

Humanities Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	KS3 spiral thematic topic	Relationship		Human condition		Our world	
	Topic	<p style="text-align: center;">Who am I?</p> <ul style="list-style-type: none"> ● Local Identity: Explore the concept of identity in Kingston upon Thames, considering historical and contemporary factors. <ul style="list-style-type: none"> ○ Research the history of Portsmouth and how it has shaped the local identity. ○ Analyze the cultural diversity of Portsmouth and its impact on personal identity. ● British Citizenship: Examine the rights and responsibilities of being a British citizen across time. <ul style="list-style-type: none"> ○ Investigate the evolution of British citizenship rights (e.g., voting rights). ○ Analyze the concept of national identity and its relationship to citizenship. ● Development and Inequality: Understand the concept of development and its impact on global inequality. <ul style="list-style-type: none"> ○ Assess the causes of the development gap 		<p style="text-align: center;">Power & Pageantry</p> <p>Unveiling the Thrones: Monarchs, Conquerors, and the Echoes of Power</p> <p>This term, Year 7 Humanities invites you on a captivating journey through the halls of power. We'll delve into the lives of monarchs and conquerors, exploring their motivations, conquests, and the empires they built. Prepare to analyze the rise and fall of these mighty civilizations, and debate the lasting legacies left behind. Did they rule with justice or tyranny? The answer, much like the stories of empires themselves, is often shrouded in intrigue.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● The Allure of the Crown: Explore the concept of monarchy and the different forms of government throughout history. ● Leaders & Legends: Meet the celebrated and notorious figures who shaped the destinies of empires. ● Forging Empires: Investigate the factors that led to the formation of vast empires across the globe. 		<p>A World of Exploration: Uncovering Islands, Challenges, and Change</p> <p>This summer, Year 7 Humanities sets sail for adventure! We'll embark on a voyage of discovery, exploring the unique landscapes, cultures, and challenges faced by island communities. We'll meet daring explorers who charted unknown waters, and delve into the importance of sustainable practices for a healthy planet. Prepare to analyze the impact of exploration on island environments, debate solutions for island sustainability, and discover how rivers shape the world around us.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Island Life: Explore the diverse geography, cultures, and traditions of island communities. ● Exploration & Impact: Analyze the historical and environmental consequences of exploration on islands. ● Sustainable Solutions: Investigate strategies for preserving island ecosystems and promoting sustainable living. ● The Power of Rivers: Uncover the 	

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		<p>between different countries.</p> <ul style="list-style-type: none"> ○ Analyze case studies comparing the development of different nations. <ul style="list-style-type: none"> ● Marginalized Voices: Explore how marginalized groups have gained a voice in the UK throughout history. <ul style="list-style-type: none"> ○ Investigate the historical experiences of groups facing discrimination (e.g., race, gender, special educational needs). ○ Analyze how these groups have advocated for their rights and achieved greater equality. 	<ul style="list-style-type: none"> ● Echoes of Power: Evaluate the lasting impact of these empires on the world we live in today. 	<p>vital role of rivers in shaping landscapes, supporting life, and influencing human settlements.</p>
Topic vocabulary	<p>Identity: A person's sense of self, shaped by various factors.</p> <p>Citizenship: The legal status of being a member of a particular country.</p> <p>Development: The process of economic and social improvement.</p> <p>Marginalization: The process of being excluded or denied a voice in society.</p>	<p>Monarchy: A form of government ruled by a king or queen.</p> <p>Conqueror: A person who defeats an enemy and takes control of their territory.</p> <p>Empire: A large group of countries or territories ruled by one leader or government.</p> <p>Legacy: Something left behind by a person or group, such as a tradition, achievement, or problem.</p> <p>Dynasty: A series of rulers from the same family.</p> <p>Propaganda: Information, especially biased or misleading information, used to promote or publicize a particular political cause or point of view.</p> <p>Colony: A country or area under the control of another country (the mother</p>		<p>Island: A landmass (smaller than a continent) entirely surrounded by water. Islands can be formed through various geological processes, such as volcanic activity or coral reef growth.</p> <p>Exploration: The act of traveling to unknown or unfamiliar territories. Throughout history, exploration has been driven by a variety of motivations, including trade, scientific discovery, and conquest.</p> <p>Sustainability: Meeting the needs of the present without compromising the ability of future generations to meet their own</p>

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			<p>country) that is politically and economically dependent on it.</p>	<p>needs. Sustainable practices aim to minimize environmental impact and ensure the long-term health of island ecosystems.</p> <p>River: A natural flowing stream of freshwater that discharges into an ocean, lake, or another river. Rivers play a crucial role in shaping landscapes, transporting sediments, and providing vital resources for both human and animal life.</p>
Disciplinary literacy link	<p>Students will analyze historical sources (e.g., local archives, photos) to understand how Portsmouth's identity has evolved (History: Throughout Key Stage 3).</p> <p>Students will write essays and presentations comparing and contrasting local, national, and global identities (History: Understanding historical concepts).</p> <p>Students will participate in class discussions to analyze the factors influencing development and marginalization (Geography: Throughout Key Stage 3).</p>	<p>This unit will develop your historical literacy through a variety of activities: analyzing primary and secondary sources, participating in class discussions and debates, writing essays and creative projects, and delivering presentations on your research findings.</p>	<p>Speaking: Class discussions, presentations, and role-playing activities will develop your ability to articulate ideas, present findings, and think critically from different perspectives.</p> <p>Reading: Analyzing primary and secondary sources, informational texts, and travelogues will refine your comprehension skills and critical thinking about islands, sustainability, and exploration.</p> <p>Writing: Through island case studies, explorer's diary entries, and presentations, you'll practice writing clearly, creatively, and informatively about geographical and historical topics.</p>	
SMSC/International dimension link to build cultural capital	<p>Students will develop an appreciation for the diversity of identities within Portsmouth and the UK (Social: Understanding community cohesion). Students will critically examine their own biases and consider the importance of</p>	<p>Gain social awareness by examining different governments and their impact on societies.</p> <p>Develop moral judgment by analyzing the ethics of power and conquest.</p> <p>Appreciate diverse cultures through</p>	<p>Social Awareness: Analyzing the impact of exploration on island communities and discussing sustainable solutions develops social awareness and a sense of global responsibility.</p> <p>Moral Reasoning: Considering the ethics</p>	

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		<p>equality for all groups (Moral: Respect for diversity).</p> <p>Students will explore the historical struggles of marginalized groups and the importance of social justice (Cultural: Understanding historical and contemporary issues).</p>	<p>historical events and interpretations of power.</p> <p>Broaden cultural understanding by exploring art, literature, and the legacies of empires.</p>		<p>of exploration and the importance of preserving island ecosystems encourages critical thinking and moral reasoning.</p> <p>Cultural Understanding: Exploring diverse island cultures fosters respect and appreciation for different ways of life.</p> <p>Global Citizenship: Understanding the challenges and opportunities faced by island communities promotes a sense of global citizenship and a desire to contribute to a more sustainable future.</p>	
	<p>Horizon Skills (Link to careers)</p>					
	<p>Knowledge and skills</p>	<ul style="list-style-type: none"> ● Analyze the concept of identity at local, national, and global scales. ● Understand the rights and responsibilities of British citizenship. ● Explain the causes and consequences of global development inequality. ● Evaluate the historical struggles and achievements of marginalized groups in the UK. ● Develop research skills to investigate historical and contemporary issues. ● Refine communication skills through presentations, essays, and discussions. 	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Monarchy and Government: Define different forms of government throughout history, with a focus on monarchy and its characteristics. ● Leaders & Empires: Identify prominent monarchs and conquerors, their motivations for conquest, and the empires they built. ● Factors of Power: Analyze the various factors that contribute to the rise and fall of empires (e.g., military strength, economic prosperity, internal conflict). ● Historical Legacies: Evaluate the lasting impact of empires on society, culture, and the world today (e.g., political systems, 		<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ● Geography: <ul style="list-style-type: none"> ○ Identify different types of islands and their formation processes (e.g., volcanic, coral). ○ Analyze the impact of climate change on island environments (e.g., rising sea levels, extreme weather events). ○ Understand the concept of sustainability and its importance for island communities. ○ Trace the course of major rivers and explore their influence on civilizations and ecosystems. ● History: <ul style="list-style-type: none"> ○ Investigate the historical 	

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			<p>infrastructure, cultural exchange).</p> <p>Skills:</p> <ul style="list-style-type: none">● Source Analysis: Critically evaluate the reliability and usefulness of primary and secondary sources (e.g., historical documents, artwork, maps).● Historical Thinking: Identify cause and consequence in historical events, analyze turning points, and consider different interpretations of the past.● Communication: Effectively communicate historical knowledge through clear and concise writing, engaging presentations, and active participation in class discussions and debates.● Empathy: Consider the diverse perspectives of those impacted by historical power struggles, fostering empathy and understanding.	<p>motivations for exploration and its impact on island cultures.</p> <ul style="list-style-type: none">○ Research the lives and achievements of famous explorers. <p>● Citizenship:</p> <ul style="list-style-type: none">○ Develop an appreciation for the importance of environmental protection and sustainable practices.○ Analyze the challenges faced by island communities and consider potential solutions. <p>Skills:</p> <ul style="list-style-type: none">● Research Skills: Locate, analyze, and evaluate information from a variety of sources (e.g., historical accounts, geographical data, environmental reports).● Critical Thinking: Assess the impact of human actions on the environment and consider solutions for sustainable development.● Communication Skills: Effectively present your research findings through presentations, discussions, and creative projects.● Problem-Solving: Collaborate to develop sustainable solutions for the challenges faced by island communities.● Map Reading Skills: Utilize maps to identify different types of islands, river systems, and environmental features.
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Assessment	<p>Portsmouth's Identity Project: Students create a presentation or multimedia project showcasing the unique aspects of Kingston's identity.</p> <p>British Citizenship Debate: Students participate in a debate on the changing nature of British citizenship and its importance.</p> <p>Development Gap Simulation: Students participate in a simulation activity to understand the challenges faced by developing countries.</p> <p>Marginalised Voices Research: Students research the history of a specific marginalized group in the UK and present their findings.</p>	<p>Class Participation: Actively engage in discussions, debates, and role-playing activities.</p> <p>Source Analysis: Demonstrate your ability to critically evaluate historical documents and artwork.</p> <p>Creative Projects: Craft compelling narratives or design informative presentations showcasing your learning.</p> <p>Essays & Quizzes: Express your understanding and analysis of key historical concepts in written form.</p>	<p>Throughout the term, you'll showcase your growing knowledge and skills through a variety of methods:</p> <ul style="list-style-type: none"> ● Island Case Study Project: Research a specific island, analyze its unique features and challenges, and propose sustainable solutions. ● Explorer's Diary Creation: Write a fictional diary entry from the perspective of an explorer encountering a new island. ● Sustainable Island Design Project: Design a model of a sustainable island community, incorporating renewable energy sources and responsible land use practices. ● River Journey Presentations: Research a major river, trace its course on a map, and present its impact on the environment and human populations. 	

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y8	KS3 spiral thematic topic	Human condition		Our World		Field world project	

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	Topic	<p>A World in Turmoil - Revolutions and Public Fear</p> <p>Unrest and Reform: Exploring Events that Shaped Society</p> <p>This term, Year 8 Humanities will delve into a captivating journey through history, examining pivotal moments of revolution and societal change. We'll explore events that sparked public fear and upheaval, from the devastating Black Death to the anxieties of the modern COVID-19 pandemic. Prepare to analyze the causes and consequences of these revolutions, understand the underlying fears they ignited, and consider how these events continue to shape the world we live in today.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Seeds of Discontent: Investigate the factors that lead to major revolutions and periods of societal unrest. ● Fear & Change: Analyze how public anxieties and fear can fuel social upheaval and calls for reform. ● The Ripple Effect: Evaluate the lasting impact of revolutions on society, culture, and the way we view the world. ● Facing the Unknown: Explore how humanity grapples with new scientific discoveries, pandemics, and technological advancements 	<p>Unveiling Continents: A Journey Through Landscapes and Cultures</p> <p>This spring term, Year 8 Humanities embarks on a captivating expedition across continents! We'll delve into the diverse landscapes, cultures, and human characteristics of Africa and Asia. Prepare to expand your locational knowledge, analyze the environmental variations within these regions, and explore the fascinating links between human societies and their physical surroundings.</p> <p>Key Themes:</p> <ul style="list-style-type: none"> ● Mapping the World: Hone your map skills to pinpoint countries and major cities in Africa and Asia. ● A Tapestry of Environments: Identify and analyze the environmental regions within Africa and Asia (e.g., polar and hot deserts, rainforests, mountains). ● Human-Environment Interaction: Explore how human societies in Africa and Asia have adapted to and shaped their environments. ● Comparing & Contrasting: Analyze the geographical similarities and differences between regions in Africa and Asia. <p>Locational Knowledge - Mapping the World:</p> <ul style="list-style-type: none"> ● Utilize world maps to locate and identify countries and major cities in Africa and Asia. 	<p>Unleashing the Power of Place: Exploring Our Surroundings & Geothermal Energy</p> <p>This summer term, Year 8 gets hands-on with geography! We'll transform into eco-warriors, embarking on a fieldwork mission to explore our school grounds and unlock the secrets of geothermal energy. Gear up for a practical adventure where you'll develop your map and data analysis skills, collect real-world information, and discover the potential of a sustainable energy source right under our feet!</p> <p>Get Equipped:</p> <ul style="list-style-type: none"> ● Maps & Globes: Brush up on your map skills! We'll use globes, atlases, and Ordnance Survey (OS) maps to navigate our school grounds and understand our local environment. ● Data Detectives: Learn to read different types of maps, including topographical maps that show landforms and thematic maps that highlight specific features. We'll even explore aerial photographs and satellite images for a bird's-eye view! ● Tech Time: Get introduced to Geographical Information Systems (GIS). This cool technology allows us to view, analyze, and interpret data about places, helping us understand our school grounds like never before!
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that challenge established norms.

Periods of Change:

- **The Black Death (1346):** Investigate the devastating impact of this plague, the social and economic upheaval it caused, and the resulting public fear and religious anxieties.
- **The Reformation (1530):** Analyze the religious revolution sparked by Martin Luther, the challenges to the Church's authority, and the resulting social and political conflicts.
- **The Industrial Revolution (1760):** Explore the rapid social and economic changes brought about by industrialization, the rise of factories, and the anxieties surrounding working conditions and living standards.
- **Charles Darwin's Theory of Evolution (1859):** Examine the scientific revolution ignited by Darwin's theory, the challenges it posed to religious beliefs, and the resulting public debate.
- **The Threat of Chemical Warfare (1914):** Analyze the horrors of World War I and the public fear surrounding the introduction of chemical weapons, a terrifying innovation in warfare.
- **The Rise of Fascism in the 1930s:** Investigate the rise of totalitarian regimes in Europe, the anxieties surrounding fascism's

- Analyze the factors influencing the distribution of population centers across these continents.
- Consider the impact of physical features like mountains, rivers, and coastlines on settlements.

Place Knowledge - Understanding Regions:

- **Africa:** Choose a region in Africa with diverse physical geography (e.g., the Sahel, the Great Rift Valley, the Southern African plateau).
 - Investigate the unique environmental features of your chosen region.
 - Analyze how human societies have adapted to the specific challenges and opportunities presented by the environment (e.g., agriculture, resource use, settlement patterns).
- **Asia:** Select a contrasting region in Asia with distinct physical characteristics (e.g., the Himalayan Mountains, the Southeast Asian archipelago, the Siberian tundra).
 - Explore the environmental variations within your chosen Asian region.
 - Analyze how human societies in Asia have utilized and interacted with their specific environments (e.g., resource management, infrastructure development, cultural

Mission Objectives:

- **Fieldwork Focus:** We'll conduct fieldwork in different areas of the school grounds, collecting data on factors like temperature, sunlight, and vegetation.
- **Data Detectives in Action:** Analyze the data you collect, using charts, graphs, and tables to identify patterns and draw conclusions about the suitability of different locations for geothermal energy use.
- **Green Power Presentations:** Showcase your findings by creating engaging presentations using a variety of techniques like maps, diagrams, and even models.
- **Geo-Whiz Self-Evaluation:** Reflect on your fieldwork experience, assess the data you gathered, and evaluate the potential of geothermal energy for our school.

Why Geothermal Energy?

Throughout the unit, we'll delve into the exciting world of geothermal energy. You'll learn how the Earth's heat can be harnessed to generate clean and renewable power. We'll even explore real-world examples and discuss the advantages and limitations of this sustainable energy source.

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		<p>ideology and expansionist policies, and the lead-up to World War II.</p> <ul style="list-style-type: none"> ● COVID-19 Pandemic (2020): Explore the recent global pandemic, its impact on society, and the public anxieties surrounding health, the economy, and the unknown nature of the virus. 	<p>practices).</p>	
	<p>Topic vocabulary</p>	<p>Public Anxiety: Widespread fear or worry amongst the population, often due to perceived threats or uncertainties. Propaganda: Information, especially biased or false, used to influence public opinion or behavior. Censorship: Suppression of information or ideas by a government or other authority. Social Reform: The process of changing or improving social institutions and practices to address perceived problems.</p>	<p>Physical Geography: The study of Earth's natural features, including mountains, rivers, climate, and vegetation. Human Geography: The study of how humans interact with their environment, including settlements, agriculture, and culture. Adaptation: The process by which organisms adjust to the physical characteristics of their environment in order to survive. Sustainability: The practice of meeting the needs of the present without compromising the ability of future generations to meet their own needs.</p>	<p>Fieldwork: The process of collecting data outside of the classroom, in the real world. Data Collection: Gathering information through observation, measurement, or surveys. Data Analysis: Organizing and interpreting collected data to identify patterns, trends, and relationships. Geothermal Energy: Renewable energy source that utilizes heat from the Earth's core to generate electricity.</p>
	<p>Disciplinary literacy link</p>	<p>Oracy: Class discussions and debates on historical events and public fear encourage students to analyze causes, consequences, and varying perspectives. This fosters clear and well-reasoned arguments. Reading: Analyzing primary and secondary sources (historical documents, news articles, scientific reports) equips students with critical reading skills and a deeper</p>	<p>Oracy: Class discussions and presentations on regions in Africa and Asia encourage students to articulate geographical concepts, cultural aspects, and environmental connections. They develop clear explanations and learn to present findings effectively. Reading: Analyzing maps, data sets, geographical reports, and travelogues hones reading comprehension skills and strengthens students' understanding of</p>	<p>Oracy: Class discussions and presentations on fieldwork findings and geothermal energy encourage students to explain data, defend arguments about suitable locations for geothermal use, and communicate complex scientific concepts in a clear and engaging manner. Reading: Analyzing various sources like maps, data tables, and scientific articles on geothermal energy enhances reading comprehension skills and allows students</p>

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	<p>understanding of historical events and public anxieties.</p> <p>Writing: Essays analyzing revolutions and their impact, or creative projects like fictional diary entries, allow students to express their understanding of the historical context and the human experience of these periods.</p>	<p>diverse geographical features and human societies.</p> <p>Writing: Essays comparing and contrasting regions, and creative projects like designing maps highlighting environmental features, require students to analyze information, draw conclusions, and express their learning in written form.</p>	<p>to extract relevant information for their fieldwork project.</p> <p>Writing: Data analysis reports using charts, graphs, and tables, along with presentations combining visuals and explanations, require students to write clearly, organize information effectively, and present their findings in a compelling way.</p>
SMSC/International dimension link to build cultural capital	<p>Cultural Capital: Students gain knowledge about pivotal moments in history that shaped the world we live in today. This broadens their understanding of human societies, political systems, and the development of social movements.</p> <p>Spiritual, Moral, Social & Cultural Development (SMSC): Exploring revolutions and public fears raises awareness of social justice issues, the impact of fear on societies, and the importance of critical thinking during times of change. This promotes empathy, social responsibility, and a questioning mind.</p>	<p>Cultural Capital: Students gain knowledge about the diverse landscapes, cultures, and human adaptations across Africa and Asia. This broadens their geographical understanding and appreciation for the richness and variety of the world.</p> <p>Spiritual, Moral, Social & Cultural Development (SMSC): Exploring human-environment interaction encourages students to consider the impact of human actions on the environment. The unit promotes a sense of global citizenship and fosters critical thinking about sustainable practices.</p>	<p>Cultural Capital: Students gain knowledge about a sustainable energy source and the potential for environmental responsibility within their own school environment. This expands their understanding of alternative energy solutions and contributes to a more informed view of the world.</p> <p>Spiritual, Moral, Social & Cultural Development (SMSC): The focus on fieldwork fosters teamwork, collaboration, and problem-solving skills. Exploring geothermal energy connects science with environmental responsibility, promoting a sense of stewardship for the planet and encouraging students to consider solutions for a sustainable future.</p>
Horizon Skills (Link to careers)			
Knowledge and skills	<p>Historical Analysis: Identify the causes and consequences of revolutions and periods of societal change.</p> <p>Understanding Fear: Analyze how public anxieties and fear can shape historical events and social movements.</p> <p>Critical Thinking: Evaluate the impact</p>	<p>Map Reading & Interpretation: Develop advanced map reading skills to identify geographical features, analyze spatial relationships, and locate key places in Africa and Asia.</p> <p>Geographical Analysis: Learn to analyze the interplay between physical features</p>	<p>Map & Data Analysis Skills:</p> <ul style="list-style-type: none"> • Maps & Globes: Students will solidify their understanding of navigating with globes, atlases, and Ordnance Survey (OS) maps.

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		<p>of scientific discoveries, technological advancements, and pandemics on human societies.</p> <p>Empathy and Perspective: Consider the anxieties and experiences of people living through these historical periods.</p> <p>Communication Skills: Effectively communicate historical knowledge through clear writing, engaging presentations, and active participation in class discussions and debates.</p>	<p>(e.g., climate, topography) and human activities in shaping places.</p> <p>Research and Communication: Research your chosen regions in Africa and Asia, effectively presenting your findings through presentations, essays, or creative projects.</p> <p>Critical Thinking: Compare and contrast the geographical characteristics of different regions, considering the reasons for similarities and differences.</p>	<ul style="list-style-type: none"> ● Map Interpretation: They'll learn to read different types of maps, including topographical maps (landforms) and thematic maps (specific features). ● Data Detectives: They'll develop skills in analyzing data from various sources like maps, aerial photographs, and satellite images. ● GIS Introduction: Students will explore the basic use of Geographical Information Systems (GIS) to visualize and analyze spatial data. <p>Fieldwork Skills:</p> <ul style="list-style-type: none"> ● Data Collection: They'll practice collecting primary data from the school site using appropriate tools and techniques. ● Data Analysis: Students will learn to analyze their collected data using charts, graphs, and tables to identify patterns and trends. ● Drawing Conclusions: Based on data analysis, they'll develop skills in drawing conclusions about the suitability of locations for geothermal energy.
Assessment		<p>Class Participation: Actively engage in discussions, debates, and simulations of historical events.</p> <p>Source Analysis: Critically evaluate primary and secondary sources (e.g., historical documents, artwork, medical reports).</p>	<p>Map Quizzes & Activities: Demonstrate your ability to locate and identify key features on maps of Africa and Asia.</p> <p>Regional Research Project: Conduct in-depth research on your chosen region, exploring its physical geography, human activities, and the connections between</p>	<p>Map Skills Demonstration: Navigate the school grounds with confidence using OS maps, demonstrating your understanding of grid references and scale.</p> <p>Data Analysis and Presentation: Analyze the data collected during fieldwork, creating clear and informative</p>

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		<p>Creative Projects: Design historical timelines, write persuasive newspaper articles reflecting public anxieties, or create public health posters for a chosen period.</p> <p>Essays & Presentations: Analyze and express your understanding of key historical events and their lasting impact.</p>	<p>them.</p> <p>Comparative Presentations: Compare and contrast the geographical characteristics of your chosen regions in Africa and Asia, highlighting similarities and differences.</p> <p>Creative Expression: Design maps highlighting environmental features, create infographics showcasing regional data, or write fictional narratives set within your chosen regions.</p>	<p>presentations showcasing your findings and conclusions.</p> <p>Geothermal Energy Evaluation: Demonstrate your understanding of geothermal energy through written work or discussion, explaining its potential benefits and limitations.</p>
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