**Overview**

Geography is a contemporary academic subject that is fundamental to our understanding of preserving the world for the future. This scheme of work is designed to encourage students to appreciate the dynamic nature of the world and understand the complexities and interdependence of the major global issues we currently face. Students will build upon prior knowledge to understand a range of these global issues, and think both independently and collaboratively about how these issues can be sustainably addressed.

**Progression**

The introductory lessons of this unit are designed to introduce students to the Sustainable Development Goals, and give them an understanding of a range of global issues including food and water security and population growth, in addition to providing examples of management strategies at different levels. Pupils will explore a variety of presentation options including GIS and ArcGIS Story Maps to support the projects they will create. The aim of this unit is for students to collaborate to produce an innovative solution to sustainably address a global issue so as to preserve the planet for the future.

This unit is designed to build upon prior knowledge from both Year 7 and Year 8, particularly in relation to the topics of Mapping and GIS, Meteorology, and Development and Superpowers. Students will be expected to apply their knowledge from various prior units to build a comprehensive understanding of the depth of global issues and their causes. These skills will aid students as they enter Year 9 and begin to consider more complex geographical issues in units including Geopolitics, where they will be expected to have a comprehensive grasp of the role of geographers in managing global issues.

**Assessment**

Classwork will be monitored through formative assessment and retrieval practice, including as starters, in-class quizzes, and plenaries. Homework will be set and reviewed by teachers on an individual basis with either written or verbal feedback given. There will be no written exam, as students will be assessed on their ability to create an innovative, yet realistic, group project to address a major global issue sustainably to preserve the world for the future. This will be assessed both by the class and the teacher through feedback sheets (see resource 6, assessment rubric), and feedback will be given in order for students to improve upon their projects in the final lesson.

**Threshold concepts**

Credit to Amy Case, Head of Geography, Latymer Upper School

| **Space** | The implications of spatial distributions and patterns of a range of physical and human geographical phenomena. |
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| **Scale** | The significance of spatial scale in interpreting environments, features, and places from local to global, and time scale in interpreting change from the geological past to future scenarios. |
| **Place** | The importance of physical and human characteristics which create distinctive places with different opportunities and challenges. |
| **Environment** | How the interactions between people and their immediate surroundings create the need for management and sustainability. |
| **Interdependence** | How the complex nature of interacting physical systems, human systems, and processes create links and interdependencies. |
| **Diversity** | The significance of the similarities and differences between places, environments, and people. |
| **Change** | The importance of change and the dynamic nature of places, environments, and systems. |

| **A BLUEPRINT FOR THE FUTURE** | | | | | |
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| **Lesson** | **Title and Learning Objective** | **Threshold Concepts / Geographical Lenses** | **Learning Outcome / Purpose** | **Extension Ideas** | **Key Terms** |
| 1 | **Title:** The Global Issues Geographers Face  **Learning Objective:** To explain the purpose of the Sustainable Development Goals and link them to current global issues.  **Homework:** The World as 100 People. | Threshold concepts:   * Environment * Interdependence * Change   Geographical lenses:   * Social * Economic * Environmental * Political | * What is sustainability? * What are the Sustainable Development Goals? Why do we need them? * Review an example of how Goal 2 is being addressed | [170 daily actions to transform the world](https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view)  <https://www.un.org/sustainabledevelopment/student-resources/>  <https://bbcearthexperience.com/>  <https://www.un.org/en/climatechange/what-is-climate-change>  An Inconvenient Truth (2006, Al Gore)  An Inconvenient Sequel: Truth to Power (2017,Al Gore)  <https://www.gapminder.org/videos/dont-panic-end-poverty/> | Sustainability  Sustainable Development Goals |
| 2 | **Title:** *Don’t Panic: The Truth About Population*  **Learning Objective:** To describe the changes to the population over time and explain the problems associated with this. | Threshold concepts:   * Space * Change * Scale   Geographical lenses:   * Social * Environmental * Political | * To describe the world’s population growth and the rate of the increase * To give reasons for population growth * To understand the problems associated with population growth | <https://www.ucl.ac.uk/news/2022/nov/opinion-you-are-now-one-8-billion-humans-alive-today-lets-talk-overpopulation>  [Is the Earth Overpopulated? BBC Documentary](https://www.youtube.com/watch?v=XzoBE8eE81w) | Birth rate  Death rate  Infant mortality rate  Life expectancy  Adult literacy rate |
| 3 | **Title:** How Food Secure is the World?  **Learning Objective:** To describe patterns of global food security and explore potential solutions.  **Homework:** (Flipped learning) - Managing Water as a Resource | Threshold concepts:   * Place * Environment * Interdependence * Change   Geographical lenses:   * Social * Political * Economic * Environmental * Technological | * Introduce students to ArcGIS Story Maps as a potential way to present their project * Make a link between food security and the Sustainable Development Goals * What are the problems associated with food security across the world? * Consider and explain solutions from the perspective of top-down and bottom-up projects. | [The Global Food Security Index](https://impact.economist.com/sustainability/project/food-security-index/)  [Follow the Food (BBC)](https://www.bbc.com/future/bespoke/follow-the-food/)  [World Bank Food Security Projects](https://www.worldbank.org/en/topic/agriculture/brief/food-security-update/our-projects) | Food security  Top-down project  Bottom-up project |
| 4 | **Title:** Is Water an Infinite Resource?  **Learning Objective:** To describe the availability of water as a resource and consider how we can ensure water remains a renewable resource. | Threshold concepts:   * Change * Environment * Interdependence   Geographical lenses:   * Social * Environmental | * Introduce the concept of water security and water as a non-renewable resource * Use PHAL (pattern, high, anomaly, low) to describe the global patterns of water security * Allow students to consider a small-scale, basic solution to managing water quality in a village in an LIC. Consider how this could be scaled up. | [The Water Crisis (National Geographic)](https://www.youtube.com/watch?v=3VyfN30XzDM)  [World’s Water Crisis (Netflix Explained)](https://www.youtube.com/watch?v=C65iqOSCZOY)  [Water Security Solutions Centre](https://globalwatersecurity.org/) | Water security  Renewable resource  Non-renewable resource |
| 5, | **Title:** Design Your Own Project: Planning  **Learning Objective:** To specify the issue you are going to address and plan your project. | Threshold concepts:   * Space * Scale * Place * Environment * Interdependence * Environment * Change   Geographical lenses:   * Social * Political * Economic * Environmental * Technological | * Give students 3 lessons to produce a project to sustainably address a global issue of their choice for the future * This lesson should be dedicated to planning * Students will choose a global issue to address, link it to the Sustainable Development Goals, and fill out their planning sheet as a group. | [Get Started with ArcGIS Online](https://doc.arcgis.com/en/arcgis-online/get-started/get-started.htm)  [Get Started with ArcGIS Story Maps](https://storymaps.arcgis.com/stories/cea22a609a1d4cccb8d54c650b595bc4)  Students may wish to utilise [Minecraft Education](https://education.minecraft.net/en-us) to design their projects. | N/A |
| 6 | **Title:** Design Your Own Project: Research and Implement  **Learning Objective:** To understand how to effectively research your projects and begin to design them.  **Homework:** Spend 30 minutes working on your projects at home. | Threshold concepts:   * Scale * Interdependence * Change   Geographical lenses:   * Technological | * Students will consider effective research strategies, how to reference information, and what reliable sources are. * Students will then spend the remainder of the lesson designing their projects | N/A | N/A |
| 7 | **Title:** Design Your Own Project: Implement and Check  **Learning Objective:** To complete your projects and ensure they are ready to present next lesson. | N/A | * Students will spend the lesson completing their projects. | N/A | N/A |
| 8 + 9 | Presentations | N/A | * Students will present their projects to the rest of the class, who will provide feedback based on how realistic and innovative the idea is, as well as whether it addresses the issue they have chosen. * Students will complete the assessment rubric to provide feedback to each group while they present. | N/A | N/A |
| 10 | Review and adapt projects based on feedback | N/A | * Students will spend the lesson reviewing and adapting their projects based on teacher and peer feedback from their presentations. * The most innovative and well-designed projects may be presented to the school/parents in a similar format to a science fair. | N/A | N/A |