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**Long Term Mapping**

 **KS4 Humanities**

**In KS4, learners who are able to, should complete a case study of a specific aspect of history or geography to go alongside the topic they are learning about. The aim of the case study model is for some learners to develop an in depth look at one aspect and its role in history, geography, politics, economics and morality. Whilst studying their case study, they should gain an understanding of its role in Human History and Geography. The chosen subject should include aspects of previously learnt subjects such as gender and race. The case study should interweave the aspects of history and geography and all other knowledge to create a seamless, in-depth concept of history, geography, the linear path of history, the understanding of one aspect in a wider context and its consequences.**

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|  | **Cycle 1** | **Cycle 2** |
| **(2022-2023)** | **(2023-2024)** |
|  | Suggested Topic | Example Case Study  | Suggested Topic | Example Case Study  |
| **Autumn**  | **1** | **Transport**  | **Isambard Kingdom Brunel** | **Space travel**  | **Apollo 13**  |
| **2** | **North America** | **Panama Canal** | **Climate Change**  | **Boxing Day Floods** |
| **Spring** | **1** | **Medicine** | **Mary Seacole** | **Disease**  | **Penicillin** |
| **2** | **Maps, Fieldwork and Using Data** | **Singing Ring Tree (Burnley)** | **Resources and their management** | **UAE Oil**  |
| **Summer**  | **1** | **Weapons**  | **Ariel Combat**  | **World Leaders**  | **Nelson Mandela** |
| **2** | **The UK** | **Edinburgh** | **Global economic development issues** | **Johannesburg and New York**  |

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| **MEDIUM-TERM PLANNING 2022-23 (Topic)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills |
| **CYCLE 1** | For pupils to gain a deep and wide understanding of the world they live and the history of the world. All pupils should gain an understanding and appreciation of where they are in the world and key moments in history which shaped their community and the world. Pupils should build on the knowledge they have gained from KS3 and some pupils will deepen their knowledge by ;looking at case studies.  | Careers in geography and history are endless as the pupils will gain analytical skills which can applied to almost all workplaces. But common careers are: historian; librarian; Geographer; surveyor and any role around historical landmarks.  | **Transport** | **North America** | **Medicine** | **Maps, Fieldwork and Using Data**  | **Weapons** | **The UK** |
| **Autumn 1****HISTORY**7 weeks | **Autumn 2****GEOGRPAHY**7 weeks | **Spring 1****HISTORY**6 weeks | **Spring 2****GEOGRPAHY**6 weeks | **Summer 1****HISTORY**5 weeks | **Summer 2****GEOGRPAHY**7 weeks |
| **HISTORICAL/GEOGRAPHICAL SKILLS (these should be developed through the various learning activates)** |
| Using evidence | Continuity and change | Historical Perspective | Locational Knowledge | Using maps | environmental and human features | Continuity and change |Using evidence | Using Maps | Local Knowledge | Collecting data | Fieldwork  | Continuity and change |Using evidence | Historical Perspective | Cause and consequence | Using Maps | Locational Knowledge | Physical Geography | Human Geography  |
| **VOCABULARY** |
| Transport | Movement | Urbanisation | Industrialisation | Trains | Planes | Automobiles  | North America | Continent | I Human Feature | Physical Feature | Environmental Feature  | Medicine | Miasma | Viruses | Quacks | Witch doctors | Hippocrates | Micro theory | Herbal Medicine  | Data | Fieldwork | Ordnance Survey Maps |  | Weapons | Advanced Weapons | Combat | Any key weapons which appear during the lessons  | United Kingdom | Human Geography | Physical Geography | The names of major cities | The names of major areas e.g.: the lake district or the Cotswolds |
| **LINKS TO WIDER CURRICULUM (these links need to be made clear to the learners)** |
| **Humanities: I**ndustrialisation**Music:** Machine Music  | **Creative Curriculum:** Our World | South America  | Humanities: The Black Death  | **Creative Curriculum:** Maps **Humanities:** Globes, Maps and Atlases | **Creative Curriculum:** Stone Age **Humanities:** WW1 | WW2**RE:** What do religions say about doing good?  | **Creative Curriculum:** Local History | Our World **Music:** Local Music **Food and Nutrition:** Recipes from Localities | Meat and Locally Grown  |
| **SUGGESTED ACTIVITIES** |
| Making Trains | Making a steam engine | Finding different ways to travel | Paper aeroplanes | Us | Map making | Can you find... | Making canals | Making a Grand Canyon | Making geezers | Mapping Weather | Research Historical Weather Data | Making your own medicines | First Aid role play | Profile and compare Mary Seacole and Florence Nightingale | Compare medicine then and now | Making rain gauges | Making weather charts | Flower counting in different parts of the school | Orientating | Map making and following | Making windsocks  | Making Spears | Wet Stoning | Making a timeline of Weapons | Making paper aeroplanes | Making various weapons from paper/cardboard | Making a knight's armour  | Making maps of the UK | Finding areas on maps | Comparing urban and rural areas | Research and profile a village, town and city |
| **Stimulus visit suggestions**  |
| London Transport | York Train Museum | East Lancashire Railway | Visiting North America | Leeds Liverpool Canal | Thackray Museum of Medicine | Visits from or to Doctors/Hospitals | Any appropriate local walking route | Singing Ringing Tree | Wind turbines in Edenfield | Royal Armorers Museum | National Army Museum | Visits to any non-local place |
| **IMPLEMENTATION** |
| **INTENT** | **CAREERS** | **Week 1:** A timeline of transport**Week 2:** Horses, camels and carriages**Week 3:** Trains and the explosion of Industrialisation **Week 4:** Transport and climate change**Week 5:** Public Transport**Week 6:** Transport today **Week 7:** Future Transport: How will we travel int eh future?  | **Week 1:** Recap Globes, Maps & Atlases and Geological Timescales & Plater Tectonics**Week 2:** Maps of North America**Week 3:** Oceans and Seas**Week 4:** Countries and Cities of North America**Week 5:** National Parks of USA**Week 6&7:** Hurricanes and Earthquakes | **Week 1:** Recap: What is medicine and why do we need it? **Week 2:** The Timeline of medicines**Week 3:** Hippocrates and his theories,**Week 4:** Miasma Theory **Week 5:** Florence Nightingale and micro theory **Week 6:** How we use medicine today | **Week 1:** Recap Weather and Globes, Maps and Atlases**Week 2:** Instruments to collect data**Week 3&4:** Collect data (Around school/stimulus visit)**Week 5:** Interpreting data**Week 6:** Presenting data | **Week 1:** Recap WWI, WWII and Norman Conquest**Week 2:** Modern day weapons**Week 3:** Compare and contrast**Week 4&5:** Connect advancement in weaponry with historical events | **Week 1:** Recap Maps and The United Kingdom**Week 2:** England, Scotland & Wales**Week 3:** Major cities**Week 4:** A major city focus**Week 5:** National Parks**Week 6:** A National Park focus**Week 7:** Compare and contrast human and physical features |

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| **MEDIUM-TERM PLANNING 2022-23 (Case Study)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills |
| **CYCLE 1 – Example Case Study**  | For pupils to gain a deep and wide understanding of the world they live and the history of the world. All pupils should gain an understanding and appreciation of where they are in the world and key moments in history which shaped their community and the world. Pupils should build on the knowledge they have gained from KS3 and some pupils will deepen their knowledge by ;looking at case studies.  | Careers in geography and history are endless as the pupils will gain analytical skills which can applied to almost all workplaces. But common careers are: historian; librarian; Geographer; surveyor and any role around historical landmarks.  | **Isambard Kingdom Brunel** | **Panama Canal** | **Mary Seacole** | **Singing Tree (Burnley)** | **Arial Combat**  | **Edinburgh** |
| **Autumn 1****HISTORY**7 weeks | **Autumn 2****GEOGRPAHY**7 weeks | **Spring 1****HISTORY**6 weeks | **Spring 2****GEOGRPAHY**6 weeks | **Summer 1****HISTORY**5 weeks | **Summer 2****GEOGRPAHY**7 weeks |
| **HISTORICAL/GEOGRAPHICAL SKILLS (these should be developed through the various learning activates)** |
| As well as the skills above,Learners should examine IKB in the wider context of history and gain an understand of his work, the reasons for his work and the wider effects his work had on the history of the UK and the world e.g.: football, the car, the industrialisation of Britain and climate change.  |  As well as the skills above, the learners should gain an understanding of what the Panama Canal is, the reasons why it was built and its lasting effects on the environment. The learns should have contextual knowledge of the canal and understand its wider effect on the landscape of North America.  | As well as the skills above,Learners should examine Mary Seacole in the wider context of history and understand her work and why she is often overlooked in history.  | As well as the skills above, learners should be able to measure describe and use the data which should be collected from a local site. They should be able to compare this with data they collect from a second site and explain why it could be different. | As well as the skills above, learners should gain a deep understanding of the history of Ariel combat. They should study the cause and effects of Ariel combat and its place in a wider historical sense. They should understand how Ariel combat came about, it’s place in both world wars and how an interest in flight landed us on the moon.  | As well as the skills above, learns should have a knowledge and understanding of the UK’s geography, with a focus on Scotland and Edinburgh. Include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world.  |
| **VOCABULARY** |
| Transport | Movement | Urbanisation | Industrialisation | Trains | Guage | Engineer | Materials | Great Western Railway | Suspension Bridges |  | North America | Continent | I Human Feature | Physical Feature | Environmental Feature | Canals | Panama  | Medicine | Crimean War | Racial Intolerance | Nurses | Cholera | Data | Fieldwork | Ordnance Survey Maps |Compare | Contrast | Maps  | Weapons | Advanced Weapons | Combat | Any key weapons which appear during the lessons | Dog Fights | Space Travel | Sound Barrier  | Royal Mile | Arthur's Seat | Highlands | Scottish | Scotland | Fisheries | Fringe Festival  |
| **LINKS TO WIDER CURRICULUM (these links need to be made clear to the learners)** |
| **Humanities: I**ndustrialisation**Music:** Machine Music | **Creative Curriculum:** Our World | South America | Humanities: The Black DeathHumanities: Women’s Suffrage  | **Creative Curriculum:** Maps **Humanities:** Globes, Maps and Atalses | **Creative Curriculum:** Stone Age **Humanities:** WW1 | WW2**RE:** What do religions say about doing good? |  **Creative Curriculum:** Local History | Our World **Music:** Local Music **Food and Nutrition:** Recipes from Localities | Meat and Locally Grown |
| **SUGGESTED ACTIVITIES** |
| Making Trains | Making a steam engine | search on IKB’s life and his work | Making a suspension bridge |  | Building a Panama Canal | Comparison of how it is used today | Navigating a map without the canal  | Nightengale v Seacole | Running a war hospital | Making herbal medicines | Trying to stop the spread of a disease  | Making rain gauges | Making weather charts | Flower counting | Orientating | Map making and following | Making windsocks | Using excel to collect data on both sites |  | Making paper aeroplanes | Top Trumps planes | Making planes from clay |  | Making maps of Edinburgh | Examining the history and movement of people of Edinburgh | Edinburgh Climate  |
| **Stimulus visit suggestions**  |
|  London Transport | York Train Musuem | Visiting the Panama Canal | Florence Nightengale Musuem  | Singing Ringing Tree Burnley  | Imperial War Museum (Duxford) | Royal Armorers Museum | National Army Museum| Smithsonian | Visiting Edinburgh  |
| **IMPLEMENTATION** |
| **INTENT** | **CAREERS** | **Week 1:** A Timeline of Transport and IKB life and major works **Week 2:** How did people travel before trains and cars? Why did this change? **Week 3:** Steam trains and its effects on Industrialisation**Week 4:** Do we still use steam power? The burning of fossil fuels for steam, and climate change**Week 5:** Do we still use trains today? **Week 6:**  IKB’s legacy: What do we owe IKB?**Week 7:** Future Travel: Are we moving away from steam power? | **Week 1:** Recap: South America and the continents **Week 2:** What is a canal?**Week 3:** Where is the Panama Canal?**Week 4:** Building the canal **Week 5:** Navigating around/through the canal**Week 6:** How was it used in 19th Century? **Week 7:** How is it used today? | **Week 1:** Recap: Florence Nightingale and Medicine **Week 2:** Who is Mary Seacole? **Week 3:** The Crimean War.**Week 4:** Nightingale vs Seacole**Week 5:** How black people were treated when Mary was alive**Week 6:** Mary Seacole’s legacy  | **Week 1:**  Recap: Local landmarks and local geography**Week 2 and 3:** Collecting data: maps; weather; visitors; location; flower counting from a local site**Week 4:** Visiting the Singing Tree and collecting data **Week 5:**  Analyse and comparing collected data**Week 6:** How are the two sites different?  | **Week 1:** Recap: World War One and World War Two**Week 2:** The Wright Brothers**Week 3:** Dog fights and the Spitfire**Week 4:** The Spitfire**Week 5:** Lancashire Bomber**Week 6:** The effects of Ariel Combat on the outcome of the war**Week 7:** Modern combat and drones | **Week 1:** Recap: the UK and it’s countries **Week 2:** Where is Edinburgh?**Week 3 and 4:** Key physical and manmade landmarks of Edinburgh**Week 5:** Tourism**Week 6:** Maps and geography of the city **Week 7:** Green areas of the city |

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| **MEDIUM-TERM PLANNING 2023-24 (Topic)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills |
| **CYCLE 2** | For pupils to gain a deep and wide understanding of the world they live and the history of the world. All pupils should gain an understanding and appreciation of where they are in the world and key moments in history which shaped their community and the world. Pupils should build on the knowledge they have gained from KS3 and some pupils will deepen their knowledge by ;looking at case studies.  | Careers in geography and history are endless as the pupils will gain analytical skills which can applied to almost all workplaces. But common careers are: historian; librarian; Geographer; surveyor and any role around historical landmarks.  | **Space Travel** | **Climate Change**  | **Disease**  | **Resources and their Management** | **World Leaders** | **Global Economic Development Issues** |
| **Autumn 1****HISTORY**7 weeks | **Autumn 2****GEOGRPAHY**7 weeks | **Spring 1****HISTORY**6 weeks | **Spring 2****GEOGRPAHY**6 weeks | **Summer 1****HISTORY**5 weeks | **Summer 2****GEOGRPAHY**7 weeks |
| **HISTORICAL/GEOGRAPHICAL SKILLS (these should be developed through the various learning activates)** |
| Using evidence | Continuity and change | Historical Perspective | Understanding process and change | Understanding people and climate | Using data | Locational Knowledge  | Continuity and change |Using evidence | Understanding process and change | Using data | Locational Knowledge | Understanding human and physical geography  | Continuity and change |Using evidence | Historical Perspective | Cause and consequence | Understanding process and change | Understanding people and climate | Using data | Locational Knowledge | Understanding Physical and Human Geography  |
| **VOCABULARY** |
| Space | Names of the various space shuttles | Satellites | Launch | NASA | | Climate change | Carbon Dioxide | Atmosphere | Carbon footprint | Carbon sinks | Climate disasters | deforestation | Pollution | Medicines | Doctors | Nurses | Treatment | Germ Theory | Miasma | Oil | UAE | Management | Resources | Supply | Demand | | Leader | Leadership | Politics | World | | Global | Economic | Development | |
| **LINKS TO WIDER CURRICULUM (these links need to be made clear to the learners)** |
| **English**: Adventure | Science Fiction  | **Humanities:** Climate Change **RE:** How should we look after our community? **Creative Curriculum:** Going Green  | Humanities: Medicine | The Black Death Food and Nutrition: Eating Healthy  | **Maths:** Fractions | Measurement | Money **Humanities:** Climate Change  | **Humanities:** WW1 | WW2**RE:** What does it mean to be inspirational?  | **Maths:** Money **Humanities:** Population and Urbanisation  |
| **SUGGESTED ACTIVITIES** |
| Making bottle rockets | Creating planets from paper-mache | Simulating a rocket launch | What would you take on a space shuttle | Simulating space disasters | Walk like an astronaut | ISS | Collecting plastic | Reading ‘The Lorax’ | Planting new trees | Taking air pollution measures around the school | Creating ‘medicines’ for each other | Become quacks | Examining the effectiveness of quack medicines | Buying and trading oil | Creating a supply chain of oil | Examining what oil is used for and how it is collected | Creating oil pipework | Running a country | Being the UN | International supply and demand | Painting portraits of World Leaders | Dressing up as world leaders | Looking at newspapers about world leaders | Planning a city given a set amount of resources | Spend a national budget | Run a UN |
| **Stimulus visit suggestions**  |
| Kennedy Space Centre | National Space Centre | Manchester Science Museum | Visiting the wind turbines in Edenfield | Thackray Museum of Medicine | Visiting power plants | Visiting quarries | 10 Downing Street | Manchester | Any nearby city |
| **IMPLEMENTATION** |
| **INTENT** | **CAREERS** | **Week 1:** Recap: Travelling and Transport**Week 2:** Why go to the moon? **Week 3:** The Space Race**Week 4:** Sputnik **Week 5:** Apollo 13**Week 6: Hidden Figures****Week 7:** The Future of Space Travel: Going to Mars | **Week 1:** Recap: Climate Change **Week 2:** What causes Climate Change**Week 3:** What happens if the Earth gets warmer **Week 4:** What will happen to our community**Week 5:** Renewable Energy **Week 6:** What countries are doing to stop Climate Change**Week 7:** Greta Thunberg  | **Week 1:** Recap: How to keep healthy/how we get ill**Week 2:** Miasma Theory **Week 3:** Germ Theory **Week 4:** Miasma vs Germ Theory**Week 5:** What is a Quack? **Week 6:** Ancient medicine vs today | **Week 1:** Recap: Where get our energy **Week 2:** What do we use oil for?**Week 3:** Where do we get oil from?**Week 4:** What happens if we run out of oil? **Week 5:** Oil alternatives**Week 6:** How oil is bought and sold | **Week 1:** Recap: Parliament and the PM **Week 2:** Current World Leaders**Week 3:** What does a world leader do?**Week 4:** What makes a good world leader?**Week 5:** What makes a bad world leader? | **Week 1:** Recap: How we use resources?**Week 2:** What happens when there isn’t enough of a resource?**Week 3:** What resources do we need in our country?**Week 4 and 5:** Resource management **Week 6:** Managing world resources. **Week 7:** What happens when we run out of resources? |

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| **MEDIUM-TERM PLANNING 2023-24 (Case Study)** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills |
| **CYCLE 2: Example Case Study**  | For pupils to gain a deep and wide understanding of the world they live and the history of the world. All pupils should gain an understanding and appreciation of where they are in the world and key moments in history which shaped their community and the world. Pupils should build on the knowledge they have gained from KS3 and some pupils will deepen their knowledge by ;looking at case studies.  | Careers in geography and history are endless as the pupils will gain analytical skills which can applied to almost all workplaces. But common careers are: historian; librarian; Geographer; surveyor and any role around historical landmarks.  | **Apollo 13** | **Boxing Day Floods** | **Penicillin**  | **UAE Oil**  | Nelson Mandela | **Johannesburg and New York**  |
| **Autumn 1****HISTORY**7 weeks | **Autumn 2****GEOGRPAHY**7 weeks | **Spring 1****HISTORY**6 weeks | **Spring 2****GEOGRPAHY**6 weeks | **Summer 1****HISTORY**5 weeks | **Summer 2****GEOGRPAHY**7 weeks |
| **HISTORICAL/GEOGRAPHICAL SKILLS (these should be developed through the various learning activates)** |
| As well as the skills above,Learners should examine the role Apollo 13 on the cold war, politics at the time and the wider scientific community. They should gain a deep understanding of the effects Apollo 13 had on the world and what it means for space travel today.  | As well as the skills above, learners should develop a deep understanding of the reasons why and how the boxing day floods occurred. They should understand that these floods were not isolated events but are a small drop in a series of events which happen around the world. The property cost and the cost to the earth should be made explicit to the learners and they should develop an understanding of the consequences of climate change.  | As well as the skills above, learners should develop an understanding of the importance of penicillin in fighting diseases. They should gain understanding of how and why penicillin came about and the effects of germ theory in a wider historical context.  | As well as the skills above, learners should develop an understanding of how the IAE manages its oil. They should understand the supply chain and where the oil goes as well as the wider political world in which the transaction takes place.  | As well as the skills above, learners should develop a deep understanding of Mandela’s domestic policies and the end of apartheid and his international work and his fight against racial injustice. They should understand the worldwide effect that Mandela had and how his fight became iconic in racial history. They should also study his non-racial policies such as the UN’s Nelson Mandela Rules.  | As well as the skills above, learners should have a deep understanding of the global, Economic and development Issues which the two cities face. They should be able to compare the two cities and understand the different challenges each face.   |
| **VOCABULARY** |
| Space | Names of the various space shuttles | Satellites | Launch | NASA | Names of the various people on board | ISS | Collecting plastic | Reading ‘The Lorax’ | Planting new trees | Taking air pollution measures around the school | Flood plains | Flooding  | Medicines | Doctors | Nurses | Treatment | Germ Theory | Miasma | Penicillin | Louis Pasteur | Alexander Fleming | Pasteurisation  | Oil | UAE | Management | Resources |  | Leader | Leadership | Politics | World | United Nations | Apartheid | Segregation | South Africa | Global | Economic | Development |
| **LINKS TO WIDER CURRICULUM (these links need to be made clear to the learners)** |
| **Humanities:** Transport (KS4, C1) | Ariel Combat **English**: Adventure | Science Fiction | **Humanities:** Climate Change **RE:** How should we look after our community? **Creative Curriculum:** Going Green | Humanities: Medicine | The Black Death Food and Nutrition: Eating Healthy | **Maths:** Fractions | Measurement | Money **Humanities:** Climate Change | **Humanities:** WW1 | WW2**RE:** What does it mean to be inspirational? | **Maths:** Money **Humanities:** Population and Urbanisation  |
| **SUGGESTED ACTIVITIES** |
| Watching the space launch | Acting out the space launch/walking in the moon etc | A comparison of NASA budgets through time | Looking at the ISS today | Using clay to recreate the floods | Watching clips of the floods |  | Debating the effectiveness of germy theory and miasma theory | Creating your own bacteria | Timeline of medicines  | Buying and trading oil | looking at oil prices during lockdown | Creating a supply chain of oil | Examining what oil is used for and how it is collected | Creating oil pipework  | Creating rules for the Mandela Rules | Creating placards for the end of segregation | Reading extracts of Mandel’s diary  | Running a city | Research the different economies of the two cities | Finding the key issues for both cities | Recreating the key imports and exports of each city  |
| **Stimulus visit suggestions**  |
| Kennedy Space Centre | National Space Centre | Manchester Science Museum | Visiting where the floods happened | Visiting York to see the flood defences  | Thackray Museum of Medicine | Visiting the UAE | Apartheid Museum | New York City | Johannesburg  |
| **IMPLEMENTATION** |
| **INTENT** | **CAREERS** | **Week 1:** Recap: Space Travel, and how we travel**Week 2:** What was the Space Race?**Week 3:** How to become an astronaut**Week 4:** Apollo 13 journey to the moon**Week 5:** What happened when they were on the moon?**Week 6:** What information did we gather from Apollo 13?**Week 7:** Why have we not been back to the moon? | **Week 1:** Recap: What is a flood?**Week 2:** What happened on the boxing day floods? **Week 3:** What damage did the floods do?**Week 4:** Is there some damage left from the floods?**Week 5:** Flood prevention**Week 6:** What will happen if it floods again? | **Week 1:** Miasma **Week 2:** Pasteurisation **Week 3:** Germ Theory**Week 4:** Penicillin and antibiotics **Week 5:** Germ theory vs Miasma**Week 6:** How we use penicillin today | **Week 1:** Recap: Continents and Asia **Week 2:** Where is the UAE **Week 3:** UAE and oil **Week 4:**  Why do people want oil**Week 5:** How much is oil worth**Week 6:** What does UAE do with its oil money?  | **Week 1:** Recap: Apartheid and Segregation **Week 2:** Nelson’s early life**Week 3:** Why was he placed in prison?**Week 4:** Ending Apartheid**Week 5:** His legacy | **Week 1:** Recap: Continents (Africa and North America)**Week 2:** Population of the two cities**Week 3:** Key features of each city**Week 4 and 5:** Crime in each city **Week 6 and 7:** Tourism in both cities |