COTTINGHAM HIGH SCHOOL YEAR 8 CURRCIULUM 2020 ONWARDS

UNIT CODES:

PHYSICAL UNITS: LW – LIVING WORLD, NH – NATURAL HAZARDS, PL – PHYSICAL LANDSCAPES, WEA – WEATHER AND CLIMATE, GLA – GLACIATION, CC – CLIMATE CHANGE, WWM – WILDLIFE, WILDERNESS AND MOUNTAINS

HUMAN UNITS: UIC – URBAN ISSUES AND CHALLENGES, CEW – CHANGING ECONOMIC WORLD, CRM – CHALLENGE OF RESOURCE MANAGEMENT, TOU – TOURISM, POP – POPULATION, CON – CONFLICT, GLO – GLOBALIZATION, CUL – CULTURAL GEOGRAPHY

CGS – CORE GEOGRAPHICAL SKILLS

X CUR – CROSS CURRCIULUAR TO NAMED DEPARTMENT

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| **Year 8** | **Topic: 1** | **Term: 1** | **Length: 7 Lessons** | **Title: It’s your Planet** |
| **Location Focus:** | | Siberia, Holderness Coast, Chixculub, East Africa. | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Interpreting maps, latitude and longitude, describing change. | | |

In this unit, students will learn about the history of the earth. This will include theories of creation, geological time scales, and early human migration. Students will learn how geologists can use a range of evidence to determine what the earth was like in the past, and gain an appreciation for how this shapes our actions today with a local place study (Holderness Coast). Students will use a variety of data forms such as geological maps, and geographical skills such as latitude and longitude. Students work will focus on being able to explain processes and change over time well.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | How was the earth created?  *To investigate the scientific theory for how the earth may have been created.* | PL | XCUR - RE |  |  |  |
| 2 | What have been the major events in the earth’s history?  *To create a timeline of the major geological periods and discuss the biggest changes in the earth’s history.* | GLA, CC |  |  |  |  |
| 3 | How do we know about the past?  *To explain how geologists can use a range of evidence to inform us about the earth’s history.* | PL | XCUR – chemistry. |  |  |  |
| 4 | What rocks are beneath our feet?  *To interpret the geological map of the UK and discuss how the landscape of the UK has changed over time.* | PL | CGS |  |  |  |
| 5 | What is a mass extinction?  *To explain the possible reasons for mass extinctions and their importance for the evolution of new life.* | NH |  |  |  |  |
| 6\* | Where did human life originate and where did we go?  *To investigate and map the patterns of early human migration.* | PL | POP, CUL  CGS |  |  |  |
| 7 | How have humans evolved over time?  *To describe how humans evolved genetically to suit different physical landscapes and to consider how we might evolve in the future.* | LW | XCUR - Biology |  |  |  |

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| **Year 8** | **Topic: 2** | **Term: 1** | **Length: 7 Lessons** | **Title: Tectonics** |
| **Location Focus:** | | Iceland, L’Aquila, Nepal, Yellowstone National Park. | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Map skills, explaining processes. | | |

Intent: With an understanding of how the earth has formed, students will study how the earths tectonic plates operate. Students will learn about how each of the four plate boundaries moves, and gain an appreciation for how each poses different risks to human life. Students will consider why places are impacted by tectonic hazards differently and make decisions based on hazard and risk when considering super volcanoes.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is happening under my feet?  *To describe the structure of the earth and why the continents have shifted over time.* | NH | XCUR – Physics  CGS |  |  |  |
| 2 | What happens when the earth’s crust moves?  *To draw diagrams of plate margins and explain how these lead to hazards.* | NH |  |  |  |  |
| 3 | What secondary hazards can earthquakes and volcanic eruptions cause  *To discuss the secondary hazards associated with earthquakes and volcanic eruptions, for example liquefaction and tsunamis.* | NH |  |  |  |  |
| 4 | Do the impacts of earthquakes in HICs and LICs differ?  *To compare two earthquakes and consider why the impacts of the events were different.* | NH |  |  |  |  |
| 5 | Why do people live near volcanoes?  *To investigate why people live in tectonically active areas and the social and economic benefits of this.* | NH | XCUR – History, RE.  TOU, CUL. |  |  |  |
| 6 | Can we protect people from earthquakes?  *To design an earthquake resistant building for a city in an LIC.* | NH |  |  |  |  |
| 7\*A | How super are super volcanoes?  To complete a Decision Making Exercise on Yellowstone National Park and justify my actions. | NH | CGS |  |  |  |

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| **Year 8** | **Topic: 3** | **Term: 1** | **Length: 7 Lessons** | **Title: Weather, Climate and Biomes** |
| **Location Focus:** | | UK, Amazon Rainforest, Sahel, India, Philippines. | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Interpreting data, drawing climate graphs, map skills, interpreting photographs. | | |

Intent: This topic will introduce students to the concepts of weather and climate and build an understanding of why climates vary around the world. Students will begin by looking at the weather in the UK and conducting microclimate fieldwork on the school site. The world’s biomes will be explored with a particular focus on the Amazon Rainforest and the Sahel. A range of climate hazards will be studied, including monsoons and typhoons, before students explore the idea of extreme weather in the UK and how this could change in the future with links to climate change. Students will develop their geographical skills through map work, and the production and description of climate graphs.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is the weather in the UK like?  *To establish the difference between weather and climate, describe the weather in the UK and the factors that control it.* | WEA |  |  |  |  |
| 2 | How can the weather be measured?  *To conduct a microclimate study around Cottingham High School.* | WEA | CGS |  |  |  |
| 3 | How does the climate vary worldwide?  *To produce a map of the worlds climate zones and biomes and describe the patterns it shows.* | WEA | CGS |  |  |  |
| 4 | How and why are the Amazon Rainforest and the Sahel different?  *To compare the climate of the rainforest and desert biome and explain how air pressure makes the climates differ.* | WEA |  |  |  |  |
| 5 | Is the Indian Monsoon a blessing or a curse?  *To discuss the positives and negatives of the yearly monsoon rains in India.* | WEA  CC |  |  |  |  |
| 6\* | What happened during Typhoon Haiyan?  *To explain the causes, impacts and responses to Typhoon Haiyan in the Philippines.* | WEA |  |  |  |  |
| 7 | Does the UK experience extreme weather and how might this change?  *To interpret extreme weather events in the UK from photographs, and justify how our weather might change in the future.* | WEA  CC | CGS |  |  |  |

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| **Year 8** | **Topic: 4** | **Term: 1** | **Length: 8 Lessons** | **Title: Rivers** |
| **Location Focus:** | | River Tees, Hull, Ganges, York, China. | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Grid references, maths, fieldwork. | | |

Intent: In this unit, students will explore rivers in the local area and examples from across the world. This will centre around river processes, human interaction with physical geography and the impacts of flooding. There will be opportunities to study local rivers, including land use on the Humber, flood events in Hull, and a decision making exercise based on creating a flood protection plan for Hull with a budget. Cross curricular links with History will see students explore how the use of the Humber has changed over time and how this shapes the local area.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is a drainage basin?  *To create a 3D drainage basin and label its features.* | PL |  |  |  |  |
| 2 | How does the River Tees change from source to mouth?  *To describe and explain how the long profile of the River Tees changes from the upper to lower course.* | PL | CGS |  |  |  |
| 3 | How do waterfalls and meanders form?  *To describe and explain how river landforms form, using specific examples of erosion and transport.* | PL |  |  |  |  |
| 4\* | How do humans use rivers and how has this changed over time?  *To create a timeline of how the use of the Humber Estuary and its associated industry has changed over time* | PL | CRM  CUL  XCUR – History, RE. |  |  |  |
| 5 | How are rivers used around the world?  *To explore how rivers are used globally and consider the impacts of large scale projects (Three Gorges Dam?).* | PL | CRM  CON  XCUR – RE. |  |  |  |
| 6 | What are the causes of flooding?  *To explain the human and physical causes of flooding and conduct an infiltration experiment. (small scale – lower playground and field).* | PL | CGS |  |  |  |
| 7 | What happens when rivers flood?  *To compare the causes and impacts of flood events in HICs and LICs. (Ouse and Ganges).* | PL |  |  |  |  |
| 8\*A | How can we protect people from flooding?  *To explain the difference between hard and soft engineering and design a flood protection plan for Hull.* | PL | CGS |  |  |  |

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| **Year 8** | **Topic: 5** | **Term: 2** | **Length: 8 Lessons** | **Title: Glaciation** |
| **Location Focus:** | | The Lake District, The Holderness Coast and the Alps | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Describing processes, Using OS Maps to recognise glacial features | | |

Intent: This unit is designed to provide students with an insight into basic glacial features and processes. Glaciation isn’t studied at GCSE so this unit is designed to provide students with a wider interest and complete picture of Geography. Students will study types of Glacier, glacial erosion and deposition, including landforms and relate it to both UK and European landscapes. Students will revisit Ordnance Survey Map skills and will build on their understanding of erosion from both Year 7 and the Y8 Rivers topic.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What types of Glaciation exist and where in the world is it found?  *To define ice sheets and valley glaciers and to describe where each are found and why* | PL |  |  |  |  |
| 2 | What is an Ice age and how did the last Ice Age affect Britain?  *To show the main difference the last Ice Age made to the landscape of Britain using a cartoon strip* | PL |  |  |  |  |
| 3 | How does a glacier erode the land?  *To be able to differentiate between forms of glacial erosion and recognise at least two glacial landforms* | PL |  |  |  |  |
| 4 | What is glacial deposition and where does it happen?  *To create a glacier diagram including both erosion and depositional landforms* | PL |  |  |  |  |
| 5 | What glacial landforms can we still see in the Lake District?  *To identify and provide grid references for at least two different glacial landforms in the Lake District* | PL | CGS |  |  |  |
| 6\* | How did glacial deposition shape the Holderness coast of East Yorkshire?  *To explain what boulder clay is and how it ended up in the cliffs at Mappleton* | PL |  |  |  |  |
| 7 | What problems do glacial landscapes create?  *To explain how glaciers create problems for people living in the Alps* | PL |  |  |  |  |
| 8 | What benefits do glacial landscapes create?  *To explain how the benefits of Tourism in the Alps can offset the problems created. Links made to the Ski industry and Ski trip* | PL | TOU |  |  |  |

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| **Year 8** | **Topic: 6** | **Term: 2** | **Length: 7 Lessons** | **Title: Coasts** |
| **Location Focus:** | | Holderness Coast. | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Location descriptions, explaining processes, calculation. | | |

Intent: This unit will introduce coasts, which is explored in more depth in the Physical Landscapes GCSE unit. With an understanding of the geology of the local area from It’s your Planet and the Glaciation unit, students with investigate how and why the Holderness Coast has changed over time. Students will gain an understanding of the risks the local coastline faces and develop a plan to manage the coastline, bringing a real issue that planners and councils face to the classroom.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is it like at the coast?  *To investigate the different industries at the coast and the social, economic and environmental impacts these can have.* | PL | TOU  XCUR – Science, history. |  |  |  |
| 2 | How has erosion shaped the Holderness Coast?  *To locate the Holderness Coast and explain how Flamborough formed and has changed over time.* | PL | GLA |  |  |  |
| 3 | How has deposition shaped the Holderness Coast?  *To locate Spurn Point and annotate an image to explain how it formed.* | PL | GLA  CGS |  |  |  |
| 4\* | What happened at Holbeck Hall?  *To investigate processes of mass movement and explain the impacts this can have.* | PL | CGS |  |  |  |
| 5 | How can the Holderness Coast be managed?  *To describe the differences between hard and soft engineering and explain how some management techniques work.* | PL |  |  |  |  |
| 6 | How would I protect the Holderness Coast?  *To create a coastal management plan for the Holderness Coast in line with a budget and justify my decisions.* | PL | CGS |  |  |  |
| 7\*A | What challenges do coastlines around the world face?  T*o investigate the risks other coastlines face and compare this to the Holderness Coast.* | PL |  |  |  |  |

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| **Year 8** | **Topic: 7** | **Term: 3** | **Length: 7 Lessons** | **Title: Life on Earth** |
| **Location Focus:** | | South America - The Galapagos Islands, The Amazon Rainforest, The Atacama Desert | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Ecosystem understanding and food webs | | |

Intent: This unit is intended to be an introduction to the larger concepts explored in the Living World GCSE unit. Students will be revisiting South America to build their knowledge of this continent. Evolution, adaptation and behaviours of animals will be examined. Students will develop core Geographical skills of justification and reading/drawing of food webs.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is evolution?  *To examine how evolution has affected the living world* | LW |  |  |  |  |
| 2 | Why has the Galapagos experienced more noticeable evolution than other parts of the world?  *To look at specific examples of evolution on the Galapgos* | LW |  |  |  |  |
| 3 | How have animals in the Rainforest adapted to live there?  *To describe the adaptations of at least 3 rainforest animals* | LW |  |  |  |  |
| 4 | Can you design your own rainforest animal that can survive in the Amazon?  *To design and justify your choice of animal design* | LW | CGS |  |  |  |
| 5 | How have animals in the Desert adapted to live there?  *To describe the adaptations of at least 3 deserts animals* | LW |  |  |  |  |
| 6 | What is a food web?  *To draw a desert food web and identify producers and consumers within it* | LW | CGS |  |  |  |
| 7\*A | How can we protect the biodiversity of the Planet?  *To look at how we can protect species by the decisions we make in the UK* | LW |  |  |  |  |

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| **Year 8** | **Topic: 8** | **Term: 3** | **Length: 7 Lessons** | **Title: Settlement** |
| **Location Focus:** | | The UK – Hull and London, Asia – Dharavi and Manila | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Use of OS Maps, Solving a mystery, | | |

Intent: This unit is intended to revisit some ideas from Y7 UK topic and Y7 Asia topic, revisiting the cities of Hull, London and Manila. Students will examine settlement theory including patterns, shapes, sites and changes over time. This will be set in familiar examples. Students will solve the mystery about their local area regarding how Hull and Cottingham have ‘merged’ and will look at life in Megacities. Some GCSE ideas will start to be examined, these including opportunities vs challenges and advantaged and disadvantages. Study will finally apply what they have learned by creating examples of future settlements.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is a settlement? What types and patterns of settlements exist?  *To understand the type and function of settlements using OS maps* | UIC | CGS |  |  |  |
| 2 | Why do settlements grow? Why did Hull become a city?  *To identify settlement site factors and work out how Hull became a successful settlement.* | UIC |  |  |  |  |
| 3 | What land use patterns exist in cities in HICs and LICs  *To draw settlement land use diagrams for HIC and LIC cities using London and Manila as examples* | UIC |  |  |  |  |
| 4 | How do settlements change over time?  *To solve the mystery about how Hull and Cottingham merged* | UIC, CEW |  |  |  |  |
| 5 | What opportunities and challenges exist in the Megacity of Manila?  *To revisit Y7 case study and examine whether the creation of jobs is having a positive or negative impact on the environment* | UIC | CON |  |  |  |
| 6 | What is informal housing and how is it impacting on cities in India?  *To use ‘Slumming it’ documentary to assess the advantages and disadvantaged of living in a slum.* | UIC | POP, CON |  |  |  |
| 7\* | What will the settlements of the future look like?  *To design a 2120 version of a village, town, city and megacity* | UIC | POP, CON |  |  |  |

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| **Year 8** | **Topic: 9** | **Term: 3** | **Length: 4 Lessons** | **Title: Migration** |
| **Location Focus:** | | Hull, Boston USA, Dubai and Singapore | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Evaluation and drawing conclusion | | |

Intent: This short unit reinforces students’ knowledge of place and builds on their North American look at migration in Mexico. The aim is not to spend too long on the original definitions but to look more at the impact migration has on a place from the point of view of conflict, character of places, pace of growth and multiculturalism.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is migration? (recap) and what advantages and disadvantages can it have?  *To evaluate whether migration has had more advantages or disadvantages for Hull as a city* | UIC  CEW |  |  |  |  |
| 2 | How can migration influence the character of a city? Boston, USA  *To examine how centuries of immigration has influenced the city of Boston* | UIC  CEW | CUL |  |  |  |
| 3 | Can a city grow too fast?  *To examine issues caused by the rapid growth and migration to Dubai* | UIC | CRM |  |  |  |
| 4\* | How has migration affected Singapore socially?  *To examine the population structure and cultural and social developments in Singapore centred on multiculturalism* | UIC | CUL |  |  |  |

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| **Year 8** | **Topic: 10** | **Term: 3** | **Length: 9 Lessons** | **Title: Urbanisation** |
| **Location Focus:** | | Hull, London, Lagos, Dubai | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | | Evaluation, map drawing | | |

Intent: In this unit students will learn about urbanisation and how it impacts land use and the environment across a variety of HIC and LIC case studies. Students will be using their creativity to apply ideas through design. Students will assess the impact of urbanisation and loom at solutions. There is a specific focus on the impact that Urban change has had on Hull, their nearest large city.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What is urbanisation?  *To define the term urbanisation and to see how it is happening in practice in Cottingham* | UIC |  |  |  |  |
| 2 | What is green and brownfield and greenfield development, and which is best?  *To evaluate the social, economic and environmental impacts of GFD and BFD.* | UIC |  |  |  |  |
| 3\* | What is redevelopment and how has it happened in Hull?  *To create a map of changes to Hull overtime* | UIC |  |  |  |  |
| 4 | Was the redevelopment for Hull City of Culture 2017 worth it?  *To evaluate whether the developments that took place for 2017 have and will continue to have an impact on the city?* | UIC | CUL |  |  |  |
| 5 | What is gentrification and how has it altered Shoreditch, London?  *To design a ‘gentrified street scene’* | UIC | CON |  |  |  |
| 6 | How has urbanisation impacted on Lagos, Nigeria?  *To create a case study of urban change in Lagos* | UIC |  |  |  |  |
| 7 | How has urbanisation impacted on Dubai, UAE?  *To create a case study of urban change in Lagos?* | UIC |  |  |  |  |
| 8 | What are the negative impacts of urbanisation on the environment, and, with a growing world population, how can these problems be solved?  *To create and share group presentations* | UIC | CON |  |  |  |
| 9\*A | Assessment Lesson |  |  |  |  |  |

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| **Year 8** | **Topic: 11** | **Term: 3** | **Length: 9 Lessons** | **Title: Conflict** |
| **Location Focus:** | | Hull, The Sahel, Almeria, Global conflicts - Ocean Plastics and Antarctica | | |
| **Mastery Skill Focus:** | | 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) | | |
| **Geographical Skills:** | |  | | |

Intent: This unit introduces students to some of the major global issues that they we encounter again in Year 9. The focus here is about understanding conflict and developing an idea that there are multiple views in all geographical conflict and it can be hard to distinguish right from wrong. The conflict issues choses have some overlap with history, looking at the geography of historical conflicts affecting Hull. Students will use the ‘SPEED’ model for classifying conflicts and will study climate conflicts, ocean issues and food production conflicts.

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| No. | Lesson Title and Overview | GCSE unit | Other Topic | Careers Link | Personal Development | Local Area Link |
| 1 | What does conflict mean in a Geographical context?  *To examine past and current conflict affecting the city of Hull. To include Cod wars, World War II and current planning issues* | UIC | XCUR - History |  |  |  |
| 2 | What types of Geographical conflict exist?  *To classify conflict using SPEED – social, political, economic, environmental and demographic* | UIC, CRM, CEW |  |  |  |  |
| 3 | Is Climate change increasing global environmental conflict?  *To examine whether global climate is more important than global economy* | NH, CEW |  |  |  |  |
| 4 | How is climate change causing conflict in the Sahel?  *To produce a case study of conflict in the Sahel* | NH, CEW |  |  |  |  |
| 5 | How should Antarctica be used in the future?  *To investigate the proposed uses of Antarctica in the future and to complete a decision-making exercise* | NH | GLA |  |  |  |
| 6 | How do we indirectly cause conflict by our lifestyle choices?  *To examine conflict in Almeria and link it to the food supply chains we use.* | CRM |  |  |  |  |
| 7 | What are we going to do about the oceans?  *How can conflict over ocean use be overcome?* |  | WWM |  |  |  |
| 8\* | How does the world work? Physical processes summary |  |  |  |  |  |
| 9\*A | *How does the world work? Human processes summary and evaluation* |  |  |  |  |  |