

Year Eight

The Year 8 SOW focuses on the concept of 'Life on Earth.' Where and how is life supported by planet Earth? Their passport contains topic overviews, their progress in class and homework and their assessments, their termly reflections on how they study, and what they have discovered, maps; local, national and international plus a thematic map- plate tectonic, super powers, predicted sea level rise, indigenous populations. Their assessments will contain a Knowledge, Understanding and Skills for which they will be assessed on for that particular topic.

Term	Topic	Assessment Method	National Curriculum Reference
Autumn Term	<p><u>My Personal Geography</u> <u>Global Geography</u></p> <ul style="list-style-type: none"> <u>Geography in the News</u> – summer news stories – where in the world (5 W's) <u>Passport</u> – Identify connections. Favourite places. Identify key issues i.e. sustainability and interdependence. Biomes <p>-What is a biome? (general overview) - Global ecosystems- from The Equator to the Poles. Africa (Rainforest, Savanna, desert) Middle East (desert), Asia- Russia (Steppes, tundra), boreal forest). Includes climate and soils, vegetation and animals.</p> <p>Anthropocene – Indigenous People -Where do humans live? (People of the biomes?) -Indigenous populations- where they live in the world and how they live and how their lifestyle is being affected by 21st century populations; Kenya Amazon, Polynesia, Arctic, Sahara, Himalaya, Mongoli Focus on the Masai in Kenya, Amazonian- Indians (Xingu tribe)- issues of development and tourism on the indigenous cultures.</p>	<p>Assessment:</p> <p><i>Summative Biomes Test (testing mainly skills and recall)</i></p> <p>Assessment:</p> <p><i>Travel Journal based on one Tribe Focus on pressure and loss of culture over time</i></p>	<p><i>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</i></p> <p><i>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa,</i></p> <p><i>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</i></p> <p><i>weather and climate,</i></p> <p><i>key physical and human characteristics, countries</i></p> <p><i>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</i></p>
Spring Term	<p><u>Geography in the News –Christmas stories –</u> summer news stories – where in the world (5 W's)</p> <ul style="list-style-type: none"> Development studies. Comparing countries. Reasons for uneven economic development Indicators of development Presenting data The geography of disease. <p>Fragile Geography</p> <p>- Effects to sea level rise –Antarctica intro- location, polar desert. -Antarctica- what is a glacier? What is glaciation- key glacial features and ecosystems.</p> <p>The future of Antarctica – global commons (debate)</p>	<p>Assessment</p> <p><i>Disease Presentation</i></p>	<p><i>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</i></p> <p><i>international development; economic activity in the primary, secondary, tertiary and quaternary sectors</i></p> <p><i>become aware of increasingly complex geographical systems in the world around them</i></p> <p><i>extend their locational knowledge and deepen their spatial awareness of the world's countries, including polar</i></p> <p><i>weather and climate, including the change in climate from the Ice Age to the present; and glaciation</i></p>

Summer Term	<p><u>Geography in the News</u> –Easter stories – where in the world (5 W's)</p> <p>Changing climate:</p> <p>Tropical storms</p> <ul style="list-style-type: none"> • The features of tropical storms • Causes and effects • Katrina and Mitch <p>-Natural wonders of the world.</p> <p>-Fieldwork- ecosystem study- Hilbre Island or sand dune transect in morning with maybe the museum of Liverpool in the afternoon?</p> <p>-Fieldwork practise of writing up using secondary data.</p>	<p>Assessment</p> <p>End of year exam</p>	<p><i>Pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</i></p> <p><i>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East,</i></p> <p><i>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</i></p> <p><i>physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate</i></p>
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