Subject	Geog	Year Group	8	Sequence No.	3	Topic	Crime and conflict

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!'
L1 types of crimes links to PD curriculum -British values L1 and 2 use map skills from Y7 T2 to describe where crimes are taking place L4 links back to Y7 T3 map skills as students use grid references L7 links back to Y7 T4 what globalization is L9 links to history as its focuses on how WW1 KS3 History topic L10 links to previous lesson in this topic about the ways conflict links to Geography L11 links to Y7 T1 students look at how physical geography can be a factor in conflict Links to Y7 history and the battle of Hastings	**Crime**- an unlawful activity **Conflict**- a state of open, often prolonged fighting; a battle or war. 2. A state of disharmony between persons, ideas, or interests; a clash. **Types of crime** - Domestic violence-violence within the home - Robbery-taking something of someone using violence - Fraud-cheating someone out of something e.g money - Murder-killing someone deliberately - Burglary-breaking into someone's property and taking something - Assault-being violent towards someone - Forgery-making an illegal copy of something - Terrorism-using violence and weapons to scare and/or kill people - Drug trafficking-illegal distribution of buying or selling drugs - Shop lifting-stealing goods that are on display in a shop - Arson-setting fire to a building or property - Possession of a firearm-carrying a gun **Describing distribution patterns** - Even or unevenly spread - Where there are many - Where there are few - Use of specific not general place names **Quality of life**-how happy people are **Primary data**-information that you collect yourself **Secondary data**-data that someone else has collected **Qualitative data**-information that is opinion based **Quantitative data** –information that is in a numerical format **GIS** - A geographic information system (GIS) is a computer system for capturing, storing, checking, and displaying data related to positions on Earth's surface.	With the knowledge gained from this topic students will be able to develop their geographical fieldwork skills as well as understanding crime patterns locally and nationally. They will also consider how combat some of the issues they learn about. They will do this through the following activities: - Students discuss whether some crimes are more serious than others - Students use global, national and local crime maps and pie charts to describe patters and suggest how what the show will impact on peoples quality of life - Students use crime data websites to create an annotated map of their local area to show how safe their street/area is - Students write up a geographical investigation focuses on crime in their local area-using primary and secondary data and presenting data-key geographical skills. - Students then write to local council suggesting how to reduce crime rates in Mansfield - Students consider how countries can work together to combat the heroin trade - Students consider how issues we see as problems and risks have a deeper meaning and reasoning to others. It's important to understand each other, we should remember this - Students discuss how the issues people in Somali can be dealt with

• GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. • This enables people to more easily see, analyze, and understand patterns and relationships. • Uber is a company that relies heavily on geospatial data, as anyone can see when they request a ride. The app matches each user with the closest driver who is prepared to take a new rider. Guided by the app, the driver arrives at riders' precise locations and transports them to their destination. • However, Uber also employs GIS data in ways that are less obvious from the everyday user experience. For example, the app identifies what areas have the highest need for drivers and advises active drivers to be near those hotspots. • The coffee giant draws heavily on data to guide its strategies for growth, using GIS to determine the best places for new locations. • World Health Organization has a presence in 150 countries. WHO uses GIS to achieve its ambitious agenda of promoting well-being around the globe by tracking relevant patterns in health information. The data they uncover can help to create proactive measures to prevent health issues from escalating and to predict trends over time. **Heroin trade and geography** As a LIC and country impacted by conflict farmers need the money so they grow the opium poppies and sell them to help development in their country. That opium is transported over boarders this links to globalization because the interconnectivity we have makes its easier to move illegal products-this is a 😠 of globalization Links to geo-politics because to combat this illegal activity countries need to work together and stop certain activities in their countries **Modern day pirates** The pirates can be divided into 3: • Local fishermen, considered the brains of the pirates' operations due to their skill and knowledge of the sea. • Ex-militiamen, who previously fought for the local clan warlords, or ex-military. • Technical experts, who operate equipment such as GPS devices. • Piracy off the coast of Somalia has been a threat to international shipping since the Somali Civil War in the early 21st century. • The piracy industry started about 10 to 15 years ago	• Students create their own crime GIS map • Students consider how political changes link those that took place after WW1 can impact people's lives and where they feel like they belong • Students create a model of Iraq which showed the physical features that made the conflict worse

- It is a response to illegal fishing as the civil war resulted in no patrols along the shoreline; Somalia's tuna-rich waters were soon swooped on by commercial fishing fleets from around the world. Somali fishermen armed themselves and confronted illegal fishing boats, demanding that they pay a tax/ransom.
- The illegal fishing from other countries and the dumping of toxic waste in Somali waters by foreign vessels stopped local fishermen earning a living as it drastically decreased the fish stock.
- In response, the fishermen began forming armed groups to stop the foreign ships and turned to hijacking commercial vessels as an alternate source of income.
- Somalia has little job opportunities the fishing industry is a life line for the country.
- The pirates believed that they were protecting their fishing grounds and gaining compensation for the marine resources stolen.
- Both positive and negative effects of piracy have been reported.
- Local residents in Somalia complained that the presence of so many armed men made them feel insecure and that their free spending ways caused local exchange rate to go up and down. Others faulted them for excessive consumption of alcoholic beverages.
- Piracy off the coast of Somalia led to a decrease of wealth for other countries as fewer ships use the ocean pathways lowering trade with neighboring countries, and negatively impacted tourism and fishing.
- There are knock on effects of piracy such as insurance pay-outs, naval support, legal proceedings, re-routing of slower ships, and individual protective steps taken by ship-owners which all costs money.
- Some benefits from the piracy have also been noted. The spending in Somalia' small towns from the men created jobs and opportunity with local shop owners and other residents using their gains to purchase items such as generators for uninterrupted electricity.
- Additionally, Somali pirates scared away predatory foreign fishing trawlers, which have for decades deprived local of a livelihood has now shown an increase in fish stock.
- Other ways piracy links to geography-scale, piracy has local to global impacts

WW1 Germany split
After WW1 Treaty of Versailles was signed
As a result parts of Germany such as Posen West were returned back to Poland
So people who would have previously classed themselves as German and fought for Germany during WW1 citizenship changed
Impacts of physical geography on conflict
Topography (height of the land) of an area can help/hinder with conflict. For example during the Battle of Hastings the hill gave advantage-as Harald was able to attack the Normans
Desert- This feature is remote and temperatures are very hot during the day and very cold during the night. There are very few features so navigation is difficult..
Forest- This feature can be useful in modern conflicts as the environment can be used as camouflage. It is possible to creep up on your enemy without them suspecting.
Marshland-This feature is difficult to cross, making conflict challenging. As the ground is not stable it is also difficult to set up camp in these areas.
River- This feature is difficult to cross, making conflict challenging. Many settlements are built on bends in this feature as they are so defensive. It is also important to consider the depth and velocity of this feature.