

Subject: Geography Year 8 Ability Mixed (B and G)						
Term / Date(s)	Half term 1 (6-7 Weeks)	Half term 2 (7-8 Weeks)	Half term 3 (6-7 weeks)	Half term 4 (5-6 Weeks)	Half Term 5 (6-7 weeks)	Half Term 6 (6-7 weeks)
<b>Topic</b>	My World	A Hazardous World	The Unique World	The Unequal World	The Future World:	The Practical World:
<b>Topic overview</b> <b>Pupils will learn...</b>	A study of geographical concepts and theories in the domain of our students lives. In this case, the influence of TNC's (Transnational Corporations).	A study of both natural and human caused hazards around the world. In this case students will be studying the natural forces of tectonic activity.	Students study a unique physical landscape of the world. This half terms unique landscape will be tropical rainforests.	A study of how the world's economic development is highly uneven and what the impacts are for the people living in these counties.	A study of future world issues and challenges, particularly focused around the resource management of energy supplies and future of global cities.	A practical application of geographical, fieldwork and math skills, through a mini fieldwork project based around school. The theme for fieldwork in Y8 is
<b>Components</b>	<p>Students will further their understanding of globalisation (touched on in Y7 HT1), by studying deeper connections between trade, politics and cultural influence. This allows them to apply their understanding of a more interconnected world to two case studies.</p> <p>Students will study the origins, growth and dominance of two major TNC's: McDonald's and Amazon. This enables students to make connections between the goods they consume, and wider environmental impacts.</p> <p>Students will assess the ways both companies are striving for sustainability. This creates an opportunity to reference future learning on climate change (Y9 HT2).</p>	<p>Students study the structure of earth and theory of continental drift, in order to understand how and why tectonic plates move.</p> <p>In addition, students will study how convection currents in the mantle, cause plates to move, in order to apply understanding to the four plate margins:</p> <ul style="list-style-type: none"> <li>• Destructive</li> <li>• Constructive</li> <li>• Conservative</li> <li>• Collision</li> </ul> <p>Students will learn examples of these margins and apply understanding to an earthquake event which occurred in San Francisco in 1989.</p>	<p>Students will study the distribution of tropical rainforest ecosystems, in order to understand how climatic characteristics have allowed tropical rainforests to grow.</p> <p>Students will study the layers of the rainforest and animal/plant adaptations, in order to recognise the interdependence of biodiversity in this ecosystem.</p> <p>Students will learn the causes, effects and responses of deforestation in application to Borneo, and discuss the impacts on people, the economy and the environment.</p> <p>Finally, students will study an example of a tropical urban area which has grown off the back of mass deforestation. They will apply their understanding of urban growth in relation to the removal of forest.</p>	<p>Students will compare and contrast the characteristics of formal and informal settlements, in order to apply learning to a case study in Lagos, Nigeria.</p> <p>Students will discover the opportunities and challenges of urban growth in Lagos, Nigeria, to aid them in deciding which is most significant in this city.</p> <p>In addition, students will assess the ways these challenges are sustainably managed. They will apply this understanding to the importance of economic and social development within Lagos.</p> <p>Students will then study a HIC city (Singapore), and their urban structures, opportunities and challenges, in order to compare and contrast with the informal settlements studied.</p>	<p>Students will firstly assess how the UK's energy mix has changed over time. This helps to establish the understanding that fossil fuel resources are running low globally, and alternatives are needed to secure future energy supplies.</p> <p>Students will then study the advantages and disadvantages of a number of large-scale energy supplies from around the world, in order to decide on the effectiveness of each strategy in providing clean energy supplies.</p> <p>Students will the apply their understanding of future energy insecurity issues, to urban management of energy in cities. Various urban greening strategies will be studied, in order to determine how energy supplies in cities of the future will be managed sustainably, and attempt to mitigate climate change.</p>	<p>Students will learn some of the basic geographical, cartographic and fieldwork skills required for completion of the fieldwork enquiry at KS4. Some of these themes include: Map skills, traffic tally, pedestrian count and environmental surveys. This is completed to allow students to become familiar with geographic sampling methods, in preparation for the mini-fieldwork project around school.</p> <p><b>Fieldwork Project:</b> <b>'Freeze thaw weathering impacts the school infrastructure more than Biological and Chemical?'</b></p> <p><b>Data collection:</b> Students use both primary and secondary sampling techniques in order to gather data to support or disprove the hypothesis. <b>Primary</b> – wind speed, wind direction and temperature at each chosen site. <b>Secondary</b> – Climate graph for Dewsbury.</p> <p><b>Data Presentation:</b> Students present both primary and secondary data in a visual way for analysis.</p>

						<ul style="list-style-type: none"> <li>• Climate graph</li> <li>• Wind Rose Chart</li> <li>• Tally Chart</li> <li>• Proportional Symbols</li> </ul> <p><b>Analysis, Evaluation and Conclusion:</b> Students will complete these elements back in the classroom in order to determine which type of weathering is most prominent around TCA.</p>
<p><b>What pupils should already know (prior learning components)</b></p>	<p>During HT1 in Y7 students will be introduced to the concept of globalisation, by looking at the origins of global companies they are familiar with. This is to allow students to understand their wider connections to the world, in preparation for a deep study into TNC's in Y8 HT1. Students will be familiar with the concept of sustainability from their study on the Future World HT 3 (Y7). They will now apply this understanding to strategies used in both Amazon and McDonalds.</p>	<p>Students will be aware of the location of continents and oceans. This links to plates, as often they are often named after their geographical location e.g. Pacific Plate – Pacific Ocean.</p> <p>Hazards effect countries of contrasting levels of wealth in very different ways. Students will have an understanding that preparation and planning is often weaker in LIC/ NEE countries, as oppose to HICs.</p>	<p>Different parts of the world have different climatic characteristics. Areas closer to the equator are warmer and wetter, whereas areas towards the poles are colder and dryer.</p> <p>Location of worlds continents and oceans will aid in describing the distribution of tropical rainforests.</p> <p>Students will also be aware of the issues associated with climate change, linked to increased rates of deforestation e.g. trees store carbon and release oxygen. In addition, they will be familiar with the concept of sustainable management applied to TNCs like McDonald's.</p>	<p>The worlds countries can be categorised based on their level of economic wealth (HIC, NEE and LIC).</p> <p>Understanding that HIC's have better access to resources and services like health care, education, sanitation systems... (Y7 HT4) Global population is continuing to rise, which places pressure on cities and resources.</p> <p>Understanding of the location of different continents, oceans, countries and some global cities. Students will have developed some skill in describing location.</p>	<p>Students will be aware of different renewable and non-renewable methods of gaining energy.</p> <p>Students will have also studied other future issues, with links to climate change e.g. Fast Fashion, Plastic Pollution and 'Will our Future be Icy?' (Y7 HT5).</p> <p>Application of inequalities between formal and informal settlements and how energy production is easier, the wealthier the city (Y8 HT4).</p>	<p>Practical skills covered in Y7 HT6 can be transferred and applied to the same theme in Y8. These include:</p> <ul style="list-style-type: none"> <li>• Basic map skills: Symbols, Contour lines, Sketch maps and grid references.</li> <li>• Geographic Sampling: Emotion mapping and presentation of geographic data.</li> <li>• Basics of writing a conclusion to a geographical fieldwork enquiry</li> </ul> <p>Students will have practiced a wide range of data presentation techniques throughout both Y7 and Y8 schemes of learning.</p>
<p><b>Transferrable knowledge (skills)</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Concepts of supply and demand of resources and globalisation are very much modern challenges which students should be able to apply their understanding to real life circumstances.</li> <li>• Ability to compare and contrast areas of opposing levels of wealth: HIC, NEE and LIC</li> <li>• Concept of sustainable management in the adaptation and mitigation of climate change.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Concept of natural hazards and physical processes causing change to earths landscapes. This could be applied to rivers, coasts and weather hazards.</li> <li>• Ability to compare and contrast areas of opposing levels of wealth: HIC, NEE and LIC. This is in relation to primary and secondary impacts, and short-long term responses.</li> <li>• An understanding of how people can monitor, predict and plan for natural hazards like earthquakes.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>• Math and fieldwork skills applied to lessons where possible through data collection, presentation and</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Transfer of nutrients within an ecosystem. They can apply this in Y10 to temperate ecosystems like the UK.</li> <li>• Understanding of how climate change creates challenges for both natural and human environments.</li> <li>• Sustainable management strategies in application to resource management (HT5 KS3)</li> <li>• Creating balanced arguments. Students will discuss why opinions differ on the benefits and disadvantages of deforestation in LIC/ NEE countries.</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Urban growth is more prominent in LIC/ NEEs compared with HICs.</li> <li>• Push and pull factors: although applied to Lagos, Nigeria, students will be able to define these terms and reapply them to future case studies of urban growth (Mumbai Y11)</li> <li>• There are many factors influencing the economic growth of cities including geographical location, trade, politics and culture (links to globalisation HT1 and future learning in GCSE).</li> <li>• An understanding of the importance of resources and services in improving quality of life for citizens of these cities</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Deeper understanding of energy resources and their links with climate change.</li> <li>• Students in HT2 and HT5 (Y9) will further develop this concept of resource management, but in application to food and water resources.</li> <li>• Sustainable management of resources like energy is easier, when the country is wealthy. This development is often much quicker and well planned in comparison to LIC/ NEE cities.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Students gain a deeper understanding of geographic fieldwork enquiries and the importance of research.</li> <li>• How to evaluate methods of data collection and presentation effectively.</li> </ul> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>• Data collection/ sampling methods using different resources e.g., wind reader.</li> <li>• Use of maps, graphs and charts are embedded throughout every SOL but are applied to the data collection and analysis around school.</li> <li>• Analysis of data to describe trends and anomalies.</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding and practice of assessing different geographical scales.</li> <li>Math and fieldwork skills applied to lessons where possible through data collection, presentation and analysis to develop skills for KS4 fieldwork studies.</li> <li>Complex terminology analysis. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</li> <li>Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage.</li> </ul>	<ul style="list-style-type: none"> <li>analysis to develop skills for KS4 fieldwork studies.</li> <li>Extended writing opportunities presented in all SOL at least twice per half term. This helps students with their written communication skills and use of complex terminology. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</li> <li>Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage.</li> <li>GIS skills introduced (layering of maps and analysis of multiple geographic phenomena over a specific location).</li> </ul>	<p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>Describing distribution of geographical trends using a range of figures and resources.</li> <li>Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage.</li> <li>Drawing and assessing processes through diagrams.</li> <li>Creating a balanced argument using enquiry and debate skills.</li> </ul>	<p>(HT5 Future World topic links and Resource management unit in GCSE).</p> <p><b>Geographic, Cartographic and Fieldwork Skills:</b></p> <ul style="list-style-type: none"> <li>Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage. Practice of location geographic areas using maps also heavily featured in this unit.</li> <li>Describing distribution of geographical trends using a range of figures and resources.</li> <li>Drawing and assessing processes through diagrams.</li> <li>Creating a balanced argument using enquiry and debate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and contrasting different cartographic resources mapped over time.</li> <li>Use of maps, graphs and charts is embedded throughout every SOL and every Key Stage.</li> <li>Complex terminology analysis. Students will practice Pixl unlock strategies to help achieve an understanding of higher order vocabulary, and success in extended writing tasks.</li> <li>Creating a balanced argument using enquiry and debate skills.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating methods of data collection and presentation.</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	Globalisation, Transnational Corporation, Sustainable Management, Climate Change, Trade and Culture.	Layers, Alfred Wegener, Continental Drift, Plate Boundaries, Destructive, Constructive, Conservative, Collision, Earthquake, Magnitude, Seismic Waves, San Francisco.	Equator, Layers, Deforestation, Palm Oil, Illegal Logging, Sustainable Management, Ecotourism, Rio, Favelas.	Informal Settlement (slum), Urbanisation, Development, Inequality, Sanitation, Urban planning, migration, push and pull factors, urban planning.	Resources, Energy, Renewable, Non-Renewable, Fossil Fuels, Finite, Urban Greening, Sustainable Management.	Fieldwork, Primary, Secondary, Hypothesis, Sampling, Presentation, Analysis, Evaluation.
<b>Assessment activities</b>	<ol style="list-style-type: none"> <li>Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>	<ol style="list-style-type: none"> <li>Do Now Recap and Recall tasks with top up slide</li> <li>Low Stakes Multiple Choice Test. This is completed at the mid-way point of the half term.</li> <li>Fieldwork Data collection project</li> <li>End of topic assessment/ Star Assessments (coverage of all learning from all Key Stages so far (Y7 and 8).</li> <li>Extended writing opportunities</li> <li>AFL strategies embedded throughout lessons and adapted by teachers when necessary. These may include: Spelling tests, knowledge tests, reflection/ confidence scoring and peer reviewing work.</li> </ol>
<b>Resources available</b>	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT1 My World	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT2 The Hazardous World	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT3 Our Unique World	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT4 Unequal World	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT5 The Future World	Lesson Resources: I:\Curriculum Folders\Humanities\Geography\2 KS3\yr 8\HT6 The Practical World

	<p>BBC Bitesize – <a href="#">What is globalisation? - Globalisation - GCSE Geography Revision - BBC Bitesize</a></p> <p>Oak National Academy – <a href="#">What is globalisation? (thenational.academy)</a></p>	<p>Internet geography: <a href="#">The Challenge of Natural Hazards - Internet Geography</a></p> <p>BBC Bitesize: <a href="#">The Earth's structure and plate movement - Plate tectonics - KS3 Geography Revision - BBC Bitesize</a></p> <p>Oak National Academy: <a href="#">Unit - Oak National Academy (thenational.academy)</a></p>	<p>Internet geography: <a href="#">The Living World - Internet Geography</a></p> <p>BBC Bitesize: <a href="#">Tropical rainforest ecosystems - Tropical rainforest biomes - KS3 Geography Revision - BBC Bitesize</a></p> <p>Oak National Academy:</p> <ul style="list-style-type: none"> <li>• <a href="#">What is the structure of the Amazon rainforest? (thenational.academy)</a></li> <li>• <a href="#">Why is the nutrient cycle important in the rainforest? (thenational.academy)</a></li> <li>• <a href="#">What are the impacts of deforestation in the Amazon? (thenational.academy)</a></li> <li>• <a href="#">How can the Amazon be conserved? (thenational.academy)</a></li> </ul>	<p>Internet geography: <a href="#">Lagos Case Study - Internet Geography</a></p> <p>BBC Bitesize: <a href="#">Urban growth in low income countries (LICs) - Urban issues and challenges in LICs and NEEs - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p> <p>Oak National Academy: <a href="#">Unit - Oak National Academy (thenational.academy)</a></p>	<p>Internet geography: <a href="#">Sustainable Urban Living - East Village - Internet Geography</a></p> <p>BBC Bitesize: <a href="#">Improving urban sustainability in London - Urban change in the UK - AQA - GCSE Geography Revision - AQA - BBC Bitesize</a></p> <p>Oak National Academy: <a href="#">Issues with energy resources in the UK (thenational.academy)</a></p>	<p>Internet Geography: <a href="#">Geographical Skills - Internet Geography</a></p> <p>BBC Bitesize: <a href="#">Geographical skills - KS3 Geography - BBC Bitesize</a></p> <p>Oak National Academy: <a href="#">Unit - Oak National Academy (thenational.academy)</a></p>
<p>Notes</p> <p><b>Why this topic is important...</b></p>	<p>This topic is important as students interact with aspects of globalisation on a daily basis. Whether that be using an iPhone, to the fast food chains like McDonalds. However, students are often unaware of the origins, growth and influence these companies have on the development of a country.</p> <p>It is also Important to understand how these TNC's impact the environment. In studying and understanding the effects, students can make wiser consumer choices.</p> <p>In addition, the concept of globalisation will play its part during the GCSE course. Students make links between colonisation, globalisation and the exploitation of the world's natural resources. This topic gives students a broad overview of the inequalities in access to these global companies.</p>	<p>Although the UK is not affected by many tectonic events, it has still had its fair share of effects. This includes the Icelandic eruption in 2010 which caused an ash cloud to cover the UK. People were stranded abroad for 2 weeks while the ash dissipated.</p> <p>It is important for students to study areas of contrasting levels of wealth, to understand how lucky they are. Charitable aid donations are the major response in these events, particularly organisations like the 'Red Cross'. These donations are made from countries like the UK (richer). Students can think about the impact of giving to charity and how this helps children just like them, living in tougher situations.</p>	<p>In David Attenborough's 'A Life on Our Planet' the public are taught that, if we continue the way we are currently with rates of deforestation, then there will be no rainforests left by 2040. This a scary and highly important factor when teaching about the importance of these amazing natural structures.</p> <p>Students will be aware of how deforestation in tropical rainforests is a contributor to climate change. Trees act as our natural carbon capture device. The continued removal of trees will result in great effects of climate change, which are affecting every corner of the planet, including the UK.</p> <p>Another hugely important factor in teaching tropical rainforests, is how poorer LIC and NEE countries rely on this for economic growth. Restricting these activities will result in nations like Brazil, slowing down development. Is this fair?</p>	<p>This topic has very close links to themes in SMSC regarding inequality and consideration of other people's situational circumstances. Students will gain an appreciation of the challenges created in the world's poorest communities, and be able to compare how lucky they are to have access to the facilities and services that they do; Including education.</p> <p>It is also important to understand how these cities and countries may progress in the future. Within their life time, new global powerhouses will emerge, which change the overall structure of global economic growth. This creates a broader understanding of the formation of global super groups like the G8, and their influence over the worlds trade and politics.</p>	<p>The world's urban populations are still growing. Students may find themselves living and working in one of the major cities in the UK. Gaining an understanding of how these urban areas will change over time, better prepares them for life in a city.</p> <p>Green economies of the future will start to emerge, as a result of the threat of climate change. There are many careers that work towards sustainable technologies and renewable energy. Studying this topic may be inspired to further their education in the provision of green technologies of the future.</p> <p>Some urban greening strategies can be applied within the home. For example, living walls and solar panels. If students are aware of these strategies, they may be more likely to employ them in later life to their own homes.</p>	<p>Practicing research methods and fieldwork skills is highly important at KS3, to allow students to become familiar with these skills for the KS4 fieldwork enquiry. In addition, practicing different sampling methods e.g. traffic tally, enables students to develop a wider understanding of unseen fieldwork skills.</p> <p>Research methods is also a key area for many further education courses and careers. Students may find themselves needing to conduct research as part of a dissertation, or part of their responsibilities in a research role. Preparing for these early will only provide benefits to both students and employers.</p>