

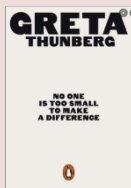


The English Martyrs Catholic School and Sixth Form College

Geography Year 8	<u>Module 1 Population (Human)</u>	<u>Module 2 The Living World (Physical)</u>	<u>Module 3 Africa</u>
<u>Topic Theme and Intent</u>	As a population that is largely homogenous in terms of ethnicity and culture, it is important for Hartlepool students to investigate how population and culture is different across the world in order to break down barriers. Migration is a frequently debated topic that has shifted political views points for many years. It is important that students are given an opportunity to actually understand what migration is and see it in different contexts in order to shape their own opinion without biased instruction.	Students study ecosystems and a range of biomes. It is important that students study a very environmental topic and see the connection between their way of living in a HIC and the destruction of the natural world such as plastic pollution, deforestation, oil spills etc. It is important for students to develop a personal connection with their role in the issues that the modern world faces, which is what this topic aims to achieve.	Africa as a continent is used as a thematic approach to both physical and human concepts. The topic enables the combination of other topics and application to new concepts, these include: development, climate change, population, and biomes. It therefore enables students to make more links between topics and think about key concepts from new angles with specific places in mind. Key concepts from the Africa topic are applied further in year 9 with clear links to the human issues topic (diseases, conflict, and crime). There are also clear links to the GCSE curriculum as students go on to focus on a specific country in Africa (Nigeria).
<u>Knowledge</u>	<ul style="list-style-type: none"> Extend locational knowledge and deepen spatial awareness of the world's countries (particularly Mexico, China, UK). Human geography relating to: population and urbanisation International development Economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. How human activity relies on effective functioning of natural systems (reasons for population density and migration). 	<ul style="list-style-type: none"> What biomes are Interrelationships in ecosystems Plant adaptations in rainforests Animal adaptations in rainforests Threats to rainforest Ocean biomes and animal adaptations Coral reefs and their threats of climate change Ocean and plastic pollution 	<ul style="list-style-type: none"> Place Knowledge- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa. biomes in Africa The desert biomes – opportunities and challenges (Sahara) Human adaptations in desert regions Desertification and climate change
<u>Skills</u>	Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom. Read and interpret population pyramids. Look at and understand correlation	Working with choropleth maps, chains and flow diagrams, annotations, photo interpretation, continuation of global sense of place (oceans and locations), individual research skills, devising local action plans to tackle plastic pollution	Choropleth maps of population densities and scatter graphs, topographical and other thematic mapping, and aerial and satellite photographs.
<u>Literacy Links</u>	<p>Reading - Several opportunities for extended reading.</p> <p>Writing - Write like a geographer. A lot of focus on description (Especially of figures and graphs) and explanation evaluation/judgment</p> <p>Oracy - High expectations of use of key words throughout</p>	<p>Reading skills - Interpret a range of extended texts. Reading homework comprehension activities.</p> <p>Writing skills - Continuation of BLT (Because, Leads to, Therefore) strategy but focused on physical processes and landforms. Scientific logical sequence of events for formations</p> <p>Oracy skills: Significant decision-making exercise that focuses on a range of oracy skills including presenting in public, speaking coherently, utilising key words, asking and answering questions to peers, and reading/ demonstrating using images and maps.</p>	<p>Reading skills - Interpret a range of extended texts</p> <p>Writing skills - Continuation of BLT (because, leads to, therefore) but focused on deserts, rainforests, human activity etc. SEEP terminology and analysis (Social, Economic, Environmental, Political)</p> <p>Oracy skills - Oracy objectives in the lessons focused on tier 2 and tier 3 vocabulary.</p>
<u>Essential Vocabulary</u>	Birth rate, Death rate, Life expectancy, Sparsely/ Densely, Overpopulation, Push factor, Pull factor, Migrant, Immigrate, Culture, Menial, Refugee, Climate refugee	Biome, Food web, Primary, secondary, tertiary, quaternary, Sunlight, twilight, midnight, abyssal, hadal, Adaptation, Coral, Environment, Plastic pollution, Biodiversity	Climate, Biome, Landscape, Tributary, Sahara Bedouin, Nomadic, Desertification, Climate change Mountainous, Adaptation, Sustainable, Overfishing, GNI per capita

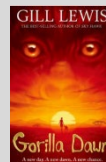
Disciplinary Reading

Greta Thunberg, No one is too small to make a difference

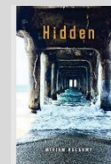


Reading for Pleasure

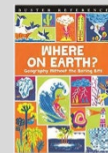
Gill Lewis,
Gorilla Dawn



Miriam Halahmy,
Hidden



Buster Reference
Where on Earth?



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