



Pathway
2,3,4

Year 8

Term Summer 1 and 2

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

Our learners will learn to understand rivers, their uses, features and effect on the environment. Our learners will get the chance to study the water cycle, find out how rivers are formed, explore the journey of a river from source to mouth, investigate why rivers are important and what they are used for, river pollution and its effects, as well as choosing a river around the world to investigate in depth.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

what is the key concept pupils need to take away / understand

what is the key concept pupils need to take away / understand

what is the key concept pupils need to take away / understand

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers,

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Knowledge:	<p>what information / facts will the pupils be learning</p> <p>Do children understand why the water cycle is an important process on our planet?</p> <p>I can use key words to describe different places and environments.</p> <p>Can children explain what a river is?</p> <p>Can children describe some river uses?</p> <p>Do children understand some of the causes of water pollution?</p> <p>Can children ask geographical questions?</p> <p>To understand the effect of flooding</p>	<p>what information / facts will the pupils be learning</p> <p>Do children understand the steps involved in the water cycle?</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Do children know some of the features of a river?</p> <p>Can children use secondary sources to find out information?</p> <p>Do children understand the effect water pollution has on the environment?</p> <p>Can children use secondary sources of information to find out answers to specific questions?</p> <p>To understand the effects of flooding</p>	<p>what information / facts will the pupils be learning</p> <p>Can children explain the water cycle in their own words?</p> <p>I can use a map to find seaside locations.</p> <p>Can children explain the processes of erosion, transportation and deposition?</p> <p>Can children support their points with statistics and specific data?</p> <p>Are children able to think about water pollution on local and global scales?</p> <p>Can children use the internet to help them with a geographical enquiry?</p> <p>To understand the effect of flooding</p>

<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent inquirers – students to show independence in what they include in their work</p>
<p>Language and/or communication skills:</p>	<p>what 'words' will pupils learn and be able to apply</p>	<p>what 'words' will pupils learn and be able to apply</p>	<p>what 'words' will pupils learn and be able to apply</p>
<p>Curricular Links</p>	<p>Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities</p>		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			
10			
11			
12			
13			
14			

Talking points

Implementation

Impact