none">• Climate graph interpretation (lesson 2)
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Geography Scheme of Learning Year 9 – Term 3/Unit 3 – Impossible Places

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

The characteristics of the city of Las Vegas and its climate
Physical and human characteristics of the Middle East
Disadvantages and advantages of Dubai's rapid urban growth
Physical and human characteristics of Russia
What happened at Chernobyl in 1986

Apply

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Understanding of climate graphs to compare the climate of London with that of Las Vegas
 Knowledge of Las Vegas' population growth to describe the challenges facing the physical environment
 Interpretation of information to help identify physical and human characteristics of the Middle East
 Interpretation of information to help identify physical and human characteristics of Russia
 Knowledge of the conditions in the tundra biome to describe and explain the challenges faced by people living in Siberia
 Knowledge of the Chernobyl explosion to explain why tourists visit

Extend

Justify solutions for water management schemes in Las Vegas
 Assess whether the promotion of dark tourism around the world is ethical?
 Justify the social, economic and environmental sustainability of Dubai

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Water deficit • Water surplus • Irrigation • Salination • Aquifer • Stakeholder • Sustainability • Dark tourism • Nuclear power • Radiation • Ethical • Archipelago • Oligarch • Exclave 	<p>Assessment will take 3 main forms:</p> <ol style="list-style-type: none"> 1. In starters, plenaries and during the lessons – formative assessment and retrieval practice to reinforce prior knowledge e.g., word searches, bingo, memory recall, definition matches etc. <p>For homeworks-tasks that require students to research new knowledge (e.g., research the issue of conflict minerals/ answer questions using BBC Bitesize) or apply existing knowledge to extended answers. Eg. research and create a power point slide about a 'dark tourism' location.</p> <ol style="list-style-type: none"> 2. Summative assessments: multiple-choice, one-mark answers, extended answers in test or exam conditions as end-of-unit tests

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. What is Las Vegas like and how has it grown?	Can I describe characteristics of Las Vegas, location and climatic variations?	Can I explain how and why Las Vegas has grown and the pressures this has placed on the environment?	<p>Powerpoint 1</p> <p>What impossible place are we studying today? Show image</p> <p>Clip of song - Welcome to fabulous Las Vegas https://www.youtube.com/watch?v=iXpwAxij1D8</p> <p>Write down one question you would like to know the answer to about the images in the following slides:</p> <p>Video questions: http://www.youtube.com/watch?v=zKbeRT8oXG8</p> <p>Atlas questions: Locating Las Vegas</p> <ol style="list-style-type: none"> a) In which state do you find the city of Las Vegas? b) What is the straight- line distance between Las Vegas and Los Angeles? c) What is the name of the lake found to the north-east of Las Vegas? d) What is the name of the river that passes south through Las Vegas? e) What is the line of longitude that passes through Las Vegas? f) Use pages 118-119 to state whether Las Vegas is further north or south of Lincoln? <p>Clip: https://www.bbc.co.uk/programmes/p011xxdv</p> <p>Graph description and annotation to show history of Las Vegas</p>

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			<p>Additional Task (if time): Climate graph of Las Vegas</p> <p>a) Construct a climate graph of Las Vegas showing the information below.</p> <p>b) Describe the temperature and precipitation variations throughout the year</p> <p>Plenary: What pressures does this rapidly expanding population place on the natural environment?</p>
<p>2. What are the environmental faced by Las Vegas?</p>	<p>Can I explain the social and environmental challenges facing the city of Las Vegas and suggest solutions?</p>	<p>Can I justify solutions to the challenge of water insecurity faced by the people of Las Vegas?</p>	<p>Powerpoint 2</p> <p>Starter: Write down 3 questions you would like to know the answer to about this image?</p> <p>London and Las Vegas climate graph comparison</p> <p>Clip – Steve Backshall discusses impact of water shortages in Nevada https://www.bbc.co.uk/programmes/p0114m43 https://www.bbc.co.uk/news/av/uk-17622512/a-solution-to-the-south-s-water-woes</p> <p>Task: With your partner complete the table to stick into your exercise book by considering the advantages and disadvantages of each potential solution to the water crisis in Las Vegas.</p> <p><u>Homework/extension task:</u> Read and answer questions from newspaper article about the challenges facing a city in the desert</p>
<p>Lesson 3 and 4: What are the physical and human characteristics of the Middle East?</p>	<p>Can I describe physical and human characteristics of the Middle East?</p>	<p>Can I select and interpret a range of information to help identify physical and human characteristics of the Middle East?</p>	<p>Powerpoint 3</p> <p>Check prior knowledge – what do you already know about the Middle East? https://www.youtube.com/watch?v=NawZqrBxCRw</p> <p>True or false statements about the Middle East</p> <p><u>Geog. 3 4th edition – selected questions</u></p> <p>Page 124-125. Questions 2,3 and 5</p> <p>Pages 126-127. Questions 1,2,3,4,6,7</p> <p>Pages 130-131. Questions 1,3,4,6</p>

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			<p><u>Extension:</u> Pages 134-135. Q1,2,3</p> <p>Plenary: Which of these anagrams is the odd one out?</p>
5. Is Dubai a sustainable city?	Can I explain the disadvantages and advantages of Dubai's rapid urban growth?	Can I evaluate whether Dubai is a sustainable city?	<p>Powerpoint 4</p> <p>Starter: Where is this? Show a range of images of Dubai to identify landmarks and features.</p> <p>https://www.youtube.com/watch?v=WCKz8ykyI2E</p> <p>https://www.bbc.co.uk/news/av/world-middle-east-49005196/dubai-expectation-vs-reality</p> <p>https://www.youtube.com/watch?v=WCKz8ykyI2E</p> <p>Watch clips</p> <p>Card sort – positive/negative points about Dubai</p> <p>Discuss – is Dubai a sustainable city?</p>
Lessons 6 and 7: What are the physical and human characteristics of Russia?	Can I describe physical and human characteristics of Russia? Can I explain the challenges facing the Sakha region in Siberia?	Can I select and interpret a range of information to help identify physical and human characteristics of Russia?	<p>Powerpoints 5a and 5b</p> <p>Starter: Guess the county!</p> <p>Check prior knowledge of Russia on post-it notes to discuss</p> <p>Clip – welcome to Russia</p> <p>http://www.youtube.com/watch?v=FW0cWPdJw1E</p> <p>Slide showing images of historical figures in Russia</p> <p>Geog.3 4th Edition – selected questions from pages 110-117</p> <p>Challenges facing the Sakha Region in Siberia – Russia's biggest region</p>
8. What are the issues facing Russia today?	Can I describe the issues facing Russia today?	Can I explain the global significance of Russia in the world today?	<p>Powerpoint 5c</p> <p>Geog.3 4th Edition pages 120-121</p> <p>Recent BBC newspaper article/ news TV clips about Russia and the war in Ukraine</p>
9. What happened in Chernobyl in 1986 and what	Can I describe what happened in Chernobyl and explain why?	Can I assess whether 'dark tourism' in Chernobyl and other locations is ethical?	<p>Powerpoint 6</p> <p>Starter: Images of Chernobyl – what do you know already?</p> <p>www.youtube.com/watch?v=vo7OAWDxUpU</p> <p>What is the darker side of tourism?</p>

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<p>were the impacts?</p>			<p>https://www.bbc.co.uk/news/av/world-europe-36080839/radioactive-tourism-in-chernobyl</p> <p>Define 'dark tourism' and give examples of places in the world which are known for 'dark tourism'</p> <p>Homework: Research and create a power point slide about a 'dark tourism' location.</p> <p>It needs to include:</p> <ul style="list-style-type: none"> • The location – include a map • Brief information about the history of the location • Why people would be interested in visiting it? What can they see there? What can they do? • Any other facts/figures – number of visitors? Number of visitors per year (if possible) • Appropriate images
<p>Assessment</p>	<p>Students will be tested on their knowledge and understanding of this topic in their Y9 formal assessment in term 4.</p>		