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| **Term** | **Unit** | **Building blocks/ ‘stuff’ to learn**  **Substantive Knowledge** | **Application**  **Disciplinary aim** | **Cultural Capital**  **Tier Two Vocabulary** | **Cultural Capital**  **Extra-curricular** |
| **Year 8**  **Term 1**  **HT1** | **Physical Geography of the world.** How do physical processes affect different places around the world? | 1. Know the theory of plate tectonics  2. Know how a volcano is formed and what happens when they erupt  3. Know global patterns of climate and some of the extreme weather events they cause | Use and interpret satellite images and maps to compare tectonic and weather hazards in countries of contrasting wealth. | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks |  |
| Year 8  **Term 1**  **HT2** | **World ecosystems.** Who’s eating who? | 1. Know how climate influences ecosystems.  2. Know where our food comes from and how its production impacts the environment.  2. Know the interrelationships of biotic and abiotic parts of ecosystems | Use and interpret climate graphs and interpret and complete atlas maps. Interpret and complete flow diagrams to illustrate interdependence in an ecosystem/biome.    **Summative assessment**: Multiple choice, short and long answer questions on the physical geography of the World and ecosystems | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks |  |
| Year 8  **Term 2**  **HT1** | **Inequality across the world.** How does it affect people’s lives? | 1. To know the causes and impacts of global inequalities that exist in terms of wealth and opportunities.  2. To know the causes and impacts of global inequalities that exist in terms of resources and health | Assess causes of inequality and the resulting social, economic and environmental consequences.  Interpret and complete scattergraphs and use them to identify trends.  **Summative assessment:** Multiple choice, short and long answer questions on Africa and inequality across the world. | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks |  |
| Year 8  **Term 2**  **HT2** | **Challenges and opportunities in Africa.** What issues does the climate in Africa create? | 1. Know how the climate affects people’s lives.  2. Know how population varies between rural and urban environments  3. Focus on Nigeria and the economic, social and environmental challenges and opportunities people face. | Use and interpret political and physical maps.  Evaluate economic, social and environmental opportunities and challenges in Nigeria | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks |  |
| Year 8  **Term 3**  **HT1** | **World cities**. Where and how are they growing? | 1. Know where and why urbanisation is occurring.  2. Know where megacities are found and why they have grown.  3. To know what a squatter settlement is; the issues they bring and some of the solutions. | Categorise push and pull factors into Social, Environmental, Economic and Political factors.  Interpret and complete choropleth maps and proportional symbols to map urbanisation and megacities. | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks |  |
| Year 8  **Term 3**  **HT2** | **Global issues**: How are humans harming our planet? What can be done about it? | 1. Know the harmful effects of plastics on marine life.  2. Know the causes of, impacts and responses to climate change.  3. Know the problems of mass tourism and how it could be made more sustainable.  4. Know the threats of human actions to wilderness areas.  5. Know the impacts of conflicts on people. | Analyse evidence, cause and effects of human actions on a range of global issues.  Write analytically and draw conclusions. Understand and use numerical data and percentage.  **Summative assessment:** Decision Making Exercise: How should we deal with plastic pollution? | Tier 2 and 3 vocabulary will be tested in retrieval quizzes and in homework tasks | Year 8 trip to The Crystal sustainability centre, London |
| **Summative Assessment: There will be a summative assessment towards the end of each term.**  **Formative Assessment: Halfway through every term there will be a formative assessment, with modelling and scaffolding to support students in class. Students will be given feedback on their answers and will complete a next steps task in green pen in their exercise book.** | | | | | |