



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
<b>Britain's population</b>	<p>To describe the population distribution in Great Britain.</p> <p>To explain the population structure of Great Britain and the issues this could create.</p>	<p>Population</p> <p>Sparse</p> <p>Dense</p> <p>Distribution</p> <p>Population pyramid</p> <p>Ageing population</p>	<p>Key definitions.</p> <p>Written description of population distribution.</p> <p>Comparison of population pyramids of the UK in different years.</p> <p>Written explanation of problems and solutions to an ageing population</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Places in the UK, physical features of the UK</p> <p>Extended writing skills</p> <p><b>What comes next:</b></p> <p>populationpyramids.org</p>	<p>Research house prices in different parts of UK</p>
<b>Housing problems in the UK</b>	<p>To describe the housing issues in the UK.</p> <p>To evaluate the solutions to manage the UK's housing problems.</p>	<p>Renting/buying</p> <p>Property</p> <p>Landlord</p> <p>Mortgage</p> <p>Greenfield site</p> <p>Brownfield site</p> <p>Green belt</p>	<p>Analysis of newspaper articles.</p> <p>Highlight positives and negatives of renting and buying.</p> <p>Key terms definitions.</p> <p>Decision making exercise (building on different types of land).</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>Understanding of densely/sparsely populated areas of UK</p> <p><b>What comes next:</b></p> <p>Changing economic activities in UK</p> <p>BBC Bitesize</p>	<p>Research history of the cotton industry in Burnley</p>
<b>Deindustrialisation</b>	<p>To explain how and why industry has declined in Britain.</p> <p>To evaluate how industrial decline has impacted employment in Britain.</p>	<p>Deindustrialisation</p> <p>Employment</p> <p>Secondary industry</p> <p>Manufacturing</p> <p>Decline</p> <p>Globalisation</p> <p>Employment structure</p>	<p>Video analysis of deindustrialisation in Burnley (case study).</p> <p>Key word definitions.</p> <p>Class discussion/debate.</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Human geography: economic activities</p> <p><b>What comes next:</b></p> <p>Links to KS4: Changing UK Economy</p> <p>www.theguardian.com (poverty maps)</p>	<p>Key vocabulary practice</p>



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<b>Inequality in Britain</b>	To describe and explain the north/south divide. To evaluate the methods of solving inequality in Britain.	Inequality Wealth Unemployment Quality of life Standard of living Poverty	Analysing patterns on maps. Written description of inequalities across Britain. Categorising positives and negatives of HS2. Decision making exercise (case study). GCSE exam question.	<b>Pre-requisites:</b> Understanding of areas of UK with industrial decline  <b>What comes next:</b> Links to KS4: Changing UK Economy	Research which countries are Britain's main trade partners (imports/exports)
<b>Britain's global connections</b>	To describe and explain Britain's links with the wider world. To assess how global connections have impacted Britain.	Multicultural Commonwealth Empire Migration Culture Trade Citizenship	Mapping activity of Britain's commonwealth. Written description of Britain's global links. Timeline of Britain's migratory history. Analysis of impacts of migration on Britain. GCSE exam question.	<b>Pre-requisites:</b> KS2: UK trade links  <b>What comes next:</b> Links to KS4: Changing UK Economy Read up-to-date news articles	Research what the EU is (why it started, member countries)
<b>Britain and the EU</b>	To understand the history of Britain's relationship with the EU. To evaluate the impacts of Brexit on Britain.	European Union Brexit Migration Trade Imports Exports	Mapping the EU member countries. Ranking the main aims of the EU. Analysing information and opinions on Brexit. Decision making exercise with written evaluation.	<b>Pre-requisites:</b> Understanding of UK's wider-world links  <b>What comes next:</b> End of topic assessment	Revise for end of topic assessment



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<b>Weather and climate</b>	<p>To describe and explain the differences between weather and climate.</p> <p>To explain the factors influencing weather and different types of precipitation.</p>	<p>Weather</p> <p>Climate</p> <p>Atmosphere</p> <p>Water cycle</p> <p>Convectional</p> <p>Frontal</p> <p>Relief</p>	<p>Key word definitions.</p> <p>Discussion about factors affecting the weather and climate of the UK.</p> <p>Use of maps to describe and explain weather and rainfall patterns.</p> <p>Analysing pictures to link types of rainfall to clouds.</p> <p>GCSE Question.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Climate, water cycle</p> <p><b>What comes next:</b></p> <p><a href="http://www.coolgeography.co.uk">www.coolgeography.co.uk</a></p> <p>BBC Bitesize</p>	Key vocabulary definitions
<b>Pressure systems</b>	<p>To describe and explain what high and low pressure is.</p> <p>Better than expected progress: To recognise different types of weather associated with high and low pressure.</p>	<p>Cold front</p> <p>Warm front</p> <p>Occluded front</p> <p>Isobar</p> <p>Pressure</p> <p>Ecosystems</p>	<p>Key word definitions.</p> <p>Use of weather map to identify different weather features.</p> <p>Using global ecosystem maps make links to the Global Atmospheric Circulation Model.</p> <p>Make a weather forecast using weather maps then analyse its accuracy.</p>	<p><b>Pre-requisites:</b></p> <p>KS2: Climate regions around the world, biomes</p> <p><b>What comes next:</b></p> <p>Links between pressure systems and extreme weather</p> <p>News articles on recent extreme weather events</p>	Key vocabulary definitions
<b>Extreme weather in the UK</b>	<p>To describe the impacts of the 2013 St Jude's Day storm.</p> <p>To evaluate how likely extreme weather storms may be in the future.</p>	<p>Precipitation</p> <p>Flooding</p> <p>Impacts</p> <p>Social</p> <p>Environmental</p> <p>Economic</p> <p>Extreme weather</p>	<p>Description of storm route using maps.</p> <p>Photo/video analysis.</p> <p>Categorising impacts into social, economic, environmental.</p> <p>GCSE exam question.</p>	<p><b>Pre-requisites:</b></p> <p>Previous lessons (pressure systems and associated weather)</p> <p><b>What comes next:</b></p> <p>Extreme weather in other parts of the world (tropical storms)</p> <p>BBC Bitesize (tropical storms)</p>	Research Hurricane Katrina (2005)



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<b>Tropical storms</b>	To describe the conditions needed and characteristics of tropical storm formation,  To explain the impacts of tropical storms using a case study.	Hurricane  Low pressure  Coriolis effect  Eye  Eye wall  Long-term impacts  Short-term impacts	Describing distribution of tropical storms.  Sequencing events (storyboard) of formation of tropical storms.  Case study analysis of Hurricane Katrina.	<b>Pre-requisites:</b>  Map skills (Year 7)  Links to pressure and weather systems  <b>What comes next:</b>  Investigating key weather elements  BBC Bitesize: What is weather?	Research how different elements of weather are measured
<b>Microclimates</b>	To understand and describe the factors that can impact climates on a small scale.  To apply understanding to examples and judge how microclimate can change.	Microclimate  Shelter  Relief  Aspect	Definitions of key terms.  Written descriptions of factors affecting microclimate.  Application of understanding using a range of maps.  Identifying location of a place on a map using a photograph.	<b>Pre-requisites:</b>  Understanding of key weather elements (wind, precipitation, temperature)  <b>What comes next:</b>  Fieldwork (how to measure weather)  BBC Bitesize: How do we measure weather?	Investigate the microclimate of your house
<b>Microclimate fieldwork</b>	To measure elements of the weather in different locations around the BTRCC site.  To analyse results to come to a conclusion where to situate a new picnic bench.	Microclimate  Temperature  Wind speed  Wind direction  Anemometer  Thermometer  Weather vane  Beaufort Scale	Carrying out a range of experiments at different sites within school, to assess suitability of a location for a picnic bench.  Data presentation skills (including graphs and charts).  Writing a proposal for a location of a new picnic bench (including analysis, conclusion and evaluation of results).	<b>Pre-requisites:</b>  Understanding of key weather elements (wind, precipitation, temperature)  KS2: How to graph fieldwork data  <b>What comes next:</b>  End of topic assessment	Revise for end of topic assessment



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<b>Introduction to Africa</b>	<p>Explore the different human and physical features of Africa</p> <p>To use information from a variety of sources to describe how people and environments interact both positively and negatively</p>	<p>Continent</p> <p>Country</p> <p>Climate</p> <p>Landscape</p>	<p>Creating a map of Africa and locating countries and key geographical features.</p> <p>Considering the different ecosystems in Africa.</p> <p>Study some flags and the reasons for the chosen design.</p>	<p><b>Pre-requisites:</b></p> <p>Knowledge of continents/ countries (Year 7)</p> <p><b>What comes next:</b></p> <p>Leads on to focus on a case study of Famine in an African region.</p>	<p>Seterra online quiz—African countries.</p> <p>African country case study poster (not Ghana).</p>
<b>Famine in Horn of Africa.</b>	<p>To investigate the devastating impact of drought in the Horn of Africa, and how people can help.</p> <p>Describe what drought and famine are and explain the causes.</p> <p>Consider solutions.</p>	<p>Famine</p> <p>Drought</p> <p>Horn of Africa</p> <p>Starvation</p> <p>Undernourished</p> <p>United Nations</p>	<p>Use images to guess topic of lesson.</p> <p>Define key terms.</p> <p>Study causes of drought.</p> <p>Investigate case study of Famine in horn of Africa.</p> <p>Task, create a drought survival pack.</p>	<p><b>Pre-requisites:</b></p> <p>Location knowledge of African countries and ecosystems (Year 7 map skills)</p> <p><b>What comes next:</b></p> <p>Links to next country / region case study Ghana.</p>	<p>Research other famine case studies in the world.</p> <p>Write up newspaper article on the lesson case study.</p> <p>Research into Ghana key facts</p>
<b>Case Study: Ghana</b>	<p>Describe the location of Ghana and identify its human and physical features using geographical terminology.</p> <p>Compare and explain the difference in education between Ghana and UK</p> <p>Describe and explain poverty using a case study.</p>	<p>Human Geography</p> <p>Physical Geography</p> <p>Gulf of Guinea</p> <p>Imports</p> <p>Exports</p> <p>Absolute and relative poverty</p>	<p>Using an atlas create and label a map of Ghana.</p> <p>Identify the main resources found in Ghana.</p> <p>Create a poster about Ghana</p> <p>Study school day in Ghana and the challenges.</p> <p>Use a video and card sort to identify causes of poverty.</p>	<p><b>Pre-requisites:</b></p> <p>Location knowledge of African countries. How to use an Atlas.</p> <p><b>What comes next:</b></p> <p>Lead on to consider how charities can impact problems in African countries.</p>	<p>Complete Ghana poster</p> <p>Research education systems in different countries—which country has the best/worst?</p>



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<b>What do water aid do?</b>	Identify problems of using unclean water. Explain how NGO's can help improve quality of life in African countries	NGO Aid Diarrhoea Cholera Typhoid Guinea worm	Understand sources of clean water in developed and developing countries. Identify how dirty water causes disease. Explore how water aid aims to address the issues. Design a leaflet to inform Ghanaians of the problems and solutions to unclean water.	<b>Pre-requisites:</b> To understand how clean water is provided in the UK <b>What comes next:</b> Case study of a contrasting country and location in Africa	Design a leaflet to inform Ghanaians of the problems and solutions to unclean water. Research into Water Aid and/or other charities working in Africa.
<b>Case Study: South Africa</b>	Describe the location and study the demographic history of South Africa. Study Nelson Mandela and his role in changing the political geography of South Africa.	Demographic Apartheid Nelson Mandela	Annotate a map of South Africa—human and physical features. Study the differences in quality of life for Black and White citizens. Study the life of Nelson Mandela and complete extended writing task.	<b>Pre-requisites:</b> Knowledge of African countries and locations. Understand the concept of Racism. <b>What comes next:</b> Use a film to consolidate understanding of Apartheid in South Africa and the role of Nelson Mandela.	Research Apartheid
<b>Invictus: South Africa 1995</b>	Study the movie Invictus to extract the methods used by Nelson Mandela to unify the citizens of South Africa	Apartheid Racism Invictus Franciois Pienaar	Complete worksheet whilst watching film to identify and extract the key information.	<b>Pre-requisites:</b> Understanding of location and social problems in South Africa <b>What comes next:</b> End of topic assessment.	Revision for end of topic assessment



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<b>Ecosystems and Biomes</b>	Describe and explain what an ecosystem is using key words.  Explore the main ecosystems—climate and species	Photosynthesis  Food chain  Living and non living environment  Biome  Ecosystem	Define key terms.  Overview of the main ecosystems.  Identify case study examples of climate and species found in the main ecosystems.	<b>Pre-requisites:</b>  Ability to use a map and atlas to locate.  Links to biology—food chains  <b>What comes next:</b>  Specific lessons on Desert ecosystem  Links to Living World topic (KS4)	Research to identify main species and climate in each ecosystem—fact file
<b>Hot Deserts—Location and Characteristics</b>	Describe a Hot Desert and be able to locate the main deserts globally.  Explore Hot Desert climate through climate graphs and concept of the Hadley Cell.	Climate graph  Hadley Cell  Hot Desert  Equatorial	Mapping the worlds main deserts.  Using climate graphs to explore Hot Desert climate.  Understand the influence of the Hadley Cell	<b>Pre-requisites:</b>  Links to weather and climate from yr7. Ability to read a graph.  <b>What comes next:</b>  Consider specific plant and animal adaptations to survive in Hot Desert environment.	Research and create fact file for one of the worlds deserts.  Study how to survive in the Desert—top tips for humans.
<b>Hot Deserts - Plant and animal adaptations</b>	Explore and explain how plants and animals have adapted to the harsh Hot Desert conditions.	Arid  Adaptation  Drought  Succulent  Drought tolerant  Drought avoiding	Mind map the conditions that need to be adapted to.  Draw and annotate diagrams of the main Hot Desert plants and animals.	<b>Pre-requisites:</b>  Understanding of conditions in Hot Desert climate and how it poses a challenge to living things.  <b>What comes next:</b>  Case study of tribal people living in the Desert.	Design your own plant and animal suited to living in Hot Desert conditions.



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<b>People of the desert</b>	To explore the Bedouin tribe and how they live in the Hot Desert environment.	Bedouin Tribe Adaption	Using images to extract information about the Bedouin way of life.  Study a 'day in the life' of the Bedouin tribe.  Consider how the tribe impacts on the Hot Desert environment.	<b>Pre-requisites:</b> To understand the specific conditions in the Hot Desert.  <b>What comes next:</b> Specific case study of tropical rainforest plants and animal adaptations.	Find and bring in images of the Bedouin tribe.
<b>Rainforests— Locations and characteristics</b>	Describe a rainforest and be able to locate the main rainforests globally.  Explore rainforest climate through climate graphs and concept of the Hadley Cell and convectional rainfall.  Describe different layers of the rainforest and draw diagrams of the layers of the rainforest	Rainforest Convectional rainfall Nutrient cycle Canopy Equator	Use map and atlas to locate main tropical rainforests.  Read climate graphs to understand the specific climate conditions.  Label a diagram of all the different layers of the rainforest  Explain each layers' specific features.	<b>Pre-requisites:</b> Ability to use an atlas and read climate graphs.  <b>What comes next:</b> Specific study of plant and animal adaptations.  Links to rainforest topic (KS4 Living World)	Create a fact file on the Amazon rainforest.
<b>Rainforests—Plant and animal adaptations</b>	Explore and explain how plants and animals have adapted to the tropical rainforest conditions.	Adaptation Emergent layer Forest floor Canopy	Mind map all the characteristics of plants and animals in the rainforest  Draw and annotate diagrams of the main plants and animals in a rainforest.	<b>Pre-requisites:</b> Understanding of conditions in tropical rainforests and how it poses a challenge to living things.  <b>What comes next:</b> Study of the causes, impacts and management of deforestation  Links to deforestation in Living World topic (KS4)	Design your own plant and animal suited to living in a tropical rainforest.



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<p><b>Deforestation— Causes, Impacts and Management</b></p>	<p>Explain and analyse reasons for and impacts of deforestation.</p> <p>Use data to inform conclusions.</p> <p>Explore and evaluate problems caused by deforestation.</p> <p>Be able to discuss solutions to causes of deforestation.</p>	<p>Deforestation</p> <p>Desertification</p> <p>Hemisphere</p> <p>Subsistence and Commercial farming</p> <p>Mineral extraction</p> <p>Logging</p>	<p>Locate case study using maps and geographical terms.</p> <p>Identify and explain causes of deforestation.</p> <p>Understand the impacts on environment and economy.</p> <p>Study solutions to problems caused by deforestation.</p>	<p><b>Pre-requisites:</b></p> <p>Ability to use geographical terms to describe location.</p> <p>Specific case study related to previous lesson on Rainforest ecosystem.</p> <p><b>What comes next:</b></p> <p>End of topic test</p>	<p>Revise for end of topic assessment</p>



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<b>Introduction to resource management</b>	<p>To define what resources are.</p> <p>To explain the importance of key resources.</p> <p>To describe the distribution of resources around the world.</p>	<p>Resources</p> <p>Supply</p> <p>Demand</p> <p>Energy</p> <p>Food</p> <p>Water</p>	<p>Define key terms.</p> <p>Discuss what resources we use every day.</p> <p>Map location of key resources around the world (create a choropleth map)</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of continents/countries (Year 7)</p> <p><i>What comes next:</i></p> <p>Links to Resource Management topic (GCSE).</p>	<p>Create diary of what resources pupils use during a week.</p>
<b>Global food supply and demand</b>	<p>To describe where we get our food from.</p> <p>To describe the distribution of demand for food around the world.</p> <p>To explain why some parts of the world have more demand than others.</p> <p>To suggest how we can increase supply to areas of deficit.</p>	<p>Supply</p> <p>Demand</p> <p>Surplus</p> <p>Deficit</p> <p>Food stress</p> <p>Calories</p> <p>Malnutrition</p>	<p>Creating 24 hour food diary.</p> <p>Map description task (using map from previous lesson): Areas of surplus/deficit/stress.</p> <p>Investigation why some areas have food stress and malnutrition.</p> <p>Class debate: Increasing food supply.</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of continents/countries (Year 7)</p> <p>Creation of map in previous lesson</p> <p>Links to Africa topic (Year): Ethiopia</p> <p><i>What comes next:</i></p> <p>Links to Resource Management topic (GCSE).</p>	<p>Research methods of increasing food production.</p>
<b>Global water supply and demand</b>	<p>To describe the distribution of demand for water around the world.</p> <p>To explain why some parts of the world have more demand than others, and how this could change.</p> <p>To evaluate strategies to sustainably manage water supply.</p>	<p>Drought</p> <p>Water stress</p> <p>Water deficit</p> <p>Water surplus</p> <p>Water cycle</p> <p>Fresh water</p> <p>Salt water</p>	<p>Creating a 24 hour water use diary.</p> <p>Map description task (using map from previous lesson): Areas of surplus/deficit/stress.</p> <p>Investigation reasons for water surplus/water stress.</p> <p>Class debate/discussion: How can we manage water supply?</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of continents/countries (Year 7)</p> <p>Links to climate change/water cycle (Year 7)</p> <p><i>What comes next:</i></p> <p>Links to Resource Management topic (GCSE).</p>	<p>Research the forms of energy creation.</p>



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<b>Global energy supply and demand</b>	<p>To describe where we get our energy from.</p> <p>To describe the distribution of demand for energy around the world.</p> <p>To explain how energy demand is increasing and reasons why.</p>	<p>Coal</p> <p>Oil</p> <p>Gas</p> <p>Renewable</p> <p>Non-Renewable</p> <p>Wind</p> <p>Hydroelectric</p> <p>Solar</p>	<p>Create a 24 hour energy use diary.</p> <p>Map description task (using map from previous lesson): Areas of surplus/deficit/stress.</p> <p>Define/match kinds of energy development.</p> <p>Investigation activity: Why is energy demand increasing, and where are the greatest growths in</p>	<p><i>Pre-requisites:</i></p> <p>Knowledge of continents/countries (Year 7)</p> <p>Climate change adaptations (Year 7)</p> <p><i>What comes next:</i></p> <p>Links to Resource Management topic (GCSE).</p> <p>Investigating impacts of non-renewable energy.</p>	
<b>Impacts of non-renewable energy creation</b>	<p>Define the types of non-renewable energy.</p> <p>Describe the environmental impacts of non-renewable energy.</p> <p>Explain the links between increasing energy demand and climate change.</p>	<p>Non-renewable energy</p> <p>Greenhouse effect</p> <p>Carbon emissions</p> <p>Carbon footprint</p> <p>Coal</p> <p>Oil</p> <p>Gas</p>	<p>Definition matching task.</p> <p>Annotated diagram of enhanced greenhouse effect.</p> <p>Carbon footprint calculation activity</p>	<p><i>Pre-requisites:</i></p> <p>Causes of climate change (Year 7)</p> <p>Energy supply (previous lesson)</p> <p><i>What comes next:</i></p> <p>Use a film to consolidate understanding of Apartheid in South Africa and the role of Nelson Mandela.</p>	Research type of renewable energy in the UK
<b>Renewable energy</b>	<p>Define and identify types of renewable energy.</p> <p>Assess the positives and negatives of types of renewable energy.</p> <p>Explain how renewable energy can help to manage climate change.</p> <p>Justify and explain the best types of renewable energy for the UK.</p>	<p>Wind energy</p> <p>Solar power</p> <p>Nuclear energy</p> <p>Biomass</p> <p>Hydroelectric</p> <p>Wave/tidal energy</p> <p>Renewable energy</p>	<p>Definition matching task.</p> <p>Carousel activity: Positives and negatives of different energy sources.</p> <p>Class debate: The best energy sources.</p> <p>Written decision making exercise: Which type of energy is best for UK?</p>	<p><i>Pre-requisites:</i></p> <p>Renewable energy (Year 7)</p> <p>Impacts of climate change (Year 7)</p> <p><i>What comes next:</i></p> <p>End of topic assessment.</p>	Revision for end of topic assessment



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<b>What is tourism?</b>	<p>Define what 'Tourism' is.</p> <p>Describe the different types of tourism.</p>	<p>Tourism</p> <p>Holidays</p> <p>Mass tourism</p> <p>Ecotourism</p> <p>Dark tourism</p> <p>Extreme tourism</p>	<p>Define key terms.</p> <p>Match-up activity: Different types of tourism.</p> <p>Description of pupil's recent holidays: making links to types of tourism.</p>	<p><i>Pre-requisites:</i></p> <p>Learning popular tourist destinations (Fantastic places topic, Year 7)</p> <p><i>What comes next:</i></p> <p>Tourism in the UK</p>	<p>Research a popular UK tourist destination.</p>
<b>Tourism in the UK</b>	<p>Describe the reasons for people visiting the UK.</p> <p>Define the different types of tourist attractions in the UK.</p> <p>To understand how tourism in the UK has changed over time.</p> <p>Suggest how tourism could continue to change in the UK.</p>	<p>Beach holiday</p> <p>Culture</p> <p>Heritage</p> <p>Museum</p> <p>Domestic tourism</p>	<p>Match-up activity: Different types of attraction in the UK.</p> <p>Carousel activity: Different types of tourist destination in the UK</p> <p>Case study investigation: Blackpool</p> <p>Class debate: Changes to tourism in the future</p>	<p><i>Pre-requisites:</i></p> <p>Changing Britain topic (Year 8, HT1)</p> <p><i>What comes next:</i></p> <p>Mass tourism: Links to periods of declining tourism in the UK</p>	<p>Investigate a popular tourist destination in Europe.</p>
<b>Mass Tourism</b>	<p>To define the key characteristics of mass tourism.</p> <p>To discuss the positives and negatives of mass tourism.</p>	<p>Mass tourism</p> <p>Package holiday</p> <p>All inclusive holiday</p> <p>Resort</p> <p>Host country</p> <p>Investment</p> <p>Multiplier effect</p>	<p>Match-up activity: Key terms of mass tourism.</p> <p>Categorising positives and negatives of mass tourism.</p> <p>Written decision making exercise: Is mass tourism a positive thing?</p> <p>Exam question practice.</p>	<p><i>Pre-requisites:</i></p> <p>Understanding of types of tourism</p> <p>Links to changing UK tourism</p> <p><i>What comes next:</i></p> <p>Links to mass tourism in Jamaica's development (GCSE)</p>	



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<b>Extreme Tourism</b>	<p>To define what extreme tourism is.</p> <p>To describe the characteristics of extreme tourism and why it has grown in popularity.</p> <p>To evaluate the positives and negatives of extreme tourism.</p>	<p>Extreme tourism</p> <p>Cold environments</p> <p>Danger</p> <p>Environmental damage</p>	<p>Creating definition of extreme tourism.</p> <p>Categorising types of extreme tourism.</p> <p>Information gathering: Characteristics of extreme tourism (positives/negatives).</p> <p>Class debate: Should extreme tourism be allowed?</p>	<p><i>Pre-requisites:</i></p> <p>Tourism in Antarctica (Year 7)</p> <p><i>What comes next:</i></p> <p>Links to Cold Environments topic (GCSE)</p>	
<b>Dark Tourism</b>	<p>To define what dark tourism is.</p> <p>To explain why dark tourism has grown in popularity.</p> <p>To use Chernobyl to evaluate the arguments for and against dark tourism.</p>	<p>Disaster</p> <p>Genocide</p> <p>Exclusion zone</p> <p>Nuclear power</p> <p>Radiation</p>	<p>Creating definition of dark tourism.</p> <p>Matching examples of dark tourism to descriptions.</p> <p>Information gathering activity: Characteristics of Chernobyl as a tourist destination.</p> <p>Class debate: Is dark tourism appropriate.</p>	<p><i>Pre-requisites:</i></p> <p>Nuclear power (Year 8, HT5)</p> <p><i>What comes next:</i></p> <p>Links to Russia topic (Year 9)</p>	
<b>Ecotourism</b>	<p>To define ecotourism.</p> <p>To describe how ecotourism can bring benefits to a host country.</p>	<p>Ecotourism</p> <p>Social</p> <p>Economic</p> <p>Environmental</p> <p>Sustainability</p> <p>Conservation</p>	<p>Defining ecotourism.</p> <p>Categorising positive impacts into social, economic, environmental.</p> <p>Creation of ecotourism advertising poster.</p>	<p><i>Pre-requisites:</i></p> <p>Ecosystems topic (Year 8, HT4)</p> <p><i>What comes next:</i></p> <p>Creation of tourism advertisement of a type of tourism of choice.</p>	