

# Year 8

The curriculum has been crafted to ensure that there is continued delivery of all 4 themes. [Enquiry and Skills](#); [Pattern and Processes](#); [Environmental Change](#) [Places](#)



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								EOY Assessment Point
								HT6:
								Overarching unit intent:
								HT5
								Overarching unit intent:
								HT4:
								Assessment Point: Summative or AFL
								HT3:
								Overarching unit intent:
								HT2:
								Assessment Point: Summative or AFL
								HT1:
								Overarching unit intent:
<p><b>HT1:</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">1.What is the Weather and Climate like in the UK?</a></p> <p>Ingredients of weather; Differences between Weather and Climate; Instruments used to measure weather; Recognising symbols; understanding satellite imagery; basic forecasting; difference between the 3 types of rainfall; types of clouds; Air masses; Britain's climate quadrants; Draw and interpret climate graphs; impact of weather and climate on people's lives; Climate of Mediterranean Europe; Global warming</p> <p><b>Assessment:</b></p> <p>1. Gates letter</p> <p>2. EoU test</p>	<p><b>HT2:</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">2. How does Japan (a HIC) differ from the UK?</a></p> <p>Location of Japan</p> <p>Physical mapwork- lowland/mts</p> <p>Human mapwork- major cities/population distribution</p> <p>Natural Hazards(1)</p> <p>Climate of the main islands(2)</p> <p>Traditional life in Japan</p> <p>Develop research and presentation skills</p> <p>Cultural differences to Britain</p> <p>Revisit: (1) Yr 7 HT2 Natural Hazards</p> <p>(2) Yr 8 HT1 Climate</p> <p><b>Assessment:</b></p> <p>1.Oral presentation</p>	<p><b>HT1 &amp; HT2</b></p> <p><b>Key disciplinary knowledge</b></p> <p>Understanding the patterns and processes of weather and climate in the UK</p> <p>Understanding the uniqueness of Japan and the physical and Human geography of the country and why it is a developed country</p> <p><b>Key Concepts</b></p> <p>Enquiry and Skills</p> <p>Places</p> <p>Pattern and Processes</p> <p>Environmental Change</p>	<p><b>HT3:</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">2.Contd...How has Japan managed to build a world economy?</a></p> <p>Japanese industry</p> <p>Technology; lack of natural resources; historical context</p> <p><b>Assessment:</b></p> <p>2. EoU test</p> <p><a href="#">3.What is an ecosystem?</a></p> <p>Define ecosystem /biome; abiotic/ biotic; key words: map major biomes; link to latitude/climate; focus on Tropical Rainforests/Deserts biomes;</p> <p>Revisit: Yr 8 HT1 climate work to link with abiotic conditions of ecosystems</p> <p>NB: This unit has direct Cross curricular links with Maths – use of coordinates</p>	<p><b>HT4:</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">3. Contd...Why are Ecosystems fragile?</a></p> <p>adaptations; effects by humans; link to Climate change</p> <p>Revisit: Yr 8 HT1 climate work to link with abiotic conditions of ecosystems and global warming</p> <p><b>Assessment:</b></p> <p>1.Postcard from a biome</p> <p>2. EoU test</p> <p><a href="#">4. What is the importance of Economic activity?</a></p> <p>What are the 4 main types of Industry? Define and give examples of Primary, Secondary, Tertiary and Quaternary</p> <p>Revisit: Yr 8 HT2 Japan industrial heritage</p>	<p><b>HT3 and HT4</b> (with elements of HT1 and HT2)</p> <p><b>Key disciplinary knowledge</b></p> <p>Understanding the economic activity of Japan</p> <p>Understanding Ecosystems and their importance in conservation of our planet</p> <p>Understanding the importance of economic activity</p> <p><b>Key Concepts</b></p> <p>Enquiry and Skills</p> <p>Places</p> <p>Pattern and Processes</p> <p>Environmental Change</p>	<p><b>HT5</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">4. What is the importance of different types of industry?</a></p> <p>Employment structure; Farming and the impact on the environment; industrial location; car plants; shopping as a tertiary activity OS work; R&amp;D</p> <p>Stanley Green field work</p> <p>-Hypothesis testing The majority of companies in Stanley green are involved in tertiary industry</p> <p>Collection of primary data</p> <p><b>Assessment:</b></p> <p>1.Stanley Green project</p> <p>2. EoU test</p> <p>Revisit: Yr 8 HT2/3 Japan industrial heritage</p>	<p><b>HT6:</b></p> <p><b>Overarching unit intent:</b></p> <p><a href="#">5. What are the Global issues?</a></p> <p>Energy</p> <p>Fossil fuels v renewables</p> <p><b>Assessment:</b></p> <p>1.5 year plan-Letter to the PM</p> <p>Migration</p> <p>Understanding the complexities of international migration</p> <p><b>Assessment:</b></p> <p>1.World map annotated with flow numbers and why</p> <p>Tourism</p> <p>Understanding the importance of tourism as an economic activity</p> <p>National parks; Caribbean; Ecotourism</p> <p><b>Assessment:</b></p> <p>1.Impact of tourism poster</p> <p>Revisit: Yr 8 HT4 Economic activity</p>	<p><b>HT1 – HT6</b></p> <p><b>Key Disciplinary Knowledge</b></p> <p>Understanding the importance of economic activity</p> <p>Opportunity to carry out fieldwork</p> <p>Exploration of Global issues</p> <p><b>Key Concepts</b></p> <p>Enquiry and Skills</p> <p>Pattern and Processes</p> <p>Environmental Change</p> <p>Places</p>



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