Department: Geography	Year 8

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1
Development
- What is development, how can development be measured, factors affecting development, how are we globally connected

Half Term 2
Development
- Access to education, water stress, toilet twinning, solutions to global issues, creating my own charity

Half Term 3
Population
- Who and where do people live in our planet, how has population changed over time, why do people move, refugees

Half Term 4
Rivers
- Introduction to fluvial environments, the water cycle, the journey of a river, upper course, middle course, lower course, fluvial processes

Half Term 5
- Why do rivers flood, flooding in Sheffield, flooding in Bangladesh, flooding in Pakistan, what can we do about flooding

Half Term 6
Environmental concerns
- Why should we care about our planet, what is climate change, how does climate change impact communities around the world, sustainability, sustainability project

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
- Regular self and peer assessment throughout lessons - Formative assessment through questioning - Termly teacher assessed tasks - Termly formal assessments - Low stakes quizzes based on vocabulary and geographical concepts/processes	- Decision-making exercise based on climate change and sustainability - Development 'top trumps' to explore development indicators 'Safe place ludo' to explore the journey of a Syrian refugee family	- Thinking like a Geographer: climate change and sustainability planning - Working as team - Problem solving - Learning essentials research and exam skills - Learning essential skills of graphing and data manipulation - Increasing independence with extended writing - Challenging misconceptions and stereotypes in development - Learning about a diverse range of global places, cultures and communities

Common misconceptions	Connecting New Knowledge	Challenge for all
- Talking through vocabulary together as a class - Challenging images/texts and what they show - Educating students using RUAH principles in lesson during whole class debates/discussions	- Regular homework setting for students to revisit prior learning with a mixture of different tasks: questions, quizzes, case study knowledge retrieval - Using quizzes and 'memory geoggers' in lesson to get students to revisit prior learning	- Clearly defined success criteria and use of clear feedback model to show next steps to improve - Challenge activities built into each lesson - Closing the vocabulary, reading, and writing gap strategies - Challenging text/images/graphing used as starters for students