



Academic Learning Plan 2023-2024

Template – Year 8

Intent : Geography aims to deepen knowledge and understanding of the world. Students are challenged to question the world around them so they develop the inquisitive skills which will not only broaden student perspectives but also lead to strong outcomes ultimately creating compassionate global citizens .



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8 Units	Our everchanging coast	Development - what's the best way to improve the world?	Population - why are people moving around the world?	Population - why are people moving around the world? and <u>Global citizenship enquiry</u>	Global citizenship enquiry	Amazing Asia
Content	Main processes of erosion and transportation, main coastal features of deposition and erosion	Students need to understand that we live in an unequal world, we want students to appreciate how lucky they are to have been born in the UK and to appreciate differences in development between different parts of the world. It is important students consider the role they can play in helping aid development throughout the world through either the choices they make in their purchases through TNCs or the way they support charities and help with AID. They should also look at how tourism can help and hinder a countries development.	Population is a theme which has been a controversial issue in the UK. We believe it is important that students understand the issues a rapidly rising population creates for the world. We also believe students need to understand that different population structures for different countries create unique opportunities and challenges. These are fundamental in understanding the arguments for and against migration in our country in China and the UK.	Climate change, plastic in our oceans, the main threats to our world. Students will develop knowledge in the form of an issue they have an interest in. Students will learn from each others presentations.		Geography of Asia including China, Russia and India. Extending locational knowledge and deepening spatial awareness using maps of the world to focus on China, Russia and India, focusing on its environmental regions, key physical and human characteristics, countries and major cities.
Literacy	Using key vocabulary to explain formation of a landform in order. Use of words to show chronology and explaining words. Words in relation to sequencing and cause and effect.	Words linking to justification. Explaining and creating a 2 sided argument. Comparing and contrasting worlds.	Writing in terms of showing empathy with people in dangerous situations. Writing about the story of a migrant.	Oracy skills, reading information about the global issue the students want to investigate, summarising points and bringing ideas from different written sources together.		Writing in terms of showing empathy with people in different cultures and situations. Reading and summarising information about Russia.
Knowledge organiser						
Assessment	Students will be assessed with a short test to build up their knowledge and understanding of these landforms to ensure they understand them before they go to identify these in the field.	Decision making exercise where the students have to compare different choices to help Malawi develop. Students need to justify the choice they make with reference to sustainability, views of others, short term and long term.	Formative assessment that uses medium and extended writing questions. Students will need to draw on knowledge from previous lessons as well as apply their understanding using a range of unseen resources.	Students are assessed on their presentations where there is a focus on oracy as well as the geography in their presentation.		Final piece of research produced assessed.

GCSE AO Link (or other) if applicable	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.	AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements	AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements
Homework	Coasts 'menu' tasks		Life in Chinese cities, reflection task and development of understanding of migration in other countries around the world.	Researching, planning and developing their group presentations	Asian tourist research task.
CEIAG	Relate to the many fields of work in which data has to be collected from the field. Relate to the variety of fields in which trends have to be analysed from data, such as sales ect. Explain data important in even teaching and ability to interpret is the skill we are developing here.	Jobs in aid, tourism, TNCs. Ethical job choices. In many job roles there will be a need to decision make and this will require evidence to be weighed upon either side. Consideration of job types in the UK economy, students to research jobs available in the UK.	Town planning, decision making about planning of a squatter settlement - consideration of roles involved in planning our towns and cities.	Students are required to give a presentation on a global issue that they have researched. A variety of examples of oracy are taught to the students through clips of speeches and students are encouraged to replicate these skills in their presentations.	Town planning, decision making about planning of a
Enrichment	Potential trip to Lulworth cove to investigate the area as a 'honeypot site'.				