SUBJECT: GEOGRAPHY

Year Group	**Year 8**					
Rationale	Pupils will build on skills and knowledge covered in Year 7, applying these to 'global issues' that will affect them throughout their lives. The introduction of 'Global Concepts', including DEVELOPMENT, RESOURCES and GLOBALISATION, will help pupils to appreciate that the study of Geography helps them to make sense of wider concepts that will shape the lives of billions of citizens and determine the future of the planet they live on.					
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Topic/Unit	**Progress –Who is it for?**	**Progress –Who is it for?**	**How are we using our resources?**	**What are ecosystems?**	**Globalisation – Is everybody part of it?**	**Globalisation – Is everybody part of it?**
Knowledge	▪ What is development? ▪ Definitions/Key terms ▪ Barriers/Path ways ▪ Snakes and Ladders ▪ How can a country/region develop? ▪ Dubai case-study ▪ Syria – barriers to development. ▪ Development indicators. ▪ How can development be measured and what are the associated positives and negatives?	▪ Brazil – Introduction ▪ People and places ▪ Brazil – Rich vs. Poor ▪ Sao Paulo ▪ Brazil – Development ▪ Amazon Rainforest ▪ Location, Climate, Structure, Adaptations. ▪ Deforestation ▪ Sustainable Development ▪ Review	▪ What are resources? ▪ Renewable vs. Non-renewable ▪ How do we use resources? – Electricity generation ▪ Fossil fuels – Impacts ▪ Should we continue to use fossil fuels? – Argument / assessment. ▪ Alternative / sustainable energy options – Market Place Activity	▪ Deserts – Climate and location ▪ Deserts – Adaptation of plants and animals ▪ Cold climates – Location and climate ▪ Adaptation and change ▪ How do people survive and how do they impact on hostile environments ?	▪ What is globalisation? ▪ Global products and why do we need them? ▪ Nike – A global company. ▪ Life of a factory worker. ▪ Globalisation – good or bad?	▪ Fair trade – a better way? ▪ Coffee faming. ▪ Trade game ▪ India – A global power? ▪ India project ▪ Review
Skills	▪ Pupils can describe a range of ways a country can achieve development and the barriers to development. ▪ Pupils can explain how selected ways of development benefit/disadvantage a country, using some evidence/ examples. ▪ Pupils can make judgements about development, providing some evidence to support. ▪ Pupils include annotated illustrations and interprets	▪ Pupils describe a range of Brazil/ Amazon rainforest characteristics ▪ Pupils explain how rainforests are exploited and managed. ▪ Pupils make Judgements about sustainability and development, providing some evidence to support conclusions. ▪ Pupils use and annotates photographs/illustrations/sketches to support explanation.	▪ Pupils can describe a range of SEE impacts resulting from resource exploitation. ▪ Pupils can explain why some resources are more appropriate than others for future energy/ domestic use. ▪ Pupils can judge the most appropriate, sustainable resources for the future. ▪ Pupils use research, GIS, text / images, maps to	▪ Pupils describe the location, climate, characteristics and adaptations in Hot deserts. ▪ Pupils explain the variety of adaptations of plants, animals and humans, linking to climate/landscape. ▪ Pupils judge the most important/effective adaptations. ▪ Pupils use research/ images/ annotation to identify adaptations.	▪ Pupils describe the characteristics and associated impacts of globalisation, using examples. ▪ Pupils can explain how globalisation impacts on different populations, positively and negatively. -Pupils make decisions, based on evidence and examples, judging the overall impact of globalisation. ▪ Research/Images/written and filmed accounts - analysis.	▪ Pupils describe the characteristics and associated impacts of Fair-Trade using examples. ▪ Pupils can explain how Fair-Trade impacts on different groups. ▪ Pupils make judgements, based on the interactive trade game and visual/text stimuli. ▪ Research/Images/ written and filmed accounts - analysis.

	selected research/information.		present and evaluate. Collaboration and presentation.			
Assessments	***Formative:*** ***How can a country develop?*** Written argument – evaluate pathways/barriers to development. Use Dubai and Syria as case-study evidence. 1 week	***Formative:*** ***Design rainforest plant/ vegetation*** 1 week	**Summative Assessment 1** **Key words** **Describe questions** **Explain/ Evaluate** **Skills – climate graphs/photographs/maps** ***Formative:*** ***Tic/Tac/Toe*** Pair presentation – sell a particular alternative energy source to the rest of the group.	***Formative:*** ***Design an desert animal*** Explain adaptations and link to the desert ecosystem / climate 1 week	***Formative:*** ***Is globalisation good?*** Is globalisation Good or Bad? – Persuasive writing/poster 1 week **Summative Assessment 2** **Key words** **Describe questions – deserts** **Explain/ Evaluate** **Skills – climate graphs/photographs/maps**	***Formative:*** ***Poster Assessment*** Fair trade: Advertise a Fair-Trade product. 1 week
Homework	**What is development?** **Dubai research – pictures and information.** **Measuring development – statistical research and comparison work** **Brazil Introduction – video and research**	**Brazil rich and poor Sao Paulo write-up** **Tourism in Brazil research.** **Amazon rainforest – palm oil newspaper research** **Revision for Assessment 1 – exam-style revision sheets and guidance.**	**Research for non-renewable assessment – pictures and impacts.** **Assessment write-up (one homework)** **Renewable energy – research task Presentation – market-place preparation and model-making.**	**Deserts of the world – research including video and mapping task** **Michael Palin Sahara - research** **Research – desert adaptations** **Design a desert animal activity/assessment**	**Research – Nike TNC study** **Arguments for and against – summary mind maps** **Revision for Assessment 2 – exam-style revision sheets and guidance.** **Research – is globalisation good or bad?** **Assessment (one homework) - finish argument**	**Fair-Trade – research as many products as possible for potential presentation** **Fair-Trade charter – mini-assessment research.** **Trade game – devise and adapt rules after playing game in class.**