




YEAR 8 Spring TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Rivers & Flooding

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

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