

WHAT ARE THE BIG AIMS OF YEAR 8?

To build on the learning in Year 7, by introducing more places and concepts linked to the physical, human and environmental world's in Geography. To practise further skills; map, numeracy, graphical and GIS skills to enable them to further progress in their knowledge and skills in preparation for Year 9.

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 in Asia, including India and Middle East.

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 Malham, Yorkshire Dales.

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.

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.
- 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 at Malham such as questionnaires, land use transect, perception survey, field sketching of landforms. .
- Construction of a choropleth map of levels of world development.

- Know and understand the differences between large-scale and small-scale development.
- Know and understand how the Middle East is developing and changing over time.
- Know and understand the differences within the Middle East Region in both physical and human features.
- Know and understand how the Middle East Region is linked with the rest of the world.
- Know and understand how and why the Middle East needs to be more sustainable.
- Know and understand the similarities and differences found within the country of India.
- Understand how India is changing and developing and the opportunities and challenges this will create.

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 categories such as wood/trees, non-renewable, renewable, finite and infinite.
Water will run out or unlimited clean water supply.
India is very poor and not linked to the history of Bangladesh and Pakistan.
All of the Middle East is very rich.

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/Granular assessments may include small quizzes, multiple choice questions, in class teacher questioning. Summative assessments will involve expert midpoint and expert 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.

What's the use:

Expert Assessment 1: Diamond mining should be completely stopped.' Do you agree/disagree with this statement? An extended writing question.
Expert Assessment 2: 20 MCQs and 20 mark longer style questions.

Introducing India:

Expert Assessment 1: Why does overpopulation in India bring positives and negatives? An extended writing question.
Expert Assessment 2: 20 MCQs and 20 mark longer style questions.
Wicked Weather and Crazy Climate:
Expert Assessment 3: What weather do different air masses bring to the UK and why? An extended writing question.
Expert Assessment 4: 20 MCQs and 20 mark longer style questions.

Middle East, Middle of Where:

Expert Assessment 3: Is there a sustainable future for Dubai? An extended writing question.
Expert Assessment 4: 20 MCQs and 20 mark longer style questions.

Cracking Coasts:

Expert Assessment 1: How are stacks and stumps formed along the coastline? An extended writing question.
Expert Assessment 2: 20 MCQs and 20 mark longer style questions.
Glacial Giants:
Expert Assessment 3: How have the Norber erratics appeared in the Yorkshire Dales? An extended writing question.
Expert Assessment 4: 20 MCQs and 20 mark longer style questions.