




# Geography


## Key Stage 3 Framework for Learning

### Year 8 2017-2018: Creative Foundations

#### Autumn 1

<b>Knowledge</b>	<b>A Risky World</b> Natural processes leading to tectonic and weather hazards. The impacts of tectonic and weather hazards on people and places.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; atlas and map skills to describe and analyse the distribution of hazards, communicate data through graphs and charts, draw and use annotated diagrams to show understanding of processes.
<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch Dante's Peak</li> <li>• Watch BBC EARTH: The Power of the Planet – Volcano</li> <li>• Read National Geographic</li> <li>• Violet volcanoes and Earth-shattering earthquakes – Horrible Geography series</li> <li>• Visit The Giant's Causeway to look at the formation of a past volcanic environment</li> <li>• Make a design your own volcano to consolidate their knowledge of the features of different types of volcanoes</li> </ul>
<b>Character</b>	 QoS – Curiosity  Investigating real life tectonic and weather events and case studies to develop curiosity about the impact of natural processes on Earth.


#### Autumn 2

<b>Knowledge</b>	<b>A Risky World</b> Natural processes leading to tectonic and weather hazards. The impacts of tectonic and weather hazards on people and places.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; atlas and map skills to describe and analyse the distribution of hazards, communicate data through graphs and charts, draw and use annotated diagrams to show understanding of processes.
<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Progress Check</u> , written assessment on tectonics. <u>Progress Test</u> incorporating factual recall and written assessment on a tectonic event.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch Dante's Peak</li> <li>• Watch BBC EARTH: The Power of the Planet – Volcano</li> <li>• Read National Geographic</li> <li>• Violet volcanoes and Earth-shattering earthquakes – Horrible Geography series</li> <li>• Visit The Giant's Causeway to look at the formation of a past volcanic environment</li> <li>• Make a design your own volcano to consolidate their knowledge of the features of different types of volcanoes</li> </ul>
<b>Character</b>	 QoS – Empathy



	Development of empathy skills to the understanding of people living in less fortunate situations in lower income countries that are affected by tectonic events.
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## Spring 1

<b>Knowledge</b>	<b>The Development Gap</b> Measuring development, the development gap, Global Goals, trade and aid.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; pictures to judge the wealth of different locations, choropleth maps to analyse data on development indicators, create and analyse scatter graphs to compare development indicators.
<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch the news, looking for relevant news stories about less developed countries</li> <li>• Read National Geographic</li> <li>• Visit People’s History Museum</li> <li>• Make a donation to a charity to support the work of aid agencies at home and abroad</li> </ul>
<b>Character</b>	 <p>QofS – Creativity &amp; Curiosity Developed through the creation of a group presentation on a chosen Global Goal.</p>


## Spring 2

<b>Knowledge</b>	<b>The Development Gap</b> Measuring development, the development gap, Global Goals, trade and aid.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; pictures to judge the wealth of different locations, choropleth maps to analyse data on development indicators, create and analyse scatter graphs to compare development indicators.
<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Progress Check</u> , written assessment on Development. <u>Progress Test</u> incorporating factual recall and written assessment on the global goals.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch the news, looking for relevant news stories about less developed countries</li> <li>• Read National Geographic</li> <li>• Visit People’s History Museum</li> <li>• Make a donation to a charity to support the work of aid agencies at home and abroad</li> </ul>
<b>Character</b>	 <p>QofS – Responsibility &amp; Reflection  Questioning the social responsibility of people to help poorer countries that are less developed – how can we be responsible for the development of other countries?</p>


## Summer 1

<b>Knowledge</b>	<b>A Place to Call Home</b> Living in megacities. Contrasting the lives of rich and poor in cities. Solutions to the problems in cities.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; pictures to investigate the features of cities, create divided bar graphs to analyse the number of megacities.



<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch Megacities – Andrew Marr BBC series</li> <li>• Read National Geographic</li> <li>• Read Trash – a story about life on the dumpsite in a megacity</li> <li>• Visit any city to experience jobs, features, facilities and interactions between people and the urban environment.</li> </ul>
<b>Character</b>	 <p>QoFS – Practice &amp; Resiliency</p> <p>Through studying life in megacities, a reflection on how people live and what people need to make them happy – is material wealth necessary?</p>

## Summer 2

<b>Knowledge</b>	<b>A Place to Call Home</b> Living in megacities. Contrasting the lives of rich and poor in cities. Solutions to the problems in cities.
<b>Skills</b>	<b>Core geographical skills:</b> Use and understand; pictures to investigate the features of cities, create divided bar graphs to analyse the number of megacities.
<b>Assessment</b>	A factual recall test in each half term to test learning of key concepts, data and keywords <u>Progress Check</u> , written assessment on Megacities. End of year <u>Progress Test</u> incorporating factual recall of all topics studied in Year 8 and a choice of written assessment on one of the three topics covered this year.
<b>Cultural enrichment</b>	<b>To enrich learning pupils could:</b> <ul style="list-style-type: none"> <li>• Watch Megacities – Andrew Marr BBC series</li> <li>• Read National Geographic</li> <li>• Read Trash – a story about life on the dumpsite in a megacity</li> <li>• Visit any city to experience jobs, features, facilities and interactions between people and the urban environment.</li> </ul>
<b>Character</b>	 <p>QoFS – Motivation</p> <p>Motivation needed to revise for end of year exam during summer 2.</p>