

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn Term</b>  <b>Half Term 1 and 2</b>	<p>'How sustainable are urban areas?'</p> <ul style="list-style-type: none"> <li>Pupils will use a variety of OS maps to develop their knowledge of Manchester.</li> <li>Choropleth maps showing inequality in Manchester will be produced.</li> <li>East Manchester past decline and regeneration will be studied.</li> <li>Pupils will apply their knowledge of urban areas to a contrasting city; Mumbai and consider ways slums can be sustainable.</li> <li>Successful Learners Programme – revision strategies: flash cards, quizzing and brain dumps.</li> </ul>	<ul style="list-style-type: none"> <li>An extended piece of writing will be completed and feedback provided; To what extent are urban areas sustainable?</li> <li>An end of unit assessment will be completed, with a range of short and long answer questions.</li> <li>Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will gain a deeper understanding of urban areas, which will support future learning in later Year 8 topics but also at KS4.</li> <li>Studying Manchester will provide pupils with a more developed knowledge of the city they live in and the social, economic and environmental challenges faced in the past</li> <li>Comparing Manchester with Mumbai will give pupils the opportunity to grow a greater appreciation for other urban living conditions around the world.</li> <li>Subject themes covered in this unit include; map skills, diversity/inequality and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Key word glossary and key word test.</li> <li>Reading/listening to a letter to enhance knowledge.</li> <li>Extended piece of writing on urban sustainability; success criteria with key words to use will be provided to pupils .</li> <li><b>Oracy opportunity</b> – discussion of challenges and opportunities in Dharavi before extended writing. A whole lesson has been allocated to this. It includes student talk tactics.</li> </ul>

<p><b>Spring Term</b></p> <p><b>Half Term 3</b></p>	<p>How can water shape the land? Pupils will learn about rivers:</p> <ul style="list-style-type: none"> <li>• The drainage basin</li> <li>• Long and cross profile</li> <li>• River processes – erosion, transport and deposition</li> <li>• River landforms – waterfalls and meanders</li> <li>• Causes of flooding</li> <li>• On-site fieldwork – infiltration.</li> <li>• hydrographs</li> <li>• Flood management – hard and soft engineering</li> <li>• Glaciation – processes and landforms</li> </ul>	<ul style="list-style-type: none"> <li>• River landform question (describe and explain the formation)</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding processes such as erosion, transport and deposition within rivers will be built upon in a Coasts topic.</li> <li>• Skills will include image interpretation, drawing diagrams, OS map skills and hydrographs.</li> <li>• Subject themes covered include; map skills, processes, sustainability and conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Key word glossary and key word test</li> <li>• <b>Oracy opportunity</b> – articulate for key words and pupils practice explaining the processes leading to landform formation.</li> </ul>
<p><b>Spring Term</b></p> <p><b>Half Term 4</b></p> <p><b>Summer Term</b></p> <p><b>Half term 5</b></p>	<p>What opportunities and challenges does Population Change bring?</p> <ul style="list-style-type: none"> <li>• Population change</li> <li>• Distribution</li> <li>• Population pyramids</li> <li>• Population management – UK ageing population and China’s 2 child policy</li> <li>• Migration</li> <li>• Successful Learners Programme – revision strategies 2: flash cards, quizzing and brain dumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Population pyramid assessment</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• This will add to knowledge covered in the Development topic in Year 7</li> <li>• Geographical themes: skills geographical processes (population change), sustainability, conflict and diversity.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Choropleth maps</li> <li>• Line graphs</li> <li>• Bar charts</li> <li>• Population pyramids</li> </ul>	<ul style="list-style-type: none"> <li>• Key word glossary and key word test.</li> <li>• A guided reading on migration.</li> <li>• <b>Oracy</b> – discussion – is the 2-child policy fair? Using concept cartoons.</li> </ul>

<p><b>Summer Term Half Term 6</b></p>	<p>How does coastal management create conflict?</p> <ul style="list-style-type: none"> <li>• Waves and tides</li> <li>• Coastal processes – weathering and erosion, transport (including longshore drift), deposition</li> <li>• Coastal landforms – erosion and deposition (spits)</li> <li>• GIS – spits.</li> <li>• OS map skills</li> <li>• Coastal management strategies – hard and soft engineering (including managed retreat)</li> <li>• Mappleton case study</li> <li>• Decision Making Exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Year 8 Exam – testing knowledge from all of y8 and y7.</li> <li>• Decision Making Exercise to be teacher assessed.</li> <li>• Geographical themes task where pupils show how their learning fits into our Fairfield Geographical Themes.</li> </ul>	<ul style="list-style-type: none"> <li>• This will build on knowledge of geographical processes from earlier in the year. Where the focus in Rivers was the processes, here it will be more on the management.</li> <li>• Wherever possible, OS map skills are included to support in the securing of these skills.</li> <li>• GIS activities become more challenging, building on earlier, more simple activities.</li> <li>• Key geographical themes: Place and locational knowledge, geographical skills, geographical processes, conflict and diversity, sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Key word glossary and key word test.</li> <li>• Oracy – bullseye to be used for explaining processes that lead to landform formation.</li> <li>• Concept cartoons and talk tactics to be used for preparation for DME.</li> </ul>
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