

Geography

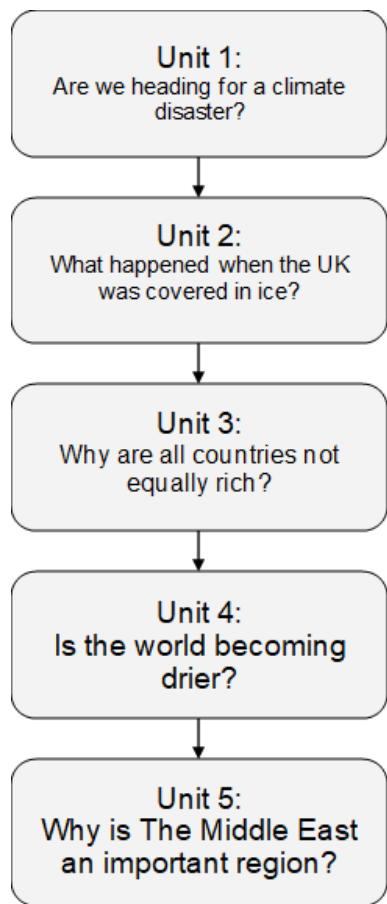
Year 8: Is the world becoming drier?

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<ul style="list-style-type: none">• During each topic students complete a mid-unit knowledge test based on the unit knowledge covered. Students also complete an end-of unit assessment which includes key vocabulary, knowledge questions, geographical and extend writing.• During each year, students complete a mid-year and end-of year assessment which assesses students on all content covered.	<ul style="list-style-type: none">• Tier 2 vocabulary is identified on page 2 of this SOL in the key knowledge list and is shown in italics.• Tier 3 vocabulary is identified on page 3 of this SOL in the key knowledge list and is shown in bold.• Reading opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in blue).• Extended writing opportunities take place regularly throughout all Geography schemes of learning. This is identified within this SOL (highlighted in yellow).	<ul style="list-style-type: none">• Use of satellite images• Use of different forms of maps• Using maps to gather information and data• Influence of climate change on people around the world• Impact of environment on migration• How engineering strategies can influence the environment

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

<p>Possible Lesson Breakdown: Lesson 1 – What are hot deserts like Lesson 2 – Location of hot deserts around the world Lesson 3 – Why are hot deserts found in certain locations extended writing Lesson 4 – Collective feedback Explaining the location of hot deserts Lesson 5 – Explaining the location of hot deserts Knowledge test Lesson 6 – What is desertification Lesson 7 – Causes of desertification Lesson 9 – Impacts of desertification (teacher assess) Lesson 10 – Individual feedback lesson flexibility Lesson 11 – Final knowledge test and feedback</p>		<p>Unit Knowledge (key terms in bold)</p> <ul style="list-style-type: none"> The characteristics of hot deserts (rainfall, temperature, limited vegetation). The location of hot deserts around the world (30 degree latitude) The reasons why deserts are found in different places around the world: Hadley Cells, rain shadow effect, prevailing wind direction. The role of high pressure and low pressure in Hadley cells. The causes of desertification (climate change, deforestation, animal grazing, farming). The impacts of desertification around the Gobi Desert 	<p>Writing Tasks</p> <p>Why are hot deserts found in certain locations?</p> <p>Impacts of desertification</p> <hr/> <p>Reading Tasks</p> <p>Impacts of desertification</p>
<p>Assessment: Lesson 5 Knowledge Test Lesson 11 Knowledge Test</p>	<p>Feedback Lesson 4 Collective feedback Lesson 10 Individual feedback</p>	<p>Geographical Skills</p> <ul style="list-style-type: none"> Using aerial photographs Using maps on a range of scales Interpreting data to make decisions describing human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs 	<p>CEIAG</p> <ul style="list-style-type: none"> Use of satellite images Use of different forms of maps Using maps to gather information and data Influence of climate change on people around the world Impact of environment on migration How engineering strategies can influence the environment. <p>Career industry/ sector link Climatology Engineering</p>



Notes
 This unit expands on students understanding of climatic factors developed in Year 7 and early in Year 8 to explain the reasons why hot deserts are located in certain parts of the world.
 Students also expand their knowledge of the impacts caused by climate change and deepen their understanding of how people interact and influence the world around them.

<p>Key Knowledge Themes: Changing weather and climate: Climatic factors leading to deserts (Hadley cells, rain shadow, prevailing winds) Global Ecosystems: Distribution and characteristics of hot deserts. The causes of desertification. People and where they live: The migration of people caused by desertification. Resources and their management/global economic development: The causes and impact of desertification Place knowledge: Physical geography of China. A connected world: Impact of resource use and climate change on desert regions.</p>
<p>Links to Prior Learning: KS2 (based on primary experience): Global Ecosystems: Yr 7 – Exploring the Arctic Factors affecting the distribution of ecosystems, the components of ecosystems. People and where they live Yr 7 – Urbanisation in India The causes of migration and population growth. Changing weather and climate: Yr 8 – Climate disaster Evidence of climate change and causes of climate change. The impact of climate change around the world.</p>
<p>National Curriculum Links: Extend their knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China). Understand geographical similarities, differences and links between places through the study of human and physical geography within a region of Asia. Physical geography relating to: weather and climate Human geography relating to: international development, the use of natural resources</p>