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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:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | Analyse  Annotate  Assess  Calculate  Describe  Draw compare  Evaluate  Examine  Explain  Identify  Plot  Suggest | Human factors  Physical factors  Development  NGOs  Resources  Tourism  Diverse  Diversification | | **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. |
| **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 | |