Subject	Geography	**Year Group**	7	**Sequence No.**	3	**Topic**	What issues is our world facing?

Retrieval	Core Knowledge	Student Thinking
What do teachers need **retrieve** from students before they start teaching **new content**?	What **specific ambitious knowledge** do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to **development of our students thinking, encouraging them to see the inequalities around them** and 'do something about them!'
When starting the lessons about the different issues our world is facing ask students to consider from Y7 topic 1 what is geography which type of geography they think the issue is related to human or physical L1 geography timeline, students to focus on the time period we will be looking at this links to Y7 topic 1 what is geography L1 when students are using maps encourage them to use their knowledge from the topic how can we use maps L3 map skills/locational knowledge. How to use the atlas when they draw their own maps L6 links back to L3 what is sustainability L8 links back to importance of soil from L7	**<u>Water scarcity and water stress</u>** • water scarcity is when there is a lack of water and water stress is when there isn't enough water to meet the demand **<u>Strategies used to manage water in Las Vegas</u>** • Xeriscaping-where you change the way to landscape a garden eg using less grass, plans that don't require as much water and rocks/pebbles instead Challenge students early on by getting them to understand how to answer a to what extent question as it will force them to assess and evaluate. 😊 and☹ about the strategies used in Las Vegas to manage water. • The TV adverts are funny but will people follow the guidance • The water from Lake Mead could run out if they continue to take it from there, it's more of a short-term fix. **<u>Behind big global events such as the Qatar world cup there is a dark geography.</u>** • This is linked to poor workers' rights (passports are taken off them, so they can't leave), poor conditions for workers (20 strangers sharing one room together) and claims of modern slavery. **<u>Sustainability</u>** • Helping the needs of today without compromising the needs of tomorrow. They should understand that sustainability is not just about helping the environment, it helps people and the economy too	With the knowledge gained in this topic pupils debate and consider current global affairs and use their knowledge to decide what should be done about them. Students develop their understanding of how they are connected to different places in the world and shows that without realising they rely on other countries. They will understand how we currently work in the world is not always sustainable and that we lack an understanding of not only other people problems in the world but exposes them to the idea that our natural world is as important. They will learn this through the following activities • Students discuss whether the strategies used in Las Vegas are effective and whether they should be used in other areas that suffer from water scarcity and stress • Pupils decide whether the world cup should be allowed to run in countries that subject workers to poor working conditions and rights • Students write and email to the headteacher explaining how our school could be made more sustainable

	Concept of globalisation • The view that we are connected to other parts of the world through various ways e.g the food we eat, going on holiday, films we watch, items we buy **Sweatshop** • A factory where workers are subjected to poor conditions and pay. • When we buy manufactured products at a low price, they may have come from a sweatshop. As it's the poor pay and working conditions that help to reduce the sale price for us. **The 3Rs** • Reuse, recycle and reduce. **Sustainable fashion** • Use Fairtrade cotton • Only make products in the UK • Never employ child workers • Make sure workers that make clothes are giving a decent wage • Use old clothes from recycling centres to make new clothes • Every item has to have something that has been recycled on it • Make sure every shop you sell your clothes in has a clothes recycling zone • Only use natural materials in your clothes • Use only organic materials in your clothes • Use long lasting materials • Design simple clothes that won't go out of fashion **Soil** • Made up of; minerals, clay, organic matter, organisms, air and water • It's important because we get medicine from it, food is grown from it, grows plants and is a carbo store Soil testing **Soil Organisms** 1. Healthy soil is full of animal life. 2. Dig a hole at least 6 inches deep. 3. Watch the interior of the hole for 4 minutes. 4. Count the number and species of critters you see like spiders, ground beetles & centipedes.	• Students label a map to show how they are connected to different parts of the world • Students role play what it would be like to work in a sweatshop. • Students create their own sustainable fashion brand and outfit. • Students go out and test soil quality around the school site. The decide whether our soil is good quality and discuss what we could improve soil quality

	5. Anything less than 10 means your soil is low on animal life. A strong population of critters keeps down pests and disease, so “the more, the merrier.” **Earthworms** Worms aerate the soil, allowing better circulation. They also eat organic material, so a big worm population means your soil is rich in nutrients. 1. Look for earthworm casts or burrows on the surface of damp soil. 2. Dig up a chunk of soil 6 inches deep. 3. Count the worms you find in the chunk. 4. Five is the magic number, but three is still good. Earthworm benefits go beyond aeration. These friendly critters leave behind secretions that improve tilth, as well as adding organic matter, bacteria, plant nutrients and enzymes via their casts. **Soil Structure/Tilth** Tilth is the condition of tilled soil. 1. Dig a 6 – 10-inch deep hole in damp soil. 2. Remove a soup can-sized section intact. 3. Break it apart 4. Healthy soil consists of different sized aggregates or chunks that retain their shape when slight pressure is applied. Rich, organic soil has rounder aggregates, allowing water and air to move more easily around plants’ roots. This results in healthier plants. If the aggregates are difficult to break apart, you have a hard soil problem.	