WHAT ARE THE BIG AIMS OF YEAR 8?

To understand interactions between physical and human processes on a global scale making links to prior learning.
To become confident with geographical skills such as map skills, interpreting data, create GIS mapping.
To introduce why sustainability is so important now and in our future.

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

Understanding of geographical change in terms of physical processes, such as glaciation, human processes such as resource needs and development.
Understand physical and human processes which occur on a global scale Asia including China.
Explain in detail using geographical theory such as Boserup and Malthus resource use, Brandt's theory, Cycle of Poverty, Aid/Trade Cycle.
Plan, collect data, present findings, analyse and evaluate physical fieldwork at Blackpool/Cleveleys.
Interpret, use and analyse GIS data within the UK.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Know and understand the processes of glaciation and the impacts of glaciation on the landscape.
- Know and understand the importance of sustainability with regards to resources.
- Know and understand the social, economic and environmental impacts of renewable and non-renewable resource use.
- Know and understand the distribution of water on a global scale.
- Know and understand the economic, social and environmental impacts of water variances.
- Know and understand the physical processes found at the coast and the impacts of these physical processes on the landscape and people.
- Know what development is and how it is measured.
- Know and understand how and why development varies across the world.
- Know and understand the differences between large-scale and small-scale development.
- Know and understand how south-east Asia is developing and changing over time.
- Know and understand the differences within China in both physical and human features.
- Know and understand how China is linked with the rest of the world.
- Know and understand how and why China needs to be more sustainable.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Locating of glaciated landscapes using OS maps.
- Viewing of GIS maps and layering.
- Creation of complex annotated diagrams for glaciated landscapes.
- Creation of flow line maps for Russia's oil.
- Use of photographs and interpretation of aerial photographs.
- Creation of pictograms, radar graphs and line graphs.
- Creation of data collection sheets.
- Carry out fieldwork techniques on the coast in Blackpool, such as questionnaires, land use transect, perception survey, measuring longshore drift.
- Construction of a choropleth map of levels of world development.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

All ice is the same, ice only appears in winter and that the amount of current ice has always been the same.
Resources are only natural, missing of basic resources such as water, shelter, and food.
Confusion of resource categorises such as wood/trees, non-renewable, renewable, finite and infinite.
Water will run out or unlimited clean water supply.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

There will be a range of assessment forms used throughout the year, including formative, summative and synoptic assessment.
Formative assessment may include small quizzes, multiple choice questions, in class teacher questioning. Summative assessments will involve end of unit assessments which will identify areas of development as well as successful learning.
Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.