



## Key Stage 3 Framework for Learning










### Year 8 2018-2019: Creative Foundations

#### Curriculum Area: Geography

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Risky World</b>		<b>The Development Gap</b>		<b>A place to call home</b>	
<b>Knowledge</b>	Natural processes leading to tectonic and weather hazards. The impacts of tectonic and weather hazards on people and places		Measuring development, the development gap, Global Goals, trade and aid		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; 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>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>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>Assessments</b>	<b>Marking Point 1</b> <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.  <b>Marking Point 2</b> <u>Home Learning 01</u> – see below	<b>Marking Point 3</b> <u>Progress Check</u> , written assessment on tectonics  <b>Marking Point 4</b> <u>Progress Test</u> incorporating factual recall and written assessment on a tectonic event	<b>Marking Point 1</b> <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.  <b>Marking Point 2</b> <u>Home Learning</u> – see below	<b>Marking Point 3</b> <u>Progress Check</u> , written assessment on Development  <b>Marking Point 4</b> <u>Progress Test</u> incorporating factual recall and written assessment on the global goals	<b>Marking Point 1</b> <u>Significant Piece</u> of extended writing, based on the introduction lessons of the topic.  <b>Marking Point 2</b> <u>Home Learning 01</u> – see below	<b>Marking Point 3</b> <u>Progress Check</u> , written assessment on Megacities  <b>Marking Point 4</b> 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>Home Learning</b>	<b>01 Extended writing</b> – A piece of writing as an eye witness to a tectonic event. Pupils need to give facts and figures.	<b>02 Skills-based</b> tasks on graphical skills linked to hazards	<b>Oracy Project</b> – A term-long project in which pupils investigate an issue or theme, plan and write an ignite speech and perform it after progress fortnight.		<b>01 Extended writing</b> linked to problems and solutions in megacities	<b>02 Revision</b> for end of year exam
<b>Cultural Enrichment</b>	<b>To enrich learning pupils: <u>Could watch</u></b> <ul style="list-style-type: none"> <li>Dante’s Peak</li> <li>BBC EARTH: The Power of the Planet – Volcano</li> </ul> <b><u>Could read</u></b> <ul style="list-style-type: none"> <li>National Geographic</li> <li>Violet volcanoes and Earth-shattering earthquakes – Horrible Geography series</li> </ul> <b><u>Could visit</u></b> <ul style="list-style-type: none"> <li>The Giant’s Causeway to look at the formation of a past volcanic environment</li> </ul> <b><u>Could make</u></b>		<b>To enrich learning pupils: <u>Could watch</u></b> <ul style="list-style-type: none"> <li>The news, looking for relevant news stories about less developed countries</li> <li>Any film or documentary about development/life in a less developed country, e.g. Slumdog Milliannaire</li> </ul> <b><u>Could read</u></b> <ul style="list-style-type: none"> <li>National Geographic</li> </ul> <b><u>Could visit</u></b> <ul style="list-style-type: none"> <li>People’s History Museum</li> </ul> <b><u>Could make</u></b> <ul style="list-style-type: none"> <li>A donation to a charity to support the work of aid agencies at home and abroad</li> </ul>		<b>To enrich learning pupils: <u>Could watch</u></b> <ul style="list-style-type: none"> <li>Megacities – Andrew Marr BBC series</li> </ul> <b><u>Could read</u></b> <ul style="list-style-type: none"> <li>National Geographic</li> <li>Trash – a story about life on the dumpsite in a megacity</li> </ul> <b><u>Could visit</u></b> <ul style="list-style-type: none"> <li>Any city to experience jobs, features, facilities and interactions between people and the urban environment.</li> </ul>	



# CHORLTON HIGH SCHOOL: CURRICULUM

	A design your own volcano to consolidate their knowledge of the features of different types of volcanoes					
<b>Character</b>	 <p><b>QofS – Curiosity</b> Investigating real life tectonic and weather events and case studies to develop curiosity about the impact of natural processes on Earth.</p>	 <p><b>QofS – Empathy</b> Development of empathy skills to the understanding of people living in less fortunate situations in lower income countries that are affected by tectonic events.</p>	  <p><b>QofS – Creativity &amp; Curiosity</b> Developed through the creation of a group presentation on a chosen Global Goal.</p>	  <p><b>QofS – Responsibility &amp; Reflection</b> 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>	  <p><b>QofS – Practice &amp; Resiliency</b> Through studying life in megacities, a reflection on how people live and what people need to make them happy—is material wealth necessary?</p>	 <p><b>QofS – Motivation</b> Motivation needed to revise for end of year exam during summer 2</p>
	<b>ELE 1 DAY</b>				<b>ELE 3 DAY</b>	



# CHORLTON HIGH SCHOOL: CURRICULUM

---