## 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 and Places. It builds on the mapwork from Yr 7 and uses learning about tectonics and urbanisation in Yr 7 to explore a HIC country.



								EOY Assessment Poir
							HT6:	HT1 – HT6
						HT5	Overarching unit	
				HT4:	Assessment Point:	Overarching unit	intent:	Key Disciplinary
					Summative or AFL	intent:		<u>Knowledge</u>
			НТ3:	Overarching unit	HT3 and HT4	4. What is the	Assessment:	Understanding the
				intent:	(with elements of HT1	importance of different	1.Extended writing Maasai Mara	processes that give u
	HT2:	Assessment Point:	Overarching unit		and HT2)	types of industry?	2. EoU test	Weather and climate
		Summative or AFL	<u>intent:</u>	3. ContdWhy are	Vo., dissiplinant	Shopping as a tertiary	2. 200 1031	Knowing more about
HT1:	Overarching unit	HT1 & HT2	2 Control Have bee	Ecosystems fragile? adaptations; effects by	Key disciplinary knowledge	activity OS work; R&D		HIC country in Asia;
Overarching unit	<u>intent:</u>	Marralia di Albara	2.ContdHow has Japan managed to	humans; link to <b>Climate</b>	<u>knowledge</u>	activity 03 work, K&D	Revisit: Yr 8 HT4/5	Understanding the
intent:	2. How does Japan (a	<u>Key disciplinary</u> knowledge	build a world	change	Understanding the	Stanley Green field	Economic activity	fragility of world
	HIC) differ from the	Kilowieuge	economy?	change	economic activity of	work-Hypothesis testing	,	ecosystems;
What is the Weather	UK?	Understanding the	Japanese industry	Revisit: Yr 8 HT1	Japan	The majority of	6. Coasts- why do they	Understanding the importance of econon
and Climate like in the	<u>ok.</u>	patterns and processes	Technology; lack of	climate work to link		companies in Stanley	need managing?	activity
<u>UK?</u>	Location of Japan	of weather and climate	natural resources;	with abiotic conditions	Understanding	green are involved in		Opportunity to carry of
	Physical mapwork-	in the UK	historical context	of ecosystems and	Ecosystems and their	tertiary industry;	Processes of Erosion,	fieldwork
ngredients of weather;	lowland/mts		Assessment:	global warming	importance in	Collection of primary	transport, deposition,	Understanding the grow
Differences between Weather and Climate;	Human mapwork-		2. EoU test		conservation of our	data.	Waves, wave cut	and significance of
Instruments used to	major cities/population	Understanding the			planet		platforms	Tourism
measure weather;	distribution	uniqueness of Japan	3.What is an	Assessment:		Assessment:	Longshore drift;	Understanding what
Recognising symbols;	Natural Hazards(1)	and the physical and	ecosystem?	1.Postcard from a	Understanding the	1.Stanley Green project	Erosional and	shaping our Coasts an
nderstanding satellite	Climate of the main	Human geography of	Define ecosystem	biome	importance of	2. EoU test	depositional landforms; caves,	the impact coastal
imagery; basic	islands(2)	the country and why it	/biome; abiotic/ biotic;	2. EoU test	economic activity	D. 1.1. V. 0.1170/0	stacks, arches, spit	management is havin
orecasting; difference	Traditional life in Japan	is a developed country	key words: <i>map</i> major	A SAME OF COME		Revisit: Yr 8 HT2/3	coastal management;	
etween the 3 types of	Develop research and		biomes; link to	4. What is the	Van Canana	Japan industrial heritage	soft and hard	Key Concepts
rainfall; types of	presentation skills		latitude/climate;	importance of Economic activity?	Key Concepts	Heritage	engineering;	
clouds; Air masses;	Cultural differences to Britain	Key Concepts	focus onTropical Rainforests/Deserts	What are the 4 main	Enguiry and Skills	5. Tourism- the fastest	cost/benefit	Enquiry and Skills
Britain's climate	Dillaili	Enguiry and Skills	biomes;	types of Industry?	Lilquity and Skills	growing Industry in the	Holderness Case study	
quadrants; Draw and	Revisit: (1) Yr 7 HT2	Eliquity and Skills	bioffics,	Define and give	Diagon	World.		
interpret climate	Natural Hazards	Disease	Revisit: Yr 8 HT1	examples of Primary,	Places	Factors affecting	<u>Assessment</u>	Pattern and Processe
graphs;impact of	(2) Yr 8 HT1 Climate	Places	climate work to link	Secondary, Tertiary		growth ;impact over	1.Holderness extended	
weather and climate	(=,		with abiotic conditions	and Quaternary	Pattern and	time;Butler Model;	writing	
on people's lives;		Pattern and	of ecosystems	Employment structure;	Processes	Social, economic and	2. EoU test	Environmental Chang
Climate of	Assessment:	Processes		Farming and the		environmental		Littli Offitherital Cildif
lediterranean Europe; Global warming	1.Oral presentation		NB: This unit has direct	impact on the	Environmental	opportunities and	Revisit: Yr 7 HT3 OS	
Assessment:		Environmental	Cross curricular links	environment; industrial	Change	challenges of Maasai	map work and Yr 8	-
1. Gates letter		Change	with Maths – use of	location; car plants;		Mara;Sustainability;	HT4Climate change	Places
2. EoU test			coordinates	Revisit: Yr 8 HT2Japan		Ecotourism	agenda	
<u> </u>				industrial heritage				