

Year 8

Unit	<u>Urban World 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>Fieldwork—Crime</u> (7 weeks)	<u>Globalisation</u> (6 weeks)
<u>Knowledge</u>	<p>What megacities are and where they are created.</p> <p>An introduction to Lagos and Rio de Janeiro.</p> <p>Including</p> <ul style="list-style-type: none"> - Where they are located - Comparison between both <p>The solutions to urban challenges in different parts of the world.</p> <p>The causes of rural to urban migration.</p> <p>The benefits of aid in Nigeria.</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>Importance of COP26</p> <p>The global, national and local impacts of climate change.</p> <p>How we can adapt to climate change.</p> <p>How we can mitigate the release of greenhouse gases.</p> <p>How school can help mitigate and adapt to climate change/ formal presentations.</p>	<p>Development gap</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>Inequality in the U.K</p> <p>Homelessness problems and solutions</p> <p>London spending—is it fair?</p> <p>The importance and development of transport systems in the UK.— HS2</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>Rural and urban Africa</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><u>Fieldwork</u></p> <p>The school site is set up to provide a safe site for education.</p> <p>Crime and crime prevention</p> <p>Why do people commit crimes</p> <ul style="list-style-type: none"> - Background and hypotheses - Methodology and risk assessment - Data collection (2 lessons out of classroom) - Data presentation and analysis - Conclusion and evaluation 	<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>
<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>