



# YEAR 8 GEOGRAPHY SCHEME OF WORK St Ivo School Geography Department

2015/2016

Please note that these schemes of work are for guidance and the precise nature of homework and activities will be at the teacher's discretion. Where classes are shared between two teachers, the order in which the units are delivered may vary.

AUTUMN TERM					
Key Idea	Pupil Activities	Resources	Assessment	Literacy/Numeracy	Homework
<p><b><u>Rivers</u></b></p> <p>Water Cycle</p>	<p><b>Time: 10 weeks (Sept – Dec)</b></p> <p>Drawing and labelling water cycle model using key terms</p> <p><i>Strand 4 – Cycle from memory. Students to memorise water cycle from image outside of the room and use each other to complete the drawing from memory.</i></p>	<p>Hydro cycle starter clip</p> <p>Evian water clip</p>		<p>(L) Glossary and key terms</p>	<p>Learn key terms, definitions and spelling</p>
<p>World rivers</p>	<p>Naming world rivers, oceans and continents. Global aspect of the water cycle</p> <p><i>Strand 5 – Independent learners. Students to use their own knowledge of world rivers, countries etc before using tools to aid them extend their knowledge and understanding</i></p>	<p>Sporcle (interactive world maps quiz)</p> <p>World maps</p> <p>Atlases</p>		<p>(L) Spelling and definition test</p> <p>(N) Interpreting and applying statistics effectively and appropriately.</p>	<p>Research a world river and describe how it changes.</p>
<p>Drainage Basin</p>		<p>Popup drainage basin activity</p>			

<p>The work of rivers</p>	<ul style="list-style-type: none"> <li>Students to explain the work of erosion, transportation &amp; deposition</li> </ul>	<p>Geog.1 pages 72-73</p>		<p>(L) learning of key terms</p>	
<p>- Upper Course</p>	<p>Students to label the countries the river travels through. Perceptions and description of the river Source of the river Characteristics of the upper course</p>	<p>Geog.1 pages 76-77 Pebbles, mud, sand and water tray <a href="http://www.juicygeography.co.uk/downloads/flash/erosion.sw">http://www.juicygeography.co.uk/downloads/flash/erosion.sw</a></p> <p>Bruce Parry - Amazon River Episode One</p>	<p><b>Formation of a waterfall</b></p>	<p>(L) Spelling of key words</p>	
<p>V-Shaped Valleys &amp; Waterfalls</p>	<p>Erosion processes Waterfalls Labelled diagrams</p>			<p>(L) Key terms and definitions</p>	<p>Students to produce a detailed 'piece' of work of their choice explaining how a waterfall forms. For stretching, students should attempt to apply this to a real example..</p>
<p>Middle and lower Course of the river</p>	<p>Deposition and transportation How Meanders develop Confluence and tributaries <i>Strand 4 – How do meanders form models?</i></p>	<p>Google Earth Amazon river pictures Water tray, sand, pebbles Playdough, paper for labels, flipcams</p>		<p>(L) Key terms and definitions</p>	
<p>River Severn - Map skills journey.</p>	<p>Labelling features of the middle and lower course Mapping places along the way Students to describe and recognise different activities on the Amazon river</p>	<p>Atlases Google Earth Images of Deltas around the world</p>		<p>(N)</p>	

<p>Conflict on the Amazon.</p> <p>A story of a rock</p>	<p>Belo Monte Dam-effects on river and people Students to argue for and against the Dam</p> <p>Upper, Middle and lower course Students to describe and explain features and processes occurring along the way</p>	<p><a href="http://amazonwatch.org/work/belo-monte-dam">http://amazonwatch.org/work/belo-monte-dam</a></p> <p>Images of the Amazon river Differentiated framework Key terms and definitions</p>	<p><b>Rivers test (%)</b></p> <p>(Literacy activity) From Source to Mouth, a journey down the Amazon river</p>	<p>(L) Development of literacy skills, using key terms and knowledge gained over the unit to write a river story</p>	<p>assessment for homework</p>
<p><b><u>Flooding</u></b></p> <p>Hydrographs &amp; flooding</p> <p>Case study: St Ives - Flood management</p>	<ul style="list-style-type: none"> <li>Factors affecting flooding.</li> <li>Human and physical reasons.</li> <li>Constructing hydrographs to explain variations in river discharge</li> <li>DME task on</li> </ul>	<p>General flooding PP</p> <p>GCSE map resources. D.Leat 'Living Graphs' Waugh: New Wider World pages 218-219 Geog.1 pages 84-87</p> <p>See Re for appropriate sheets/resources</p>	<p>DME write-up on flood management schemes</p>	<p>(N) Understanding variations in river discharge &amp; labelling hydrographs (L) Flooding account or news report, factual based extended writing or oral presentation (N) Data collection &amp; use of raw data i.e. cross-sections &amp; speed of flow graphs. (N) Interpretation &amp; write up of Graphs</p>	<ul style="list-style-type: none"> <li>Newspaper article on a recent flooding event</li> <li>Flood survivor account (story)</li> </ul>

Key Idea	Pupil Activities	Resources	Assessment	Literacy / Numeracy	Homework
<p><b><u>Population – Moving Stories</u></b></p> <p>Where do people in the UK come from, and why did they come?</p> <p>What's in a name?</p> <p>How has the UK's Population Changed in the Past?</p> <p>Where do People Live in the UK?</p> <p>Why is population declining in some parts of the UK?</p> <p>Why is Population Growing in Some Parts of the UK?</p> <p>What Makes People Leave the UK?</p>	<p><b>6 weeks Dec – Feb term</b></p> <p>Plotting places on a map. Flow lines showing migration patterns.</p> <p>Pupils use websites to plot the origin and movement of their surname</p> <p>Look at immigration and emigration in the UK by plotting population change.</p> <p>Sparse / dense population density.</p> <p>Push factors - Look at Hebrides and understand what life is like there through newspaper article. <i>Strand 4 - Canna. Students to devise their own advert for how to encourage people to move here. Different groups to target different prospective groups</i></p> <p>Pull factors – look at Ashford in Kent.</p> <p>Internet research – make a</p>	<p>Lesson 1 folder.</p> <p>What's in a name folder</p> <p>Lesson 2 folder</p> <p>Lesson 3 folder</p> <p>Lesson 4 folder</p> <p>Lesson 5 folder</p> <p>Lesson 7&amp;8 folder</p> <p>Lesson 9 folder</p>		<p>Map plotting</p> <p>(GC) GIS plotting of maps (L) Interpretation</p> <p>Plotting line graph</p> <p>Using GIS / layered maps</p> <p>DART (Directed Activity Related to Text) / annotating photos</p> <p>Use and interpretation of 1:25,000 OS map / annotation of photos</p> <p>Map skills / classification of evidence</p> <p>Internet research / DART</p>	<p>Find out from an adult if there are any family members, ancestors or friends who have migrated to UK.</p> <p>Research why their surname may be distributed as it is.</p> <p>Learn key terms for test.</p> <p>Research the top 5 places for British people to emigrate to. Ask an adult at home what country they would emigrate to if they were to leave England</p>

How is the UK's Population Likely to Change in my Lifetime?	presentation about a country to emigrate to. Population pyramids	Lesson 10 folder		Annotation and interpretation of population pyramids	
Who should be allowed into the UK?	Students watch video clips and use judgement to decide who should be allowed in to the UK.		<b>Population Test (%)</b>		

**SPRING TERM**

<b>Key Idea</b>	<b>Pupil Activities</b>	<b>Resources</b>	<b>Assessment</b>	<b>Literacy/Numeracy/Geographical Skills</b>	<b>Homework</b>
<b>Globalisation &amp; fair Trade</b>  Trade   Globalisation	<u><b>Time: 8 weeks (Feb half term – Mid April)</b></u>  Definitions – imports, exports, global imbalance. What are the problems?  Use of cartoons to explain global relationships (idea of global village). Is globalisation good or bad?  MNCs – global company. McDonalds example. Problems of sweatshop workers of Nike/Primark  Definition of fair trade & what products are available	Interactions textbook p88-89  Waugh New Wider World (F) p152  Cartoons (internet / Mk) Geog. 3 p66ff  Nike/Gap DVD Primark - See We.	Fairtrade literacy assessment	(N) Graph drawing to show types of trade        (L) Interpreting globalisation cartoons	<ul style="list-style-type: none"> <li>• Global village – products from home (map act)</li> <li>• Design a meal i.e. stir fry look at food origins</li> <li>• Design a cartoon to rep relationships between countries</li>   <li>• Jeans activity – students use the info to produce a poster</li>     <li>• Visit to local supermarket &amp; research fair trade products – label world map</li> </ul>



<p>Tourism – how does it connect us to Africa?</p> <p>Tourism – The effects of Star Wars on Matmata</p> <p>How does football connect us to Africa?</p> <p>Kibera – How does Comic Relief connect us to Africa?</p>	<ul style="list-style-type: none"> <li>• Research an ethnic group of Africa and produce a powerpoint or moviemaker about them</li> <li>• Locate key tourist areas in Africa on a map</li> <li>• Advantages and disadvantages of tourism</li> <li>• Look at life before and after filming of Star Wars in small town in northern Africa</li> <li>• Plot origins of current premier league footballers on Africa map.</li> <li>• Write a letter to a young man who is thinking of becoming a professional footballer</li> <li>• Build a model shanty</li> <li>• Interview a resident of Kibera</li> <li>• Produce a leaflet about Comic Relief</li> </ul>	<p>Africa or not starter Ppt</p> <p><b>Lesson 5 resource pack on projects</b></p> <p><b>Lesson 6 resource pack on projects</b></p> <p><b>Lesson 7 resource pack on projects</b></p> <p><b>Lesson 9 resource pack on projects</b></p> <p><b>Shanty DME</b></p>	<p><b>END OF YEAR EXAM (%)</b></p>	<p>groups.</p> <p>(L) Oral work, debating the issues of sustainable tourism</p> <p>(L) Persuasive writing and letter layouts (GS) Map skills</p>	<p>Where? What? Why? When? Who? How?)</p> <p>Research current premier footballers from Africa</p> <p>Produce a leaflet to get support for Comic Relief in Kibera</p>
<p><b><u>Environmental Issues</u></b> Renewable V Non – renewable energy  Nuclear energy</p>	<p><b>Time: 6 weeks Mid June – End of year</b></p>				

Global warming	Definitions / types. Advant / disadv Cost?	Geog. 2 (new) p72- 88	Design your own wind farm (BPES)	Learn key terms glossary	
Pollution	Debate & Chernobyl example  Causes & effects  St lves 'a sea port?'	Boardworks Geog. 2 p84 - 86 Mystery  Film clip & IT activity  Climate change PP Geog @ movies Day after Tom (film) see fact or fiction activity	Climate change mystery (writing frame)	Environmental pledge Geog. 3 p91 Your Turn qu6 – Design a T- shirt	
Recycling & sustainability	Types – noise, air, visual (environ impact assess)  Acid Rain case study  What is sustainability?  Environmental survey of school – Best location for a wind farm  Activity: audit the school for recycling – produce a map + key  Reducing the schools carbon footprint – local action, global effect (ICT)	Connections p48 – 63 Geog. 3 p90 & p91 Your Turn Qu 1 Ballidon Quarry Debate + tasks  PP (animations & effects) Geog. @ movies website  Intro – starter movie  Also – BP DVD Carbon footprint toolkit	Acid rain mystery (writing frame)      School microclimate project	Council recycling facilities survey  Calculate 'My carbon footprint'  Assessment research	