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| Year 8 | **Topic: Middle East**  **Period: Spring term 2**  |
| **Overview of topic:**Students will investigate  |
| **Key** **knowledge:*** **key physical and human features of the Middle East.**
* **the three distinct climate zones in the Middle East.**
* **how the population in the Middle East is distributed and the reasons for this.**
* **the physical and human factors that have led to variations in levels of development across the Middle East.**
* **the physical and human factors that have affected development in Yemen.**
* **the role of NGOs in supporting the challenges in Yemen.**
* **the range of factors that connect the Middle East to the UK.**
* **the importance of oil to the Middle East.**
* **how parts of the Middle East have diversified towards tourism to continue its economic growth.**

**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| Analyse Annotate Assess Calculate Describe Draw compare Evaluate Examine Explain Identify Plot  Suggest     | Human factorsPhysical factorsDevelopmentNGOsResourcesTourismDiverseDiversification  |

 | **Key skills:** ***Reading, interpretation and analysing graphs, map skills, making judgements.***   ***Know how to…***  * Demonstrate knowledge of locations, places, processes, environments and different scales.
* Demonstrate geographical understanding of: concepts and how that are used in relation to places, environments and processes.
* Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.
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| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)*** | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**1. Teaching subject specific vocabulary:
* Spelling and meaning tests using the vocabulary on knowledge organisers.
* Vocabulary games, such as dominoes, bingo, taboo.
1. Lifting from the text e.g. keywords in assessment questions.
2. Promoting reading fluency:
* Teacher modelling
* Whole class reading
* Paired reading
1. Variety of texts – textbooks, plays, sources, historical fiction, scholarship, etc.
2. Guided reading to help students to develop: note-taking skills, read for meaning, summarise and analyse text.

**Wider Reading Opportunities/Links:**There are lots of books available in the library – please see Mrs Bradshaw for guidance.  |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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