

EMMANUEL COLLEGE

THE GEOGRAPHY DEPARTMENT

Year 8



Year 8	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1
Unit Title	Rocks and Resources	Development	Africa
Key Question(s)?	How does rock type influence landscape and how do we make use of rock resources?	How and why do countries' levels of development vary?	What explains the diversities of landscapes and people in the continent of Africa?
Threshold Concepts	<p>Rocks and resources are unevenly distributed around the world and are important in our world today. They can be separated into three categories; igneous, metamorphic and sedimentary.</p> <p>The earth's rocks do not stay the same forever. They are continually changing because of processes such as weathering, erosion and large earth movements. The rocks are gradually recycled over millions of years. This is called the rock cycle.</p> <p>There are several advantages and disadvantages of limestone quarrying in the UK which can be categorised into social, economic and environmental factors.</p>	<p>Development is the process of change for the better, improving people's lives. It is happening all over the world. Some places develop fast, others are restricted in their ability to develop for many reasons.</p> <p>Key characteristics of highly developed countries (High Income Country/HIC) are: access to clean water, education, employment, healthcare and governance. Less developed countries (Low Income Country/LIC) often lack one or more of these things.</p> <p>A person is considered poor if their income level falls below the minimum level needed to meet basic needs which is estimated by the World Bank as being less than \$1.90 a day.</p> <p>Development Goals are a global action plan made by the United Nations member states in 2015. There are 17 'goals' to be met by 2030. If met, this would mean an end to extreme poverty, inequality and climate change.</p> <p>What explains the diversities of landscapes and people in the continent of Africa?</p>	<p>Africa is the world's second largest continent, both for area and population. Africa is 30.1 million km squared and has a population of approximately 1.1 billion people.</p> <p>Africa is so huge it has vastly different climates and some very interesting physical features.</p> <p>A biome is a large are of land or region which has its own distinct climate, plants, animals and vegetation. Africa has four main biomes; the hot desert, the semi-desert, the savannah grassland and the rainforest.</p>
Link to Prior Learning	This is a topic that will have limited input at KS1 & KS2. Students will be able to use this newly gained knowledge	This topic builds on the work that students know about both human and physical geography including settlement patterns, climate,	Students should have studied the physical and human geography of a region of the UK, Europe and North or

	to help explain patterns of human settlement, development and land use across the world.	biomes, hazards and regional/area studies from KS1 & KS2. They now use this prior knowledge to explain development patterns and associated issues from across the world.	South America (at KS2). This unit follows on from this work and allows the students to expand their world knowledge with a focus on the continent of Africa.
Year 8	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
Unit Title	The Horn of Africa	Coastal Processes and Landscapes	
Key Question(s)?	What unique challenges are presented in the region of the Horn of Africa?	How are coastal landscapes created and what are the challenges of living at the coast?	
Threshold Concepts	<p>The Horn of Africa is a distinct region of the north west of the continent of Africa. There are four main countries: Djibouti, Eritrea, Ethiopia and Somalia.</p> <p>Coffee has been grown in Ethiopia for over 100 years. It is Ethiopia's biggest export and many people rely on it to make a living.</p> <p>Nomads have no fixed place to live. Instead they travel across their region, rearing animals and selling their meat and hides to make a living.</p> <p>Salt mining takes place in the Danakil Depression area of the Horn of Africa. This area is extremely hot and a hostile place for humans as well as animals.</p>	<p>The coastline is where the land, sea and atmosphere meet and interact.</p> <p>Our coastline is a very dynamic place. It is shaped by both physical and human influences. One of the biggest issues that faces our coastline is rapid erosion. Some places suffer more than others.</p> <p>Waves are caused by the wind blowing over the surface of the sea and dragging the surface particles of water. The bigger the sea or ocean, the stronger the winds, and therefore the more powerful the winds are likely to be. The distance that the wind blows over is called the fetch.</p> <p>The gravitational pull of the moon as it travels around the earth attracts the sea and pulls the water to one side of the ocean. High tides occur approximately every twelve and a half hours with low tides in-between.</p> <p>There is a need to protect some areas of coast from coastal flooding, we can do this by trying to keep the sea back or reduce the energy of the waves when they arrive. This is done by either hard or soft engineering.</p>	
Link to Prior Learning	This topic links to the Africa unit taught during the last half term. It allows a closer more focused study of a small region of the African continent focusing on both the physical and human geography of contrasting areas within.	Students will not have studied a coastal environment at any depth in KS1 & KS2. This unit introduces students to the basics of the natural and human processes that take place along our coastline. It provides students with the opportunity to compare and contrast the work on rivers and river processes that was studied during Year 7.	
Knowledge and Sequencing Rationale	The intention of the Year 8 curriculum is to broaden their horizons and build upon and develop their knowledge and skills which underpin the next phase of their learning. Resources is a central topic within our curriculum due to its importance of reminding students that the way we live isn't fixed; it's constantly changing and it is crucial to be aware that we are in control of those changes. It ties into challenges we face, on a local and global scale, and provides opportunities for students to leave their community and world better than they found it. The intention is to shape the students' outlook on the world and open their eyes to the detrimental consequences we can have on the environment, economy and society alike. Like the challenges discussed in the Horn of Africa		

topic, these provide opportunities to reiterate that their purpose isn't about telling the students that what we are doing is bad; it's about giving them the facts and putting the responsibility back onto them, as never before have we had such an awareness of what we're doing to the planet, and never before have we had the power to do something about it. It is important to restate for children that 'knowledge is power' but that, without action, nothing changes. In an era of an interconnected, but very much embryonic, globalised world, the young will champion the issues and hold the generations before to account if we, at Emmanuel College, do our jobs right.

Through the topic of Development, students should become aware of increasingly complex geographical systems in the world around them and to become equipped as global citizens as it looks at the interactions between places and the networks created by flows of information, people and goods. The topics of Africa and The Horn of Africa provide a platform for breaking down misconceptions around the continent before introducing new information on the unparalleled diversity of the physical landscape, the languages, peoples and nations among some of the most heavily urbanised places on the entire planet. This deep dive into specific regions increases the relevance of the curriculum's key concepts: location; scale; planning and decision making; environmental interactions and physical and human processes. 'Coastal landscapes' is littered with geographical skills and provides the jewels in the curriculum, allowing the department to discover the students' misconceptions from their Year 7 knowledge before introducing new information and learning experiences that help to take them beyond (rather than repeat in an unplanned way) what they already know. The content in Year 8 introduces new concepts which will be a stepping stone for topics within our KS4 and KS5 curriculum – resource management, the living world, and global systems and global governance.