



# YEAR 8 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Ecosystems

<b>Curriculum Intent</b>	<b>In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/Assessment Objective Links</b>	<p>Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.</p> <p>To understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Cultural differences in different biomes. Effects of human behaviour on animals.</p> <p><b>PSHE:</b> Moral decisions re climate change and exploitation of Antarctica / deserts.</p> <p><b>British Values:</b> Democracy and the power of government e.g. Antarctic Treaty</p>
<b>Numeracy</b>	<b>Climate graphs.</b>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Describe, explain, identify, cause, effect, response, compare and contrast</p> <p><b>Vocabulary Tier 3:</b> Ecosystem, Biome, Habitat, Biotic, Abiotic, Adaptation, Global Atmospheric Circulation.</p> <p><b>Reading:</b> Guided Reading pre Big Write.</p> <p><b>Writing:</b> Big Write x 2</p> <p><b>Oracy:</b> Making animals explanation.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Environmentalist, working in energy and trade (inc Palm Oil products)
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><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. Refer to Scheme of learning.</p> <p><b>By resource:</b> Worksheets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end. Resources may be adapted to support students in S band for example.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><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.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	<p>To know what an ecosystem is</p> <p>To know where the world's major ecosystems are located</p> <p>To know where the world's cold environments are located and why</p> <p>To understand what the worlds cold environments are like</p> <p>To understand where Antarctica is and what happens in Antarctica.</p> <p>To be able to empathise with conditions in a different (cold) environment.</p> <p>To be able to understand the formation of glacial landforms</p> <p>To know what desert environments are like and why.</p> <p>To know how plants and animals adapt to the desert.</p> <p>To understand that The Sahara is only ONE of Africa's many biomes</p> <p>To be able to assess your ecosystems understanding</p>
<b>Learning Outcomes (Knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	<p>GCSE – The Living World</p> <p>A Level – Physical – Water and Carbon Cycles</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p> <p>Ongoing AFL and PLCs.</p>

**Impact**

Attainment and Progress – Refer to assessment results / data review documentation.  
Progress, knowledge and understanding assessed through AFL and PLCs.