

YEAR 8 - Sequencing my learning

So what really is development? And can it be applied to our understanding of a fragile ecosystem, or a frozen planet? Or is it more visual in some of the world's megacities? Let's go on a geographical journey to seek the answer!

My geography journey begins globally by exploring how and why development is uneven. I am able to draw on my map skills from Year 7 and my understanding of place to do this. I get to go back in time to understand more about why development is still hard for some countries today. I then move onto fragile ecosystems where I discover the threats that are facing some of the world's important ecosystems and interleave my map skills and development knowledge to know why they are fragile. From here my journey continues to the frozen planet where I get to explore physical processes introduced in Year 7 and understand what makes our frozen planet so fantastic. This topic allows me to go global but also think local. My journey pauses with people and distributions. It is here that my learning journey comes together and I get to use all the skills I have acquired to explore the how and why the world is becoming more urban.

<p><b><u>Development: Life on four levels?</u></b>  <b>12 weeks</b> <i>Local fieldwork opp.</i></p> <ol style="list-style-type: none"> <li>1. What is development?</li> <li>2. How can development be measured?</li> <li>3. How can scatter graphs help us understand development?</li> <li>4. Why do people live in poverty?</li> <li>5. The dangers of a single story: challenges and opportunities in Africa.</li> <li>6. SDGs their strengths and weaknesses for development.</li> <li>7. Closing the development gap – Uganda and volunteer work.</li> </ol>	<p><b><u>Fragile Ecosystems?</u></b>  <b>7 weeks</b> <i>Local fieldwork opp. (Guest speaker or Chick Sands?)</i></p> <ol style="list-style-type: none"> <li>1. Introduction to ecosystems: recent event?</li> <li>2. Where and what are the major global ecosystems?</li> <li>3. The nutrient cycle</li> <li>4. Physical and human geography of Ghana.</li> <li>5. Climate of Ghana – geographical skills.</li> <li>6. Causes of deforestation in Ghana.</li> <li>7. Climate change and Ghana.</li> </ol>	<p><b><u>Frozen planet</u></b>  <b>11 weeks (SDL Project)</b></p> <ol style="list-style-type: none"> <li>1. How did ice shape the planet?</li> <li>2. Glacial processes.</li> <li>3. Causes, effects and management of avalanches.</li> <li>4. Ouzi preservation.</li> <li>5. Tourism in a glaciated area: The Lake District.</li> <li>6. Erosional landforms.</li> <li>7. Depositional landforms.</li> <li>8. Antarctica.</li> <li>9. Svalbard: opportunities and challenges.</li> </ol>	<p><b><u>Where are all the people?</u></b>  <b>9 weeks (Investigation of megacities)</b></p> <ol style="list-style-type: none"> <li>1. Where do all the people live? The rise of the megacities.</li> <li>2. What is 'Easternization'?</li> <li>3. How do monsoons form?</li> <li>4. Kerala: case study of monsoon.</li> <li>5. Life in a megacity: urbanisation and globalisation.</li> <li>6. Life in a megacity: Bangalore: challenges and opportunities.</li> </ol>
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*Some big questions may deviate from those listed above to reflect local issues or world events – see learning journey diagram to discover how your geography is connected – the interleaving of old and new knowledge will be required, encouraged and supported to interleave their knowledge – skills of geographers!*