

**Unit Overview: Conflict****Half- Term:**

AUT 1

AUT 2

**SPR 1**

SPR 2

SUM 1

SUM 2

**No of Lessons:****Key Focus for Unit:***What is the key knowledge being delivered?**What is the intent of this unit?*

Conflict is affected by and affects Geography. Conflict can happen at any scale from disagreement to large scale war. Students to appreciate that not all conflict is negative. To be aware that differences of opinion can be constructive and how they can be dealt with constructively.

**Key Knowledge and Big Ideas:***What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?**How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are the being closed?***Powerful Knowledge:**

- Causes of conflict
- Scale of conflict
- Political decision making
- Vulnerability of people due to conflict

**Case Studies**

- Rocinha, Rio
- Water demands in Turkey, Syria and Iraq
- South Sudan (Newest country in the World)
- Somalian pirates

**Big Ideas:**

- **Place:** How conflict can occur in a local, national and global setting. How the natural resources and location can be a catalyst for conflict.
- **Scale:** How conflict can affect individual lives as well as have global consequences
- **Interconnections:** How political decisions can have far reaching consequences for people, natural resources and the environment. These conflicts may have an impact on us at St Marks.

**Unit Assessment:***How will this unit be assessed?**What is the frequency of assessments – baselines etc?*

End of unit assessment – Questions that reflect on conflict found in a Favela in Rio.

Q1. Identify three causes of the conflict occurring in the Rio favelas.

Q2. Suggest 2 groups of people who may be vulnerable and why

Q3. Give a solution and explain how this overcomes the cause of conflict identified

Each lesson incorporates a low stakes quiz to enable knowledge retention

Educake homework quizzes to consolidate learning

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> <li>• Debating</li> <li>• Geographical questioning</li> <li>• Evaluation</li> <li>• Data/resource analysis</li> <li>• Extended writing</li> </ul>	<p>Conflict, geopolitics, vulnerability</p>	<ul style="list-style-type: none"> <li>• <b>My place:</b> Why conflict might occur in my area, region and country. <ul style="list-style-type: none"> <li>• <b>Energy:</b> Energy insecurity/security</li> </ul> </li> <li>• <b>Development:</b> Countries of varying development may have conflict with each other.</li> </ul>
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<ul style="list-style-type: none"> <li>• Non-Governmental Organisations</li> <li>• Politics</li> <li>• Charity Aid Work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Environmental Issues:</b> increasing demand for energy</li> <li>• <b>Ice:</b> how energy insecurity and energy resources could be cause conflict in regions of ice.</li> </ul>	