



<b>Golden Threads</b>	<b>Enrichment</b>	<b>Review and Evaluation</b>
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
<b>Term 1</b>	<p>Year 8 begin by exploring river processes to understand how rivers work and the key physical processes involved in the journey of a river from its source to mouth. This will examine how physical processes shape the earth's surface and change physical landscapes. Key landforms will be identified throughout the different stages of the river.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> <li>• Upper, middle and lower course of the river including core UK case study the River Tees in the Pennines</li> <li>• How the water cycle works and how it influences river processes</li> <li>• Fluvial processes – erosion, transportation and deposition</li> <li>• The drainage basin and key features</li> <li>• River landforms including waterfalls, gorges, rapids, meanders, oxbow lakes and deltas</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>• Carefully planned lessons and schemes of work</li> <li>• Class discussions and debates</li> <li>• Group work activities</li> <li>• Independent tasks</li> <li>• Extended writing opportunities</li> <li>• Assessments</li> <li>• A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>• Quizzes</li> <li>• Creative activities</li> <li>• Educational games</li> <li>• Research tasks</li> <li>• Questioning and curiosity</li> <li>• Core case studies and real-world examples</li> </ul>	<p>Students will complete a 25-minute content test based around core knowledge learnt surrounding the physical processes involved in rivers from source to mouth including fluvial processes and formation of river landforms. This will involve a range of fill in the gaps, multiple choice questions and labelling diagrams.</p>	<p>Students regularly confuse their understanding of weathering and erosion and the key definitions for these. There is a high number of keywords which are required to understand and access during this unit of work which students may get mixed up or struggle to retain. This is addressed through the regular application of these key terms and knowledge recall throughout the scheme of work.</p>	<p>Water cycle Precipitation Evaporation Drainage basin Source Mouth Tributary Confluence Estuary Erosion Weathering Hydraulic action Abrasion Attrition Solution Transportation Traction Saltation Suspension Deposition Sediment Waterfall Plunge pool Meander Oxbow lake Impermeable rock</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>• Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>• Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>• Assessment for learning through formative and summative activities</li> <li>• Questioning (both open and closed) of students in class</li> <li>• Book looks</li> <li>• Consistent teaching strategies and approaches to learning and teaching</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Feedback lessons following assessments using the departmental feedback system</li> <li>• Class quizzes</li> </ul>



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Term 2	<p>In term 2, the ideas and concepts surrounding rivers will be furthered. Students will examine how river processes influence and effect people across the world. This will analyse how humans interact with physical processes and the dependency and importance of rivers around the world. Students will gain an awareness about how different communities and cultures rely on rivers and the importance of different river processes in their daily lives.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> <li>How do people use rivers – food, water, culture and futures. Includes core global case studies: The river Mekong in Asia, The river Nile in Africa and the Amazon River in Brazil</li> <li>Why do rivers flood?</li> <li>The impacts of flooding on communities including a core UK case study: Boscastle floods, 2004</li> <li>River Management including soft and hard engineering strategies</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>Carefully planned lessons and schemes of work</li> <li>Class discussions and debates</li> <li>Group work activities</li> <li>Independent tasks</li> <li>Extended writing opportunities</li> <li>Assessments</li> <li>A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>Quizzes</li> <li>Creative activities</li> <li>Educational games</li> <li>Research tasks</li> <li>Questioning and curiosity</li> <li>Core case studies and real-world examples</li> </ul>	<p>Students will complete an extended writing task surrounding flooding and its associated impacts. This will involve a 40-minute extended writing task by which students will need to draw on their core UK case study of Boscastle to discuss overall how severe flooding impacts can be. An awareness of social, economic and environmental impacts will be required as well as river management and the future proofing of rivers.</p>	<p>Students struggle to visualise the challenges and difficulties of people living around the world. As people live in many different situations worldwide, students may find it difficult to grasp that it is acceptable to have varying living standards and quality of life covers a wide range of measures and commonalities. This is supported using videos and pictures to help them understand how different cultures live and offer first hand perspectives and experiences to broaden students' understandings and perspective of people around the world.</p>	<p>Cause Effects Response Management Social Economic Environmental Political Threats Culture Resources Flash flooding Hydrograph Hard engineering Soft engineering Afforestation Levees Dams Reservoirs Diversion channels</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>Assessment for learning through formative and summative activities</li> <li>Questioning (both open and closed) of students in class</li> <li>Book looks</li> <li>Consistent teaching strategies and approaches to learning and teaching</li> <li>Peer assessment</li> <li>Self-assessment</li> <li>Feedback lessons following assessments using the departmental feedback system</li> <li>Class quizzes</li> </ul>



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Term 3	<p>The next core topic which year 8 will explore is surrounding global populations and levels of development around the world. Students will begin by exploring key concepts and ideas such as global development gaps, population distribution and how populations have changed over time.</p> <ul style="list-style-type: none"> <li>The core knowledge and key facts of this topic are:</li> <li>What is development?</li> <li>How is development measured (indicators)?</li> <li>The Human Development Index (HDI)</li> <li>Global populations and distributions</li> <li>Demographic Transition Model (DTM)</li> <li>Modelling populations and predictions for the future</li> <li>Factors for a changing population</li> <li>Population changes and distribution in the UK</li> <li>Population changes in Africa</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>Carefully planned lessons and schemes of work</li> <li>Class discussions and debates</li> <li>Group work activities</li> <li>Independent tasks</li> <li>Extended writing opportunities</li> <li>Assessments</li> <li>A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>Quizzes</li> <li>Creative activities</li> <li>Educational games</li> <li>Research tasks</li> <li>Questioning and curiosity</li> <li>Core case studies and real-world examples</li> </ul>	<p>Students will undertake a series of questions utilising sources of information to explore key data surrounding global population change. Students will need to manipulate and extract this data to develop a range of answer for 4- and 6-mark questions, justifying their ideas with own knowledge gained during the lessons.</p>	<p>Common misconceptions include the idea that you can apply a one size fits all solution to promoting development in a country due to the historical progression of more developed nations. However, countries are starting to skip certain phases and seek development through different sources. Population growth is also perceived as a problem rather than an opportunity, whilst this can strain resources it is important students are aware that the balance between development and populations are complex and unique. Addressing these misconceptions requires a comprehensive and interdisciplinary approach that considers the multi-dimensional nature of population change and development.</p>	<ul style="list-style-type: none"> <li>Development</li> <li>Globalisation</li> <li>Sustainable development</li> <li>Economic development</li> <li>Social development</li> <li>Human Development Index</li> <li>Rural-urban migration</li> <li>Poverty</li> <li>Inequalities</li> <li>Foreign aid</li> <li>Infrastructure</li> <li>Population pyramids</li> <li>Culture</li> <li>Environmental concerns</li> <li>Population growth</li> <li>Population decline</li> </ul>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>Assessment for learning through formative and summative activities</li> <li>Questioning (both open and closed) of students in class</li> <li>Book looks</li> <li>Consistent teaching strategies and approaches to learning and teaching</li> <li>Peer assessment</li> <li>Self-assessment</li> <li>Feedback lessons following assessments using the departmental feedback system</li> <li>Class quizzes</li> </ul>



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Term 4	<p>The knowledge gained in term 3 will be further consolidated through case studies including the horn of Africa, Central America, India and the UK. This will allow students to explore different areas of the world which allows them to apply the concepts they have gained in the previous term to specific examples.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> <li>Population changes and distribution in the UK</li> <li>Population changes in Africa</li> <li>Migration</li> <li>Emigration</li> <li>Refuge</li> <li>Push and pull factors</li> <li>Nomadic life</li> <li>Horn of Africa</li> <li>US-Mexico border challenges and opportunities</li> <li>Kibera Slum</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>Carefully planned lessons and schemes of work</li> <li>Class discussions and debates</li> <li>Group work activities</li> <li>Independent tasks</li> <li>Extended writing opportunities</li> <li>Assessments</li> <li>A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>Quizzes</li> <li>Creative activities</li> <li>Educational games</li> <li>Research tasks</li> <li>Questioning and curiosity</li> <li>Core case studies and real-world examples</li> </ul>	<p>Students will complete an extended piece of writing exploring the opportunities, challenges and future of Kibera slum. Students will need to utilise the knowledge gained from their case study to detail what life is like in Kibera and how challenges are managed. Students will need to utilise their own knowledge as well as develop opinions to expand their answers.</p>	<p>Managing populations around the world is a complex task, and various misconceptions can arise including a focus on population control as a primary goal of managing populations through a one size fits all approach. Students may also blame a number of global challenges e.g. resource security, on overpopulation rather than through poor human management strategies and geopolitics. Certain words may possess a negative association such as migration and emigration which are used widely in the media. Addressing these misconceptions requires a nuanced, evidence-based and culturally sensitive approach which goes beyond simplistic views. This will recognise interconnectedness of demographic trends with broader social, economic and environmental concepts.</p>	<p>Kenya Kibera Africa Slum Poverty line India Asia Mumbai Dharavi Food insecurity Rural poverty Urban poverty Absolute poverty Relative poverty Income inequality Mexico USA Border Piracy Horn of Africa Opportunities Challenges</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>Assessment for learning through formative and summative activities</li> <li>Questioning (both open and closed) of students in class</li> <li>Book looks</li> <li>Consistent teaching strategies and approaches to learning and teaching</li> <li>Peer assessment</li> <li>Self-assessment</li> <li>Feedback lessons following assessments using the departmental feedback system</li> <li>Class quizzes</li> </ul>



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Term 5	<p>Year 8 's final topic explores natural resources which is divided into renewable (like sunlight and wind) and non-renewable (such as fossil fuels and minerals) resources. They grasp the significance of these resources for human survival and economic development, alongside the importance of conservation methods like recycling. Students explore the impact of human activities on resource depletion and climate change, emphasizing the need for sustainable development practices.</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> <li>• What are fossil fuels</li> <li>• Types of fossil fuels</li> <li>• Location and distribution of fossil fuels</li> <li>• The benefits and challenges of fossil fuels</li> <li>• What is renewable energy</li> <li>• Types of renewable energy</li> <li>• The benefits and challenges of renewable energy</li> <li>• Climate change: what is it, how it works and the impacts</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>• Carefully planned lessons and schemes of work</li> <li>• Class discussions and debates</li> <li>• Group work activities</li> <li>• Independent tasks</li> <li>• Extended writing opportunities</li> <li>• Assessments</li> <li>• A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>• Quizzes</li> <li>• Creative activities</li> <li>• Educational games</li> <li>• Research tasks</li> <li>• Questioning and curiosity</li> <li>• Core case studies and real-world examples</li> </ul>	<p>Students are tasked with a research opportunity surrounding a specific type of renewable energy. After an introduction, students will complete research to explore their selected renewable energy source including; what it is, how it works, advantages/ disadvantages, where in the world it is used and an evaluation as to its overall effectiveness. This is then formally presented in a leaflet.</p>	<p>Students may harbour various misconceptions throughout this topic. Students commonly believe that fossil fuels are an unlimited resource, leading to an underestimation of the need for conservation and sustainable energy alternatives. Students also believe that renewable energy sources are unreliable and have intermittency issues. Students see renewable energy sources as a more expensive option compared with non-renewable sources. It is important that students are taught the longer-term benefits of renewable energy compared with non-renewable sources, increasing efficiency and sustainability. It is crucial these misconceptions are addressed to develop a better understanding of energy systems and promoting informed decisions regarding sustainability and environmental stewardship.</p>	<p>Fossil fuels</p> <p>Coal</p> <p>Oil</p> <p>Natural Gas</p> <p>Greenhouse gas emissions</p> <p>Carbon dioxide</p> <p>Methane</p> <p>Non-renewable</p> <p>Extraction</p> <p>Refining</p> <p>Renewable energy</p> <p>Solar energy</p> <p>Wind energy</p> <p>Hydroelectric power</p> <p>Biomass</p> <p>Geothermal energy</p> <p>Sustainability</p> <p>Energy efficiency</p> <p>Conservation</p> <p>Climate change</p> <p>Global warming</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>• Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>• Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>• Assessment for learning through formative and summative activities</li> <li>• Questioning (both open and closed) of students in class</li> <li>• Book looks</li> <li>• Consistent teaching strategies and approaches to learning and teaching</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Feedback lessons following assessments using the departmental feedback system</li> <li>• Class quizzes</li> </ul>



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Term 6	<p>Through case studies and examples, students will deepen their knowledge surrounding resource management using core case studies. Students will explore the USA and Russia and how they utilise, trade and acquire resources. Students will consider the positives and negatives of different uses of resources and the impact this has on social, economic and environmental impacts. They will understand global resource distribution, geopolitics and the necessity of international cooperation</p> <p>The core knowledge and key facts of this topic are:</p> <ul style="list-style-type: none"> <li>• Introduction the USA</li> <li>• Energy distribution in the USA</li> <li>• Types of energy and usage in the USA</li> <li>• Changing energy demands in the USA</li> <li>• Introduction to Russia</li> <li>• Russia's physical landscape</li> <li>• Russia's challenge to accessing natural resources</li> <li>• Russia and conflict of natural resource distribution</li> </ul>	<p>Students will gain and develop this knowledge through:</p> <ul style="list-style-type: none"> <li>• Carefully planned lessons and schemes of work</li> <li>• Class discussions and debates</li> <li>• Group work activities</li> <li>• Independent tasks</li> <li>• Extended writing opportunities</li> <li>• Assessments</li> <li>• A variety of learning resources such as videos, pictures, extracts, eyewitness accounts, stories</li> <li>• Quizzes</li> <li>• Creative activities</li> <li>• Educational games</li> <li>• Research tasks</li> <li>• Questioning and curiosity</li> <li>• Core case studies and real-world examples</li> </ul>	<p>Students will create a climate graph of Dallas, Texas. Once the graph has been created, students need to analyse the data to answer a series of questions surrounding the climate of the area and what appropriate renewable energy sources could be installed here. Students will need to justify their decisions based on their own knowledge</p>	<p>One common misconception is the idea that the USA and Russia are entirely self-sufficient in energy production, ignoring the country's reliance on imported oil and gas. Additionally, students may mistakenly believe that renewable energy sources like solar and wind power are not viable options for large-scale energy production in the USA, overlooking the significant growth and potential of these sectors. There could also be a misconception that fossil fuels are the only reliable source of energy, disregarding the advancements in renewable energy technologies and their increasing affordability. These misconceptions are addressed through a thorough exploration of the of these countries and their energy usage to understand the global interdependence countries have to meet their energy demands.</p>	<p>Geopolitics</p> <p>North America</p> <p>Russia</p> <p>Physical features</p> <p>States</p> <p>Climate graphs</p> <p>Nuclear power</p> <p>Advantages</p> <p>Disadvantages</p> <p>Protection</p> <p>Treaties</p> <p>Conservation</p> <p>Shale gas</p> <p>Fracking</p> <p>Natural gas exploration</p> <p>Electric vehicles</p> <p>Energy infrastructure</p> <p>Energy security</p> <p>Carbon emissions regulation</p> <p>Renewable energy development</p> <p>Energy diplomacy</p>	<p>There is the opportunity for learning and knowledge to be acquired through several different classroom strategies. These include:</p> <ul style="list-style-type: none"> <li>• Regular classroom discussions to promote the opportunity for students to articulate their ideas</li> <li>• Fortnightly homework quizzes set through Microsoft forms which are auto marked and reviewed by class teachers</li> <li>• Assessment for learning through formative and summative activities</li> <li>• Questioning (both open and closed) of students in class</li> <li>• Book looks</li> <li>• Consistent teaching strategies and approaches to learning and teaching</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Feedback lessons following assessments using the departmental feedback system</li> <li>• Class quizzes</li> </ul>