

## Key Stage 4 Curriculum Map 2019 - 2020

### Term 2

Subject: Global Perspective	Year: 10	
Focus/Topic	UAE Links	Home Learning / Reading
<ul style="list-style-type: none"> <li><b>Component 3: Conflict and Peace</b> Introduction to the topic Causes of conflict Consequences of conflict Paths to peace and solutions for peace</li> </ul>	What is UAE's policy on Peace and Conflict?	Check Teams
<ul style="list-style-type: none"> <li>Feedback—from the Winter assessment</li> </ul>		
<ul style="list-style-type: none"> <li><b>Component 3: Conflict and Peace</b> Conflict resolution Role of individuals, nations, NGOs in conflicts Conflict driving progress</li> </ul> <p><b>Topic: Syria</b></p> <p>What is happening in Syria? What are the causes of the civil war? How has it turned into an area of deadly/mass genocide? The class in pairs/groups will research the conflict in Syria.</p>	What kind of support did the UAE provide to the Syrian people during this period of civil war? <a href="https://www.uae-embassy.org/news-media/uae-providing-significant-support-help-syrian-people">https://www.uae-embassy.org/news-media/uae-providing-significant-support-help-syrian-people</a>	
<ul style="list-style-type: none"> <li><b>Afghanistan</b> What happened in Afghanistan? What were the reasons for the conflict? Research and group presentations.</li> </ul>		
<ul style="list-style-type: none"> <li><b>How effective is the UN as peacekeeper?</b> What is the role of UN in maintaining peace around the world? Has the UN always been always successful? What are its limitations? What kind of sanctions does UN the implement?</li> </ul>		

## Mid Term Break

<ul style="list-style-type: none"> <li>• <b>Analyse and evaluate conclusions, arguments, reasoning or claims</b> <b>Communicate views, information and research effectively and convincingly</b></li> </ul> <p><u>In groups: Research and answer questions on:</u></p> <ul style="list-style-type: none"> <li>▪ Which groups of people are in conflict?</li> <li>▪ How did the conflict begin?</li> <li>▪ What are the reasons for the conflict?</li> <li>▪ What form does the conflict take?</li> <li>▪ What are the views of each party in the conflict?</li> <li>▪ <i>How could the conflict be resolved?</i></li> <li>▪ <i>How accurate are the media versions of the situation? How could they be verified or tested?</i></li> <li>▪ <i>What is the impact of the conflict on people, local communities, the country, and international relations?</i></li> <li>▪ <i>How accurate are the accounts of the conflict situations?</i></li> </ul>	<p>Research on how UAE deals with the situation, and how it influences their foreign policy?</p>	<p>Research at home based on the work assigned to the groups.</p>
<ul style="list-style-type: none"> <li>• <b>Component 3: Team Project (Introduction)</b></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Component 3: Team Project</b> <b>Creating teams of 2-5 members</b></li> </ul> <p>As part of the research, candidates must explore different cultural perspectives on the issue they have chosen to investigate. The team uses their research findings to inform or support the production of an outcome to achieve the aim of the project</p>	<p>Will explore UAE's cultural perspective on the issue they have chosen to investigate in the team project.</p>	<p>Research at home based on the topics/ issues chosen by the group.</p>
<ul style="list-style-type: none"> <li>• Teacher directed research and topic set (Due in Term 3)</li> </ul>		<p>Check teams</p>
<b>Spring Break</b>		