

Programme of study for Year 8

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:	Other timescale: From: To:
Topic / Big Question:	Topic / Big Question:	Topic / Big Question:	Topic / Big Question:	Topic / Big Question:	Topic / Big Question:
<p>Development To define development</p> <p>To compare development around the world</p> <p>To understand where and why inequality occurs</p> <p>Skills (students should be able to do):</p> <p>Devising and reading graphs, understanding the distribution of AC, EDC and LIDC countries using maps empathy for different lifestyles, being able to compare different indicators of countries of varying levels of development</p>	<p>Development continued</p> <p>To understand the actions taken by individuals, governments and communities to aid development</p> <p>Skills (students should be able to do):</p> <p>Looking at the physical and human geography of countries and how that can impact their level of development and the category they fit in to.</p>	<p>How is Asia being transformed</p> <p>Investigating the economic growth of Asia.</p> <p>How the relationship between Asia and the rest of the world is changing?</p> <p>Skills (students should be able to do):</p> <p>Devising and reading graphs, understanding the distribution of population using maps empathy for different lifestyles, being able to compare different indicators of countries of varying levels of development</p>	<p>Plate tectonics</p> <p>Understanding the theory of plate tectonics</p> <p>How volcanoes and earthquakes are linked to plate tectonics</p> <p>The hazards for people associated with these events</p> <p>How scientists attempt to predict, manage and prevent the hazards</p> <p>Skills (students should be able to do):</p> <p>Map skills, draw, annotate and be able to explain what happens at each of the plate boundaries. Be able to write a case study of specific events and be able to compare these in different countries</p>	<p>What are the challenges and opportunities facing Africa?</p> <p>The physical and human geography of Africa</p> <p>Africa's colonial history</p> <p>Consider some of the challenges facing the continent</p> <p>Consider some of the opportunities to develop and change</p> <p>Skills (students should be able to do): numeracy, map skills, choropleth maps, thematic maps, population maps, climate graphs, sketch maps, empathy for different living styles.</p> <p>Why are Rivers important</p>	<p>How weathering, erosion and transportation create river landforms</p> <p>Why rivers are important to people?</p> <p>How is the Middle East being transformed?</p> <p>Investigating the economic growth of the Middle East.</p> <p>How the relationship between the Middle East and the rest of the world is changing?</p> <p>Skills (students should be able to do): Understand how to conduct rivers fieldwork. River cross-sections, long profiles, using OS maps to identify river features</p>

			analysing photos to aid understanding of the impacts of natural processes and how they can vary in countries with varying levels of development.	What rivers are and how water flows into them	Skills (students should be able to do): investigative skills, linked to fieldwork and NEA that may be completed by students as part of A Level
Key Learning Outcomes (students should know): Looking at the physical and human geography of countries and how that can impact their level of development and the category they fit in to.	Key Learning Outcomes (students should know): To gain an appreciation of the different ways of life in a range of countries and the inequalities that exist at a range of scales.	Key Learning Outcomes (students should know): About the continent of Asia, its diverse physical and human geography, how it is a continent of dynamic change and the changing relationship between Asia and the rest of the world.	Key Learning Outcomes (students should know): To provide students with an understanding of the Earth's dynamic processes and how they shape the planet's surface. It also helps students appreciate the significance of these processes in real-world contexts, such as natural hazards and resource distribution	Key Learning Outcomes (students should know): To introduce students to the continent of Africa so that they can further understand that it is a rich and diverse place that covers various aspects of the continent, including its geography, history, culture, and contemporary issues. What rivers are and how water flows into them. How weathering, erosion and transportation create river landforms.	Key Learning Outcomes (students should know): To identify river landforms on OS maps. Why rivers are important to people. Development of geographical understanding outside UK by developing students' understanding of both the physical and human geography associated with the Middle East.
End of term 1 assessment to cover: Development		End of term 2 assessment to cover: Development and Asia		End of year assessment to cover: Rivers write up/investigation	
Building understanding: Rationale / breakdown for your sequence of lessons: Continuing to	Building understanding: Rationale / breakdown for your sequence of lessons: The	Building understanding: Rationale / breakdown for your sequence of lessons: Introduction of	Building understanding: Rationale / breakdown for your sequence of lessons: The Plate	Building understanding: Rationale / breakdown for your sequence of lessons: Further	Building understanding: Rationale / breakdown for your sequence of lessons: Rivers continue

<p>build on developing the understanding and importance of students to see the bigger picture of the physical and human geography of countries and how that can impact their level of development and the category they fit in to.</p>	<p>continuation of the topics covered within development will aid students understanding to a number of synoptic issues that</p>	<p>Geographical understanding outside UK (Asia) by developing students' understanding of both physical and human geography associated with EDC and LIDC's.</p>	<p>Tectonics topic is an introduction of Global Hazards which is studied at GCSE. This also gives students a taster of topics that will be studied at GCSE</p>	<p>development of Geographical understanding outside UK (Africa) by developing students' understanding of both physical and human geography associated with LIDC's (comparing this to UK). The GCSE syllabus makes reference to Africa (this helps to support and also builds on their knowledge and understanding of other LIDCs).</p>	<p>the theme of using natural resources and how they feed into the human element of geography and ensuring basic needs can be met. In turn this can be linked to human geography and settlement. Also prepares students for the trip to the River Pang in curriculum week.</p> <p>This topic allows flexibility depending on current events around the world, reinforcing the concept that Geography is a 'live' subject. Also helps to build on thematical approaches and case studies that are taught at GCSE.</p>
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Home – Learning: as and when decided by the class teacher in order to best support teaching and learning

Reading / literacy: Key terms, academic literacy, model answers, ESQ's, text books, newspaper articles, websites, documentaries, TV news, report writing, differentiated activities

Numeracy: Graph skills linked to creating pie charts using real data

- Demonstrate an understanding of number, area and scale.
- Interpret tables of data

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):
 How do different groups earn a living in different parts of the world? (WRL)

Researching a presenting information (WRL)

- Learn about campaigning/protests
- Ethics: Increase awareness of where our products are from and made, link to wider world.
- Making informed choices.
- Interpret tables of data