

Year 8 - Unit 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Climate Change</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Difference between Weather and Climate • Causes • Effects • Evidence • Management • Climate Change Refugees <p>Understanding:</p> <ul style="list-style-type: none"> • To be able to explain the difference between weather and climate • To know how the climate of a given area impacts the weather experienced. • Human causes of climate change • Natural causes of climate change • What the impacts of climate change are and how they will impact our lives and the lives of those around the world. • How do we know that climate change is happening? <p>Skills:</p> <ul style="list-style-type: none"> • Graphical Representation of Data Place Specific Detail • Describe the trend of a graph To be able to interpret and extrapolate information from a range of resources 	<ul style="list-style-type: none"> • Define the difference between weather and climate and explain how they affect places and people • To argue the positive and negative impacts of people on the world • To be able to interpret graphs and explain what they are showing in relation to climatic data 	<ul style="list-style-type: none"> • Builds on the key terms learnt in Y7s Exploring Britain topic • Developing graphical skills-interpret the data 	<ul style="list-style-type: none"> • YouTube videos • Media Server videos

Year 8 - Unit 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Hot Arid Environments</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Location • Causes • Adaptations of Plants and Animals • People – Tribes/Cultures • Development of Deserts • Physical Features <p>Understanding:</p> <ul style="list-style-type: none"> • Physical factors influencing the location of hot arid environments • Formation of physical features found in hot arid environments • The ways in which animals and plants are suited to survive in hot arid environments <p>Skills:</p> <ul style="list-style-type: none"> • Place specific detail • Graphical Representation of Data • Describe the trend of a graph • To be able to interpret and extrapolate 	<ul style="list-style-type: none"> • To know that the world is a diverse place and give examples • Define the difference between weather and climate and explain how they affect places and people • To be able to explain how animal, plants and people adapt to the environments in which they live • To argue the positive and negative impacts of people on the world • To know the causes of physical features and changes to the hot arid landscape 	<ul style="list-style-type: none"> • Recap key terms from the climate change topic- weather and climate • Develop and practice graphical skills 	<p>http://www.maasai-association.org/maasai.html</p> <p>http://www.encyclopedia.com/social-sciences-and-law/anthropology-andarchaeology/people/berbers</p> <p>http://www.survivalinternational.org/tribes/bushmen</p> <p>http://www.kenya-information-guide.com/samburu-tribe.html</p>

	<p>information from a range of resources</p> <ul style="list-style-type: none">• To be able to give opinions that are justified			
--	---	--	--	--

Year 8 - Unit 3

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Amazing landscapes</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Erosional processes that shape the landscape • Waterfall Formation • Niagara Falls • Antelope Canyon • Giants Causeway • Snowdon • 12 Apostles <p>Understanding:</p> <ul style="list-style-type: none"> • How the landforms are created • How humans interact with the landscape • How humans experience the landscapes e.g. tourism <p>Skills:</p> <ul style="list-style-type: none"> • Identification of landforms from images • Place specific detail 	<ul style="list-style-type: none"> • To understand the formation of a range of landscapes both in the UK and around the World • Apply the theory to an unknown example to explain it's formation • To be able to explain a range of ways in which humans interact with the natural environment and how they experience it 	<ul style="list-style-type: none"> • Develops the skill of describing location • Research skills • Links into rivers work in the Amazon unit of Year 7 • Continues to develop students understanding of the natural World 	<ul style="list-style-type: none"> • You tube videos • IT room – research task

Year 8 - Unit 4

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Cold Dry Environments</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Location • Adaptations of Animals • Impact of Tourism • Food Chains/Webs • Overfishing • Antarctic Treaty • Resources • Climate • Graphical Representation of Data <p>Understanding:</p> <ul style="list-style-type: none"> • The difference between the Arctic and Antarctic • The climate of cold environments • The ways in which animals are suited to the environment • The importance of each organism in the food chains/web • The impacts of overfishing in the Antarctic waters • Sustainability in Antarctica • The purpose of the Antarctic treaty-implications <p>Skills:</p> <ul style="list-style-type: none"> • Describe the trends of a graph • Place specific detail • To be able to interpret and extrapolate information from a range of resources 	<ul style="list-style-type: none"> • To know the difference between the Arctic and Antarctic • Will be able to explain how humans are impacting on these environments in a range of ways • Understand the interconnectedness of organisms in the Antarctic food web • Students will know the impacts of fishing and what can happen if the area is overfished. 	<ul style="list-style-type: none"> • Continues to develop the understanding of human impacts on the natural world • Develop understanding of different climates around the world • Develop graphical skills-interpretation 	<ul style="list-style-type: none"> • YouTube videos • Media server documentaries • IT room- research tasks

Year 8 - Unit 5

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Engaging in Conservation</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Snow Leopards • Location • Adaptations • Conservation Efforts • Local Tribes • Snow Tigers <p>Understanding:</p> <ul style="list-style-type: none"> • What poaching is and why conservation is both essential and important • Animal adaptations • The complexity of food webs and the importance of keystone species such as snow leopards in maintaining the natural balance in these • The conflicts between wildlife and nature <p>Skills:</p> <ul style="list-style-type: none"> • Place specific detail • Comprehension 	<ul style="list-style-type: none"> • Will be able to describe the snow leopard’s environment • Will be able to explain the adaptations the snow leopard has to allow it to survive the harsh conditions • Will understand the complex relationship that people who live in these environments have with snow leopards • Will be able to explain why conservation of these animals is so difficult • Will be able to explain what a keystone species is and explain why they are so important in maintaining a balanced ecosystem • 	<ul style="list-style-type: none"> • Develop skill of describing location • Continues to develop knowledge of food webs • Reinforces the importance of a balanced food chain • Explores and gives an understanding of a different type of ecosystems • Looks further at human and physical interactions 	<p>http://dsc.discovery.com/videos/planet-earth-elusive-snow-leopard.html</p>

Year 8 - Unit 6

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Conflict</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Water Conflict • Blood Diamonds • NIMBY • Land Mines • Amazon Conflicts • Darfur <p>Understanding:</p> <ul style="list-style-type: none"> • To know what conflict is • Some of the major causes of conflict • Why water is a cause of conflict • The impacts of a major company • To know what blood diamonds are • To know what deforestation is and its impacts • Understand the impacts of conflicts on people <p>Skills:</p> <ul style="list-style-type: none"> • To be able to interpret and extrapolate information from a range of resources • To be able to give opinions that are justified • To be able to describe locations 	<ul style="list-style-type: none"> • To name different conflicts around the world and be able to give developed explanations about these • To argue the positive and negative impacts of people on the world • To know the different causes of conflicts around the world • To understand that all conflict does not mean 'war' 	<ul style="list-style-type: none"> • Develop describing skills further- locations • Develop justified opinions • Develop their understanding of the world in which they live 	<p>https://www.icrc.org/en/war-and-law/weapons/anti-personnel-landmines</p>