

1 lesson a week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
	What is the geography of our world?	How can we map our world?	What fantastic places exist in our world?	What makes Asia so diverse?	How are we globally connected?
Overview of Scheme of Learning	The students will ask what is geography? They will study the human and physical geography of the UK and learn more about their local geography. They will revisit foundational knowledge on continents and oceans (from KS2).	The students will study and practise a range of map skills including grid references, scale, symbols and relief. These skills are foundational skills for geography and will be embedded early to allow for frequent practise throughout their geography at MCA.	The students will study the human and physical Geography of a range of “Fantastic Places”. They will learn about the skill of preparing and reading climate graphs, which will be used in later schemes of work. Students research a fantastic place of their own choice for homework and explain why it is a fantastic place.	The students will study the diverse continent of Asia. They will use their prior knowledge on climate zones to look at the different biomes found in Asia. They will also learn about Asia’s physical geography and some of the different industries and cultures.	The students will study global connections, including migration, aid, food and fashion.
Cultural capital	<p><b>Read:</b> “Prisoners of Geography – Our World explained in 12 simple maps” and “Prisoners of Geography – Ten maps that tell you everything you need to know about global politics” by Tim Marshall.</p> <p><b>Watch:</b> BBC - “My World Kitchen”.</p> <p><b>Watch:</b> BBC - “My Life”</p>	<p>Borrow a local map from your local library and <b>explore</b> your surroundings!</p> <p>Download the free app “All trails” to go for a <b>walk</b> and explore!</p>	<p><b>Browse</b> a travel guide to learn about a range of Fantastic Places!</p> <p><b>Watch</b> a travel or nature documentary.</p> <p><b>Read</b> “The explorer” by Katherine Rundell.</p>	<p><b>Watch</b> David Attenborough – Series 1: Episode 2: Asia.</p> <p><b>Read</b> “The Kite Runner” by Khaled Hosseini</p> <p><b>Read</b> “A Thousand Splendid Suns” by Khaleh Hosseini</p> <p><b>Read</b> “Kick” by Mitch Johnston</p>	<p><b>Discover</b> where your food is from by reading the labels in the supermarket. Can you lower your carbon footprint by reducing the food miles? Find out where your clothes are from by checking the labels.</p> <p><b>Read</b> “Prisoners of Geography – Ten maps that tell you everything</p>

	<b>Watch:</b> BBC - “Deadly 60”			<b>Read</b> “The unexpected inheritance of Inspector Chopra” by Vaseem Khan.	you need to know about global politics” by Tim Marshall.  <b>Read</b> “The mighty dollar” by Dharshini David.
Prior learning	From KS2, students will be able to describe the characteristics of their town. They should have learned about the seven continents and five oceans.	Students may have learned some map skills in year 7 or in extracurricular activities such as scouts or guides.	Students will use their knowledge from Autumn 1 and develop their cartographic and geographical skills.	Students will know that Asia is a continent and is made up of many countries.  Students will be able to identify human and physical features and will have an understanding that not all places are the same.  Students will use their atlas skills and climate knowledge.  Cross curricular link with RE.	Students will have developed their locational knowledge, knowledge of continents, and practised atlas and map skills earlier in year 7.
Number of lessons	7 lessons	7 lessons	7 lessons	10 lessons	10 lessons
Assessment Overview	<b>Pre-assessment</b> – exploring the difference between physical and human geography, plus locational knowledge.	<b>Pre-assessment</b> – practising map skills. <b>Assessment</b> – follows the pre-assessment and includes locational knowledge and physical and human geography. Requires a combination of	<b>Pre-assessment</b> – Students complete a piece of evaluative writing on Svalbard (one of our fantastic places). <b>Assessment</b> – Includes skills and shorter questions. The longer	<b>Pre-assessment</b> – Students will complete a piece of writing about Asia. <b>Assessment</b> – Includes skills, including practising map skills, shorter	<b>End of Year assessment</b> – a range of short and longer answers with some skills questions.  This will be completed in the Summer term.

		<p>short and long answers with some skills questions. This is a format used consistently in secondary Geography at MCA.</p> <p>This will be completed in Autumn 2.</p>	<p>question is an evaluative piece requiring students to compare two fantastic places – this question can use their homework research and is an opportunity for students to benefit from their hard work at home.</p> <p>This will be completed in Spring 1.</p>	questions and a piece of evaluative writing.	
Link to detailed content (Knowledge Organiser/Unit Overview/Scheme of Learning)	<i>Knowledge organiser 01. Our Place in the World</i>	<i>Knowledge organiser 01. Our Place in the World</i>	<i>Knowledge organiser 02. Fantastic Places</i>	<i>Knowledge organiser 03. Asia</i>	<i>Knowledge organiser 04. Global Connections</i>

Lessons		Objectives	Outcomes	Purpose	Key concepts	Core ideas	Skills	Homework
1.	What is Geography?	<ul style="list-style-type: none"> <li>To describe what human and physical geography is.</li> <li>To assess geographical images.</li> </ul>	<ol style="list-style-type: none"> <li>A completed definition of human and physical geography.</li> <li>A description of the geography seen in several images.</li> </ol>	To ensure students have an understanding of what geography is and the fundamental differences between human and physical geography. It is necessary that students understand this distinction before they move onto more complex geography at KS3.	Place	Definition of human and physical geography.	Image analysis.	1. Students find examples of human and physical geography in the news.
2	What are continents and countries?	<p>To explain what an atlas is and what it is used for.</p> <p>To define 3 key words for this lesson.</p> <p>To understand the continents in the world.</p>	<ol style="list-style-type: none"> <li>A completed world map with continents labelled on.</li> <li>A definition of continent, country and atlas.</li> <li>To write down facts about countries and capitals found in each continent.</li> </ol>	Students will develop their knowledge of what the continents are, as well as the difference between countries and continents. This knowledge is key in their geographical development as they require a good spatial understanding of the continents and where they are in relation to them.	Scale, place	continents	Map skills.	

3	Pre-assessment	<ul style="list-style-type: none"> <li>To recap understanding of the continents and the fundamental differences between human and physical geography.</li> </ul>	<ol style="list-style-type: none"> <li>Completed definitions of key words.</li> <li>An example of human and physical geography.</li> <li>A labelled map of the 7 continents.</li> </ol>	<p>Students will be assessed on key definitions, their understanding of the difference between physical and human geography, and their knowledge of the continents.</p> <p>This is key core geographical knowledge that students need to understand before progressing further.</p>	Place, scale	Continents, key definitions.	Map skills	
4	What are OS maps?	<ul style="list-style-type: none"> <li>To understand what a compass is and the points, North, South, East and West.</li> <li>To be able to describe what an OS Map is and why we use them.</li> <li>To be able to use a map and directions to find landmarks.</li> <li>.</li> </ul>	<ol style="list-style-type: none"> <li>To draw a completed labelled compass.</li> <li>To write down 3 strengths and weaknesses of OS maps.</li> <li>To write directions from one place to another on an OS map.</li> </ol>	<p>Students may have some prior experience of using maps but no universal. Before moving onto later lessons where they will learn how to read an OS map and understand it in more depth, they need to understand what an OS map is and become familiar with it. The purpose of this lesson is to ensure students have a minimum base level understanding of an OS map and how to use it.</p>	Scale, place	Using an OS map.	Map skills	Write a poem about the differences between continents and countries.
5	What are map symbols?	<ul style="list-style-type: none"> <li>To understand some map symbols and know why they are used.</li> <li>I can create a story using as many map symbols as possible .</li> </ul>	<ol style="list-style-type: none"> <li>A list of important map symbols</li> <li>An extended story that incorporates map symbols.</li> <li>A written summary of the importance of map symbols.</li> </ol>	<p>Students will build on prior knowledge of OS maps. They will be introduced to the concept of using a universal symbol on a map to represent information and meaning. They will develop their knowledge of key map symbols. They will then practise using this knowledge to plan a route, using the map symbols and previous learnt compass points to direct themselves. This lesson is focused on building core geographical knowledge to help them navigate OS maps and understand them.</p>	Scale, place	Key OS map symbols	Map skills, extended writing.	

6	How do I read a 4 figure grid reference?	<ul style="list-style-type: none"> <li>Explain how to find a 4 figure grid reference</li> <li>Write a 4 figure grid reference for a location of my choice</li> </ul>	<ol style="list-style-type: none"> <li>A list of important map symbols</li> <li>An extended story that incorporates map symbols.</li> <li>A written summary of the importance of map symbols.</li> </ol>	Students learn the importance of a 4-figure grid reference as well as how to read them. They will practise writing them and finding different places. This is important because it secures this skill. They need to understand how to find a 4-figure as the next lesson will build on this.	Scale	4-figure grid references.	Map skills.	Create your own guide on how to use an OS map.
7	How do I read a 6 figure grid reference?	<ul style="list-style-type: none"> <li>To understand what a six-figure grid reference is.</li> <li>To explain why six-figure grid references are used.</li> </ul>	<ol style="list-style-type: none"> <li>A completed worksheet on 4 and 6 figure grid references.</li> <li>Extended writing on the geography of the Great Barrier Reef.</li> <li>A completed series of questions on 6-figure grid references.</li> </ol>	Students will build on previous knowledge of 4 figure grid references. Activities will develop and build on their existing understanding. They will explore this new skill of 6 figure grid references through activities that focus on the Great Barrier Reef. This also develops their locational knowledge. This is important for the next topic where students will explore the concept of place.	Scale, place	6 figure grid references.	Extended writing, map skills.	.
8	How is height shown on a map?	<ul style="list-style-type: none"> <li>To be able to <u>interpret</u> contours lines height and relief.</li> <li>To be able to <u>create</u> an accurate cross section from contours on a map.</li> </ul>	<ol style="list-style-type: none"> <li>A definition of the term relief.</li> <li>A completed contour match up sheet.</li> <li>A completed series of questions using the “Harry Potter” contour map.</li> </ol>	This lesson moves onto new skill of reading the height of a map. Students will now have secure knowledge of the purpose of a map, how to read grid reference and map symbols. Students in this lesson will develop their ability to understand the map in more complexity by being able to describe relief. This is important for later lessons in this unit where they will explore the relationship between relief and rainfall in the UK. The concept of relief is revisited throughout the weather and climate unit also. Therefore students need to secure this new skill before moving onto these lessons.	Scale	Contour lines, relief.	Map skills, image analysis.	For a city of your choice in the UK. Describe the human geography i.e. population size, demographics, attractions, history.

9	How do I measure distance on a map?	<ul style="list-style-type: none"> <li>To understand the concept of scale.</li> <li>To know how to measure distance.</li> <li>To be able to explain what a scale bar is and how to use it.</li> </ul>	<ol style="list-style-type: none"> <li>A list of important map symbols</li> <li>An extended story that incorporates map symbols.</li> <li>A written summary of the importance of map symbols.</li> </ol>	Students will be introduced to new geographical concept of scale. They will explicitly learn the purpose of scale and how it applies to map reading. They will know how to use a scale bar to measure distance. This is important for them to be able to confidently and full navigate a map.	Scale	Measuring distance	Map skills	
10	What is the physical geography of the UK	<ul style="list-style-type: none"> <li>To understand the countries making up the British Isles.</li> <li>To plot on a map the main rivers, mountains and weather patterns of the UK</li> <li>To explain the physical features of the UK in the form of a poem.</li> </ul>	<ol style="list-style-type: none"> <li>A completed definition of the countries that make up the UK, Great Britain and British Isles.</li> <li>A completed map with the UK's main rivers, mountains and weather patterns plotted on it.</li> </ol>	Students develop their understanding of the distinction between Great Britain, UK and British Isles. This develops their sense of place and is important for them when they explore different aspects of the UK's geography in KS3 and KS4. They will develop their knowledge of the UK's physical geographical features. This is important for the following lesson where they will look at the human geography of the UK and explore how population distribution is linked with the physical geography of the UK.	Physical processes, place	Physical geography of the UK	Map skills.	Revision

11	What is the human geography of the UK?	<ul style="list-style-type: none"> <li>To define population density.</li> <li>To describe the population density of the UK.</li> <li>To create a map of the UK displaying population density.</li> </ul>	<ol style="list-style-type: none"> <li>A completed definition of population density.</li> <li>A completed map of the UK's population density.</li> <li>A extended piece of writing describing the UK's population distribution.</li> </ol>	Students develop an understanding of population distribution in the UK. This lesson will ensure that students have a clear understanding of what population density is, and how it can link to other physical factors. This is important for when they explore human geography in KS3 and 4.	Place,	Population distribution.	Map skills, extended writing.	
12	Assessment	<ul style="list-style-type: none"> <li>To assess to what extent students can understand key map skills and core geographical concepts. It also will assess their ability of apply learnt geographical skills.</li> </ul>		Students must recap prior knowledge on map skills and fundamental geographical concepts.	Physical processes, place, scale.	n/a	Exam technique Extended writing. Map skills	n/a



## Knowledge organiser: Where is our place in the world?

### 8 point compass

### Continents, oceans and key lines of latitude

### Key terms:

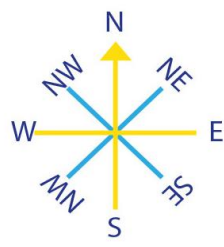
#### What is Geography?

Geography is the study of how the world works and why it appears how it does. We want to understand how humans and nature work independently and together.

#### What are the two type of Geography?

**Physical Geography** – everything in the world that is natural, e.g. rivers, trees

**Human Geography** – everything in the world that is created by humans, e.g. language, culture, trade.



Physical geography  
Human geography

Continent

Country

Atlas

City

Equator

Compass direction

North, East, South, West

OS maps

Landmark

Map symbols

Key

Sketch map

Great Britain

The United Kingdom

British Isles

Grid references

4 figure grid references

6 figure grid references

Scale

Ratio

Distance

Kilometres

Centimetres

Scale bar

Relief

Height

Layered Colour

Spot Height

Sea level

Contour

Population density

Population distribution

Sparsely populated

Densely populated

#### OS maps

An OS map is a 2D representation of what a place looks like. It does not tell us direction or traffic. Paper editions can become out of date. However, they are renowned for their clarity and detail.

#### Sketch maps

A sketch map is a simple map which shows what a place is like.

All maps must include a key, a title, symbols, a north arrow

#### Scale and distance

The scale of a map helps us calculate the size, height and dimensions of the features shown on the map AND the distances between different points. Scale is the ratio between real life distances and how many times it has been shrunk to fit it on the map. We can measure distances on a map in two ways - straight line distances or distance along roads/tracks.

#### Grid references

Maps have grid lines on them—we use them to pinpoint locations by using grid reference. A four-figure grid reference is a handy way of identifying any square on a map, six-figure grid references are best for giving exact locations. Grid references are easy, as long as you remember that you always go along the corridor before you go up the stairs.

##### 4 figure grid references

Step 1: Go along the bottom of the map until you reach the easting which forms the start of the box, e.g. 47

Step 2: Then, go up the side of the map until you reach the northing that forms the bottom side of the square you are trying to locate e.g. 33

Step 3: Now put your two answers together e.g. 4733

##### 6 figure grid references

Step 1: Find the four-figure reference.















Step 2: Imagine this square is divided up into 100 tiny squares, 10 along the bottom and 10 up the side.

Step 3: Still remembering to go along the corridor and then up the stairs, estimate how far across and then up the square the feature is e.g. 476334

#### Map symbols

Symbols are a quick and easy way to tell what can be found in a place. They take up very little space.

#### TOURIST INFORMATION

-  Camp site
-  Caravan site
-  Garden
-  Golf course or links
-  Information centre, all year / seasonal
-  Nature reserve
-  Parking, Park and ride, all year / seasonal
-  Picnic site
-  Selected places of tourist interest
-  Telephone, public / motoring organisation
-  Viewpoint
-  Visitor centre
-  Walks / Trails
-  Youth hostel

#### Relief

There are three ways to show height on a map:

Layer colouring – the darker the colour the higher the land.

Spot height – shows the exact height above sea level.

Contours – at regular intervals. If the lines are far apart, the land is flat, if they are close together the land is steep.

Great Britain is made up of England, Scotland and Wales.

The United Kingdom is made up on England, Scotland, Wales and Northern Ireland.

The British Isles is made up of the UK plus the Republic of Ireland.

#### Physical Geography of the UK

There are a range of mountains and rivers in the UK and seas that surround it.

#### Human Geography of the UK

The population of the UK is not evenly distributed. Urban areas are more densely populated than rural areas and the South is more densely populated than the North.

The most densely populated city in the UK is London. The least densely populated area in the UK is the Scottish Highlands.

## Knowledge organiser: What Fantastic Places exist around the World?

### Svalbard

Svalbard is an archipelago and is part of Norway. Polar bears live in Svalbard. The capital city is Longyearbyen and they use the Norwegian krone as their currency. Their population is small at roughly 2,667. The average summer temperature is around 5 °C and the average winter temperature is around -12 °C. The average precipitation ranges from 6mm to 23mm. This precipitation falls as snow. The animals that live in Svalbard must be well adapted to the conditions.



### Dubai

Dubai is located in the United Arab Emirates. It is within the hot desert. Iran and Saudi Arabia are close to Dubai. It is a hot place. It is north of the equator. There are lots of manmade landmarks in Dubai, which have had an impact on the natural world. Dubai takes some of its water from the ocean and has several desalination plants.



### Racetrack Playa

Death Valley is located in North America and it is very hot. The Racetrack Playa is located in North America, on the East Coast, in Death Valley. The area is extremely cold at night and can freeze over which causes large rocks to slide across the ice. Once the ice has melted the tracks are left behind, giving the impression the rocks moved by themselves!



### Totem Pole

The Totem Pole is on the edge of the Tasmanian coast in Australia. It is 65m high. A sea stack can be formed by erosion, although Totem Pole was formed by the escape of hot magma, which cooled into rare hexagonal pillars. The Totem Pole can be very dangerous to climb – Paul Pritchard fell when he attempted to climb. He survived thanks to the heroics of his climbing partner, but has had to adapt to permanent head injuries. He has returned to climbing!



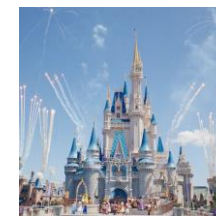
### Stonehenge

What we know about the construction of Stonehenge we have had to work out from physical evidence, as it was first created around 5,000 years ago and the unique stone circle was constructed around 2,500 BC! The stones were moved from Wales, and they were put together with a tongue and groove construction ....which is how Ikea constructs a lot of its furniture today! Stonehenge was not voted as a modern Wonder of the World, leading it to be called a disgrace in the British press. Since then, a lot of work has been put into making Stonehenge into a valuable educational facility and protecting this unique monument. We will evaluate the work done.



### Disney World

Disney World is located in Florida, on the east coast of North America. Disney World is of local importance as it supports the local economy and provides people with jobs. One in 50 local people have a job connected to Disney World. It is of national importance as it contributes a lot in taxes. It is of international importance as it attracts tourists from all over the world.



## Key terms used in this unit:

Archipelago  
Currency  
Longyearbyen  
Climate graph  
Precipitation  
Temperature  
Adaptations  
Racetrack Playa  
Stonehenge  
Totem Pole  
Tasmania  
Erosion  
Stack  
Cave  
Arch  
Stump  
Dubai  
United Arab Emirates  
Saudi Arabia  
Iran  
Palm Jumeirah  
Economy  
National  
International



## Knowledge organiser: What Fantastic Places exist around the World?

### Madagascar

Madagascar is an island located off the east coast of Africa. It has the Indian ocean to the east and the Mozambique channel to the west.

Madagascar is unique in terms of its plants and animals. The physical landscape is very varied and there are lots of things for people to do, including diving and snorkelling, fantastic food, wildlife, rainforests.

The animals that live there are very well adapted and, due to its remoteness, some species are only found on the island of Madagascar.



### Brazil

Brazil is located in South America and is bordered by many other South American countries. It is on the East coast of the Atlantic Ocean.

It is of physical importance due to its biodiversity, its varied landscapes, soils and climate and the Amazon river.

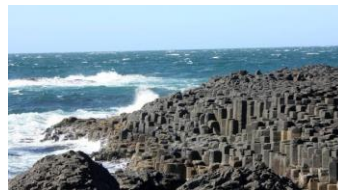
It is of human importance due to its agricultural opportunities, tourism, economic power, exports and large population.

There are many issues in Brazil including traffic, deforestation and the slums.



### Giant's Causeway

It is located on the North coast of Ireland. It was formed about 60 million years ago when the area was covered in lava. When the lava met the sea, it cooled and formed a mist as the water became steam. This then rained down onto the rock and this cycle continued until the lava solidified. The lava has split into columns. The tallest are about 12m high. There are many different rock formations with different names. According to legend the causeway is the remains of a pathway.



### Maccu Pichu

Machu Picchu is located in Peru in South America. In 2007 it was voted as a New Seventh Wonder of the World. It was built in the mid-15<sup>th</sup> century. In 1983 it became a world heritage site. As it is a large site at high altitude, it has different climatic zones. Tourists can come and complete the Inca trail which is 32km long. The local area has been improved due to the increased tourism; however, there are some negatives, such as tour guides carrying too much which can lead to health problems. The site is also eroded by high footfall, and landslides therefore occur. The site is being protected in various ways – fewer roads are being built and the number of tourists are being cut.



### North Sentinel Island

The North Sentinel Island is located in the Bay of Bengal, off the coast of India.

It is banned for people to visit. This is due to the inhabitants. They have lived in isolation for the last 60,000 years. They are very vulnerable to modern day diseases and no one else speaks their language.



## Key terms used in this unit:

Adaptation

Native

Endemic

Maccu Pichu

Tourism

Erosion

Landslides

Favela

Slum

Agriculture

Biodiversity

Deforestation

Lava

Evaporation

Giant's Causeway

North Sentinel Island

Bay of Bengal

Tribe

Vulnerable





## Regions and Countries of Asia

### Top 5 largest Asian countries

1. Russia - 17 million km<sup>2</sup>
2. China - 9.6 million km<sup>2</sup>
3. India - 3.3 million km<sup>2</sup>
4. Kazakhstan - 2.7 m km<sup>2</sup>
5. Saudi Arabia - 2.1 m km<sup>2</sup>

### Top 5 most populous

1. China - 1.44 billion
2. India - 1.38 billion
3. Indonesia - 274 million
4. Pakistan - 221 million
5. Bangladesh - 165 m

There are 48 countries in Asia, 3 of which (Russia, Turkey and Kazakhstan) also are partly in Europe.

**Southeast Asia** – countries rely mainly on agriculture. They export rice and other foodstuffs, and also have rubber industries.

**Central Asia** – overall, these countries are not rich, and Central Asia has several large, sparsely populated countries like Kazakhstan and Turkmenistan. These countries do have oil, gold and minerals they are starting to exploit.

**Western Asia**, including the **Middle East** – this area includes many of the world's Arabic speaking nations. Has a large share of the world's oil and gas reserves, which has made some nations (e.g. Qatar) extremely rich. Dubai has the Burj Khalifa – world's tallest skyscraper.

**Eastern Asia** – main industrial area. China is the most populous country in the world; and is known for its exports, particularly electronics for the home. Japan is technologically advanced and has the world's highest life expectancy. North and South Korea are here.

**South Asia** – overall, the poorest region. India is the world's second most populous country and is a Newly Emerging Economy with a significant service industry. Exports from South Asia include textiles and foodstuffs, e.g. Bangladesh is known for its textiles industry.

**Northern Asia** - dominated by Russia, largest country in the world by area. Russia sells oil and gas to other countries by pipeline, and is mostly sparsely populated. Some parts of Russia, e.g. Siberia, are very cold. Russia also has a coastline to the Arctic Ocean.

Asia is the largest continent in the world. It covers approximately 44.5 million km<sup>2</sup>. This is about 30% of the Earth's land surface. Asia has the world's longest coastline at 62,800km. It contains the world's top ten peaks, including Mount Everest. Asia is surrounded by the Arctic Ocean to the north, Pacific Ocean to the east and Indian Ocean to the south.



### Key words

Gross Domestic Product (GDP)  
Newly Emerging Economy (NEE)  
Population  
Population density  
Resource (e.g. oil, gas)  
Trade  
Development



## Human Geography of Asia

**Human geography** – home to 60% of the World's population.

Hundreds of **languages** are spoken across Asia. Mandarin Chinese is the most spoken language in the world, by 1.1 billion people.

There is a huge variety of **food** across Asia. Most is made from local resources, e.g. seafood forms a major part of the Japanese diet, and is thought to be a cause of their high life expectancy.

There are thousands of **ethnic groups** across Asia. Vietnam has over 52 ethnic groups including the Kinh, also known as the Viet.

All major **religions** are practised in Asia, and Asia is the birthplace of many including Christianity and Islam. The top three religions in Asia are Hinduism (25% of Asia's population), Islam (1.1 billion followers in Asia) and Buddhism (11.9% of Asia's people).

**Wars** and **conflicts** in Asia have included WWII – when the USA dropped the first atomic bomb on Nagasaki and Hiroshima. The Korean and Vietnam wars were major conflicts – the Korean war has technically never ended!

The **history** of Asia includes the Silk Road, an ancient trading route that brought papers, gunpowder and spices to the West. The Great Wall of China famously can be seen from space!



Physical geography

Asia contains some of the most extreme temperatures on the planet. The temperature has reached 53.9°C in Israel, and has been as low as -67.8 °c in Siberia, Russia.

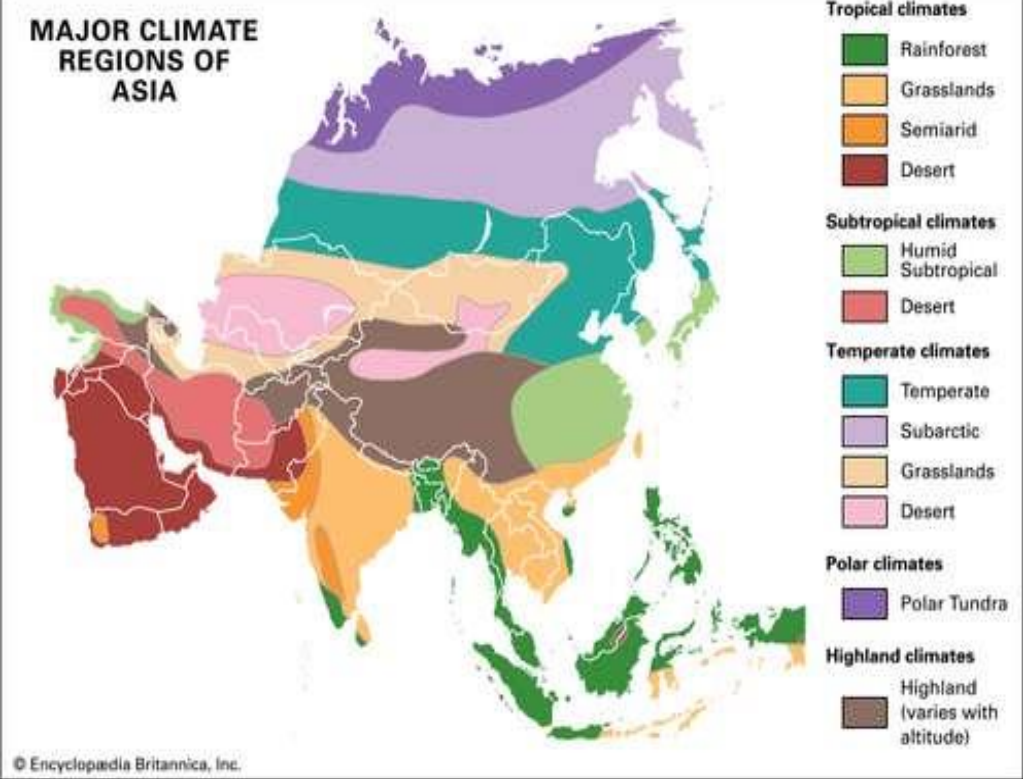
Asia has a mix of climate regions. Polar, subarctic, and temperate climates occur along the continent’s northern and north-eastern areas. Arid (dry) and highland (high areas – varied because temperature drops with altitude) zones are found in the continent’s middle and south-eastern areas. A mix of grassland and tropical rainforest climates are found in the southern areas of Asia.

Keywords

Polar	Climate
Subarctic	Biome
Temperate	Precipitation
Arid	Altitude

Asia’s biomes

- Tundra** – A cold region in the north where the ground is deeply frozen. Only the top layer thaws in the summer. Only small plants found here.
- Taiga** – coniferous forest, found between Tundra and Steppes. Long cold winters; short, hot and damp summers.



- Steppes** – large flat area of treeless grassland, characterised by low precipitation. Found in the middle of the continent. Hot summers and cold winters.
- Temperate forest** – region of deciduous trees. Found between Steppes and the coast. Hot summers and cold winters.
- Cold desert** – found north of the Steppes. Very dry. Summers are hot; but cloudless skies mean cold nights. Winters very cold (-40°C). Little vegetation.

- Hot desert** – found south of the cold deserts. Usually very hot during the day and cold at night. Little vegetation.
- Mountainous** – temperature falls with altitude, so the higher you go the colder it gets. At high altitudes trees no longer grow and there are glaciers.
- Warm moist forest** – furthest south, in and near the tropics. Includes tropical rainforests and mangrove swamps.

Our case studies



**China.** China In the west and north it is very dry. In the south-east the climate is mild and wetter. Two thirds of China is mountainous, and it has the World’s third largest river in the Yangtze.

China is the world’s 2<sup>nd</sup> largest economy and has a very powerful military. It is increasingly investing in Africa to ensure it has a secure supply of oil to keep its economy and military running! It has invested over \$20 billion in Nigeria to help fund infrastructure projects. However, there has been issues with human rights abuses towards African people in China and racism from Chinese workers towards Nigerian workers!

**Vietnam.** Vietnam is located in South-East Asia. Its capital is Ho-Chi Minh City. It has over 52 ethnic groups that make up its population. The Kinh make up 86%. Other groups include the Cham( originating from India) and the Hmong (originating from the Mekong delta).

This ethnic diversity is the result of migration over thousands of years to the area. People were drawn to the area for its trade links and fertile farming land. Today Vietnam exports the 2<sup>nd</sup> largest amount of rice, with India being the largest!



The **Middle East** is located in the western part of Asia. It is made up of 16 countries and the State of Palestine. It includes desert and mountains, and there are earthquakes and volcanoes. The major biomes are desert, grasslands and forests. Most of the Middle East was once dominated by the **Ottoman Empire**. By 1914 the Ottoman Empire was already in decline, and it entered WWI. When the Allies (including Britain, France and Russia) won, the Middle East was divided between the Allies. This resulted in more conflict. Now these countries are independent. Some have oil, and, as a result there are very rich areas, although there is also poverty, e.g. Yemen.





### Local, national or international?

In geography we say that things are local, global or international.

**Local** – This means events or activities that belong in a particular place. **National** – this means belonging to a particular nation.

**International** – this means belonging to more than one nation, or between nations.

### Where do our clothes come from?

Only 10% of the clothes sold in the UK are made here. The largest clothing exporter in the world is the Chinese Mainland, with US\$175 billion of clothes exported annually. The EU countries together export US\$112 per year. Other major clothing exporters include Bangladesh, Vietnam, and the U.S.

The clothing industry can bring both positives and negatives to these countries.

In **Bangladesh**, the textile industry is responsible for 78% of the country's economy, and 85% of the workers in the textile industry are female. Workers are low paid, earning around £1 per day. However, small-scale aid projects help women earn a fair wage and improve their work conditions.

However, in **Jinjiang, China**, since China's economy opened up to international trade in the 1970s, factories formerly used to produce trainers for foreign-owned international companies have very successful in producing Chinese brands.



In the 1960s, water from the Aral Sea was first used to irrigate cotton plantations for clothing manufacture. The Aral Sea has since shrunk from 68,000 km<sup>2</sup> to a tenth of its former size.

### Where does the UK's food come from?

Although the UK grows about 50% of its own food, it **imports** much of its fruit and vegetables

The UK's import of food results in significant **food miles**. This is the distance food is transported from the time of its production until it reaches the consumer.

However, the UK is fortunate in enjoying **food security**, which is the ability of a population or community to reliably access enough nutrition for a healthy life.

Countries that have a low level of food security, averaging at less than 2,000 calories per person, per day, include Bangladesh, Afghanistan and Ethiopia.



## How are we globally connected?



### Are our holidays a positive global connection?

Holidays abroad taken by UK residents have increased from 7 million in 1970, due to people having more disposable income, longer paid holidays, and growing global connections. Today the British take over 40 million holidays abroad per year.

Tourism can provide money for healthcare and education, and encourage the development of infrastructure. Tourism also provides jobs, leading to the **multiplier effect**.

However, the jobs may be low paid and seasonal, and tourism may cause environmental damage, or traditional peoples to be forced out of their lands.

**Ecotourism** is an approach to tourism that includes sustainable accommodation for tourists, which won't damage the environment. Waste is minimised and recycled, and visitors are educated about the environment or a new area by their trip. The Masai Mara hosts ecotourism holidays, which provide jobs for the indigenous people.



### How does football change lives?

Football is played by 250 million people globally, making it the world's most popular sport.

Brazil hosted the World Cup in 2014. The cup cost \$11.6 billion to host, 5 new stadiums were needed, and security cost \$900 million! Favelas (informal housing, built on land the residents do not own) were cleared to make way. This led to major protests, and many people argued that the money should be used to help the poor.

However, major sporting events such as the World Cup, often bring prestige and visitors to a country that increase tourism for years to come.

In Brazil, football is seen as a way of life, and social projects, such as Favela Street, go into the favelas to try to improve the lives of the residents and keep young people out of drugs and gangs.





Why does this innocent flower have such negative impacts in the UK?

Afghanistan is the world's no. 1 illegal heroin producer, producing 90%+ of the world's heroin.

Afghanistan was once a powerful cultural centre. But in 1973 a coup led to decades of unrest. The Taliban took control in 1996, and actually brought some peace; but very poor rights for women who were not to be educated. The Taliban also clamped down on heroin production.

But, on 9 September 2001, the 9/11 attacks, masterminded by Bin Laden, killed about 3,000 people in the US. The US-led coalition (including the UK) invaded Afghanistan. Most ordinary people in Afghanistan did not want to be part of a war; and there was a drought at the same time, which meant that farmers had no work, and poverty spread. The Taliban started protecting heroin farmers – heroin was one of the few crops that would grow in the arid climate – in return for their support in the war.

By 2008, the war, although not completely won by either side, had become a fragile peace. However, Afghanistan had become the world's main supplier of heroin. No other crop is as valuable, and few alternative crops grow well in the arid climate, so heroin continues to be grown in and smuggled out of Afghanistan.

Why is it important that the UK gives aid?

International aid is money given by a high income country (HIC) to a low income country (LIC) to help with development.

The UK gives bilateral aid to Afghanistan. Multilateral aid is where more than one country gives aid. This is managed through an international organisation, like the World Bank.

Aid can also be given through charities, by Non-Governmental Organisations (NGOs). NGOs usually manage local aid projects, but their work is hard and even dangerous.



The development gap is the difference in standards of living between the world's richest and poorest countries.

When is trade not fair?

Sometimes poorer countries are disadvantaged by international trade.

Free trade means that countries don't charge taxes or have quotas that restrict trade.

Fair trade requires consumers to pay a sustainable price for the products they buy. This means that the price gives the workers a living wage, and they can invest in their farms and businesses for the future. Environmental damage must also be minimised during production. This also means that farms and organisations should be successful into the future.



How does this insect show us the problems of inequality?

Malaria is a life-threatening disease caused by parasites transmitted to people by infected mosquitoes. Malaria is concentrated in the tropics, where the climate suits the mosquito. Both HICs and Low Income Countries LICs are affected.

Malaria is both preventable and curable, but 40% of the world's population in 107 countries is at risk today. It kills 400,000 people per year.

It is estimated that 20% of people who die from malaria died because they took poor, cheap drugs. A simple mosquito net costs only £3, but this solution is not easily available in poor rural (countryside) areas.

We haven't yet found a way to completely get rid of malaria, but there are several different ways to manage it and reduce infections.



How is our health globally connected?

Every country in the world can now be reached within 14 hours' flight-time of New York.

Coronavirus spread to six continents, and thousands of deaths were attributed to it. Countries around the world imposed lockdowns on their people to try to slow the spread of the illness. Social impacts of the virus include that an estimated 60% of the world's students were affected by school closures. Economic impacts included the loss of jobs and businesses.

However, there were environmental benefits, as air pollution was reduced due to fewer flight and traffic movements, and less industrial activity.

Why is our climate a global problem?

Our climate is globally determined, being controlled by Earth's movement around the sun, the sun's activity levels, and by global atmospheric circulation.

The greenhouse effect is when greenhouse gases are released into the atmosphere by human activities such as burning fossil fuels. They add to the Earth's atmosphere and trap more heat, which is making Earth warmer than it should be.

Evidence for anthropogenic (human-caused) climate change include tree cores, ice cores, sea level change and historic climate records. Ice cores, in particular, can tell us the chemical make-up of the atmosphere 100,000s of years ago.

Impacts of climate change include sea level rise, habitat changes, and human health impacts. Forecasts show that people in poorer countries will suffer most from climate change.

What is globalisation?

Globalisation is the growth and spread of ideas across the world. This can involve the movement or spread of cultures, people, money, goods and information.

Globalisation includes: increased international trade, companies operating in several countries, freer movement of people and goods, and all countries being part of a global economy.