




Year:		8	Subject:	Geography	Spring 2-Summer 1 Development	Summer 1-Summer 2 Coastal Processes	
Intent	Subject Concepts (Substantive knowledge)		• Locational Knowledge.	To learn how money is spread around the world and how countries and organisations support development.	Prior Knowledge: <ul style="list-style-type: none"> • What is development? • Examples of countries at different stages of development. Takeaway Learning: <ul style="list-style-type: none"> • How is development measured? • Examples of LICs, NEEs and HICs. • How do countries and organisations support development? 	How life has changed on the Holderness coast.	Prior Knowledge: <ul style="list-style-type: none"> • What is the coast? • Where are examples of coastlines? • How do people use the coast? Takeaway Learning: <ul style="list-style-type: none"> • How is the coastline changing? • How does erosion change the coast? • How does deposition change the coast?
			Place Knowledge	Students investigate how quality of life varies around the world (e.g., favelas in Brazil).	Prior Knowledge: <ul style="list-style-type: none"> • What is quality of life? • What affects quality of life? • How is quality of life measured? Takeaway Learning: <ul style="list-style-type: none"> • How does quality of life vary? • What is quality of life like in favelas? 	What shapes our coastal landscape? What landforms are created?	Prior Knowledge: <ul style="list-style-type: none"> • What is erosion, transport and deposition? • How is the coast changing? Takeaway Learning: <ul style="list-style-type: none"> • What processes occur at the coast? • What are coastal landforms? • How are landforms created at the coast?
			• Human and Physical Geography	How development can be measured.	Prior Knowledge: <ul style="list-style-type: none"> • What is development? • How does development vary? • Why does development vary? Takeaway Learning: <ul style="list-style-type: none"> • How is development measured? • Why are indicators of development not reliable? • What is the human development index? 	The forms of erosion and transportation that take place along the coast.	Prior Knowledge: <ul style="list-style-type: none"> • What is erosion, transport and deposition? • How is the coast changing? Takeaway Learning: <ul style="list-style-type: none"> • What types of erosion occur at the coast? • How does transportation move material along the coast? • How does deposition create coastal landscapes?
			• Geographical Skills and Fieldwork.	How development changes over time.	Prior Knowledge: <ul style="list-style-type: none"> • What is development? • How is development measured? • Why does development change over time? Takeaway Learning: <ul style="list-style-type: none"> • How does development vary over time? • What are the impacts of development changing over time? • How can countries develop? 	How erosion, transportation and deposition change the coast. The defences that can be used to protect the coast.	Prior Knowledge: <ul style="list-style-type: none"> • What is erosion, transportation, and deposition? • How can the coast change over time? Takeaway Learning: <ul style="list-style-type: none"> • What are the landforms of erosion? • What are the landforms of deposition? • How can we protect the coast?
	Disciplinary Knowledge			<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students can ask questions that add to their knowledge. 	<ul style="list-style-type: none"> • Students can identify and explain geographical features. • Students can use geographical skills to build on knowledge. • Students can ask questions that add to their knowledge. 		
Implementation	Common Misconceptions			<ul style="list-style-type: none"> • Rich countries have always been rich and will stay rich in the future. • Poor counties have always been poor and will not get richer. 	<ul style="list-style-type: none"> • The coastal areas of the UK don't change • Erosion of the coastal areas of the world 		
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (MDG task can use real examples of the goals to illustrate their importance.) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary 	<ul style="list-style-type: none"> • Students will be given sensory/tactile resources that they can manipulate or use to deepen understanding. (Plasticine to model or visual aids that help students make links. 3D model of coastal landforms will be good for this.) • Bank of written argument phrase/sentence starters/writing frame for planning. • Explain keywords/provide glossary 			
		Disadvantaged Students	<ul style="list-style-type: none"> • Guided walks in locations such as Wolverton, Milton Keynes, and other local areas. Virtual fieldwork opportunities of LICs 	<ul style="list-style-type: none"> • Virtual fieldwork opportunities. • River visits and fieldwork can be planned, especially in Summer 2. 			
More Able Students		<ul style="list-style-type: none"> • Extension activities such as creating maps or data collection and presentation to go deeper are built into curriculum. • Adding materials to the Millenium development Goals and Bolivia investigation allowing gifted students the opportunity to enhance learning. 	<ul style="list-style-type: none"> • Extension activities such as creating maps or data collection and presentation to go deeper are built into curriculum. • Adding materials to the Holbeck Hall and Coastal Protection investigations allowing gifted students the opportunity to enhance learning. 				

	Literacy/Numeracy Skills 	LITERACY Vocabulary	Economic, social, cultural, technological, GDP, HDI, Life expectancy, Primary Industry, Secondary industry, Poverty, Sustainability, Equal Rights, Child Labour.		Fetch, swash, backwash, Hydraulic action, Abrasion, attrition, Solution, Headlands and Bays, Caves, arches, stacks and stumps, Deposition, Longshore drift, Hard and Soft engineering.		
		Reading:	<ul style="list-style-type: none"> Students will be introduced to Geographical texts with new vocabulary. (Progress TB, handouts (Millenium Development Goals and Bolivia) <ul style="list-style-type: none"> Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 		<ul style="list-style-type: none"> Students will be introduced to Geographical texts with new vocabulary. (Progress TB, handouts (Holbeck Hall and Coastal protection strategies) <ul style="list-style-type: none"> Students will be able to decode and comprehend information in a variety of tasks using PIXL unlock. Students will learn key geographical words and match these to definitions. Use of synonyms to help students. 		
		Writing:	<ul style="list-style-type: none"> (MDG investigation) Extended writing opportunities (PEEL). Using key words correctly and in context. BUG the question 		<ul style="list-style-type: none"> (Holbeck Hall) Extended writing opportunities (PEEL). Using key words correctly and in context. BUG the question 		
		Oracy:	<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence about the MDGs. 		<ul style="list-style-type: none"> Students should be able to explain their learning to peers and teachers. Students should be able to present with confidence about Holbeck Hall. 		
	NUMERACY	<ul style="list-style-type: none"> Data analysis of different factors that affect development. Data about development and the MDGs can be shown graphically. 		<ul style="list-style-type: none"> Data analysis of different factors that affect coastal regions. Data about coastal protection can be shown graphically. 			
	Digital Strategy 	<ul style="list-style-type: none"> Students will be able to use ipads in class to research Sustainable development goals and other topics in lessons 		<ul style="list-style-type: none"> Students will be able to research case studies (Holbeck Hall) and other elements of lessons 			
	Home Learning	Reading: SDGs (health and wellbeing) Curriculum: SDGs		Reading: reasons for coastal defences			
Impact	Composite Assessment	Date:	Content:	Assessment will be based on materials on this unit, unit 1 and 2, and materials from year 7.	Date:	Content:	Assessment will be based on materials on this unit, unit 1,2 and 3, and materials from year 7.