

Year 8

Unit	<u>Development VIP</u> (7 weeks)	<u>Climate Change</u> (7 weeks)	<u>UK economy</u> (6 weeks)	<u>An African Adventure</u> <u>Issue Evaluation</u> (6 weeks)	<u>Globalisation</u> (6 weeks)	<u>Fieldwork</u> (7 weeks)
<u>Knowledge</u>	<p>Introduction to VIP words, what they are and how they're used.</p> <p>The use of development indicators.</p> <p>The difference between standard of living and quality of life .</p> <p>Why tax is important to a functioning society.</p> <p>How development links to the environment.</p> <p>Understanding the north-south divide.</p> <p>How tourism can improve development.</p>	<p>The causes of climate change.</p> <p>The trends of climate change over the last 25 million years.</p> <p>What the evidence is for climate change.</p> <p>The human and natural causes and which is the biggest cause.</p> <p>The global, national and local impacts of climate change.</p> <p>How we can adaptation to climate change.</p> <p>How we can mitigation the release of greenhouse gases.</p> <p>How school can help mitigate and adapt to climate change/ formal presentations.</p>	<p><u>Development gap</u></p> <p>Jobs—what do people in the UK do?</p> <p>A brief history of UK economy—what has changed and why. Ind. Revolution etc.</p> <p>The north-south divide—why it exists</p> <p>The importance and development of transport systems in the UK.</p> <p><u>Urban change</u></p> <p>Where people live in the UK—rural / urban areas.</p> <p>How the UK is becoming more sustainable.</p>	<p>Choosing an African holiday.</p> <p>The physical geography of Africa.</p> <p>The different biomes of Africa.</p> <p>The different climates of Africa.</p> <p><u>Hydroelectric Power Africa</u></p> <p>Each student to get a booklet with the content which matches the lessons and in the style of the GCSE pre-release issue evaluation.</p> <p>Students deciding on if Africa should be using energy development as a way to increase development for the rural poor.</p> <p>Focus on reasons for poverty in Africa and ways to reduce the development gap such as top down development strategies.</p> <p>Overall decision to be planned in last lesson and answered in the assessment.</p>	<p>What globalisation is and where it occurs.</p> <p>How simple items, such as jeans, require the whole world to make them.</p> <p>The different inventions, which have allowed globalisation to happen.</p> <p>Where coffee is grown and the positives and negatives of growing it.</p> <p>What the benefits and costs are of globalisation in the UK and around the world.</p>	<p>Fieldwork</p> <p>The school site is managed to provide a pleasant environment for students</p> <ul style="list-style-type: none"> - Background and hypotheses - Methodology and risk assessment - Data collection - Data presentation and analysis - Conclusion and evaluation
<u>Skills</u>	<p>Problem solving and decision making</p> <p>Developing the use of key-words</p> <p>Explaining</p> <p>Defining</p> <p>Analysing pictures</p>	<p>Problem solving</p> <p>Data analysis</p> <p>Describing graphs and pictures</p> <p>Developing explanation</p> <p>Decision making and problem solving</p> <p>Presentation skills</p>	<p>Data interpretation</p> <p>Statistical information analysis</p> <p>Basic data presentation (pie charts / bar graphs)</p> <p>Design—sustainable living</p> <p>Problem solving</p> <p>Population analysis</p>	<p>Decision making</p> <p>Analysing a variety of data sources</p> <p>Analysis of information</p> <p>Problem solving</p> <p>Evaluation</p>	<p>Developing explanation through chains of reasoning</p> <p>Identifying countries on maps</p> <p>Developing reading techniques</p> <p>Analysing maps, graphs, pictures and videos</p>	<p>Collaborative work</p> <p>Data collection</p> <p>Data presentation</p> <p>Analysis</p> <p>Report writing</p> <p>Evaluation</p>