




# YEAR 8 2023 -2024 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Rivers & Flooding

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 8, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<ul style="list-style-type: none"> <li>• The term 'landscape' comprises the physical, biological and human elements of a place or view. Landscapes are important in shaping people's lives.</li> <li>• Geology is a significant factor in the development of UK landscapes.</li> <li>• The physical geography of the UK is shaped by a range of processes including weathering, erosion and deposition. These processes are part of the rock cycle.</li> <li>• Distinctive processes and landforms are associated with rivers.</li> <li>• The physical landscape has a significant impact on patterns and processes in human geography, affecting human activity and settlement.</li> <li>• Maps and photos – particularly OS and atlas maps – are useful to geographers in interpreting and understanding physical landscapes.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<b>SMSC:</b> Tolerance <b>PSHE/British Values:</b> empathy to others, <b>Skills Builder:</b> OS maps / photo interpretation / sketch maps
<b>Numeracy</b>	
<b>Literacy</b>	<b>Vocabulary Tier 2:</b> <i>Command words are used frequently. These are defined before any key piece.</i> <b>Vocabulary Tier 3:</b> <i>Subject-specific keywords are defined by students from their learning journey.</i> <b>Reading:</b> Guided Reading of the water cycle <b>Writing:</b> Big Write based on the journey of a river from source to mouth. <b>Oracy:</b> presentations on engineering options.
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Urban Planning / Environment Agency / UK Government / Aid organisations / Sustainability Officers / Green engineering.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking. <b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. <b>By Intervention:</b> by providing different levels of supervision and support. <b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning.
<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• understand the stores, transfers of the water cycle</li> <li>• understand the drainage basin water cycle operates as an open system</li> <li>• describe and explain the characteristics of a river as it flows from source to mouth</li> <li>• describe and explain river landforms along the course of the river</li> <li>• understand how and why rivers are important in the UK and globally</li> <li>• give the physical causes and human causes of flooding</li> <li>• describe and explain hard and soft engineering schemes in order to</li> <li>• reduce flooding</li> <li>• evaluate river management schemes in order to reduce flooding</li> </ul>

	<ul style="list-style-type: none"> <li>• apply my knowledge learned to a local river case study</li> <li>• be aware of the future careers linked to this topic.</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> 
<b>Current learning to be developed in the future within:</b>	This topic will be revisited in Y11 for those students opting to study Geography at GCSE.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.