Medium Term Plan Year 8 - Global Development SOW

Unit planning and evaluation sheet:

1.Coasts

Year 8 Unit 2	**Title: Global Development**

Why are you teaching it? **What do they need to know? Misconceptions?**	• Curriculum rationale:
	  ○ Coasts are a key part of physical geography and are required at GCSE. Students will explore coastal processes, landforms, and management strategies, developing skills in interpreting maps, diagrams, and case studies.
	  ○ Coasts connect physical and human geography, building understanding of natural systems and human-environment interaction.
	  ○ Builds geographical literacy: introduces technical vocabulary, reinforces enquiry skills, and supports environmental awareness.
	• Cultural capital:
	  ○ Students gain appreciation of UK coastlines, global coastal environments, and real-world issues like coastal erosion and flooding.
	  ○ Helps students become informed citizens on environmental and sustainability challenges.

Why are you teaching it now? What **prior learning** do students have?	• Year 7: Basic map skills, location of UK physical features, introduction to weather and climate, understanding of human-environment relationships. • KS2: Knowledge of UK geography, compass points, rivers, simple physical processes (erosion, weathering). • Cross-curricular: Science (rock types, weathering), History (human use of coasts).
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	• Key coastal processes: erosion (hydraulic action, abrasion, attrition, solution), transportation (longshore drift), and deposition. • Waves: differences between constructive and destructive waves. • Coastal landforms: headlands, bays, arches, stacks, spits, beaches, dunes. • Coastal management strategies: hard vs. soft engineering, case study of a UK coastal area (e.g., Holderness or Dorset). • Human-environment interaction: tourism, urbanisation, climate change impact on coasts. • Map and photo interpretation: OS maps, aerial photos, diagrams.
As a result of assessment what % of students can achieve these focus skills.	Mastered (16+) = Secure (11-15) = Developing (6-10) = Emerging (0-5) =
SEND	Introducing SENDsational 6
What **amendments** are you going to make following evaluation of this module?	- Possibility of an additional research lesson where students use the laptops to research the reasons for a lack of development in their choice of LIC and then present this to the class. - Laminated maps of China could be updated to be clearer. - Differentiate China maps (provide checklist and part completed maps)

	- double check low stakes quizzes following lesson sequence move (Lesson 4)

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Rivers

Year 8 Unit 2	Title: Global Development	
Why are you teaching it? **What do they need to know? Misconceptions?**	● Curriculum rationale: ○ Rivers underpin understanding of key physical geography processes that reappear at GCSE and A-Level. ○ Builds foundational knowledge for natural hazards, ecosystems, and landscapes. ○ Develops enquiry, analysis, and problem-solving skills through case studies and data interpretation. ● Cultural capital: ○ Students understand river flooding, management, and impacts, linking geography to local and global environmental issues. ○ Prepares students to critically analyse real-world news and events (e.g., flood risks, climate change).	
Why are you teaching it now? What **prior learning** do students have?	● Year 7: Skills in interpreting maps, understanding of weather and climate (link to hydrological cycle). ● KS2: Basic understanding of rivers, simple water cycle, fieldwork experience in primary geography. ● Science: Water cycle processes, basic energy transfer (link to erosion).	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start		● River processes: erosion, transportation, deposition. ● River landforms: waterfalls, gorges, meanders, oxbow lakes, floodplains, levees. ● Long profile and cross profile of a river. ● The hydrological cycle (precipitation, infiltration, runoff, evaporation). ● Causes and impacts of flooding; river management strategies (hard and soft engineering). ● Case study: UK river flooding (e.g., Somerset Levels or River Thames). ● Fieldwork skills: measuring river velocity, depth, and width (virtual or in-person). ● Knowledge: ○ Explain river processes and landform formation in detail using geographical vocabulary. ○ Understand and explain causes and impacts of flooding in detail, with examples. ● Skills: ○ Create and interpret river long profiles and cross-sections. ○ Analyse data from maps, graphs, and diagrams to identify river features and flood risks. ● Understanding: ○ Evaluate river management schemes with evidence and reasoning. ○ Apply conceptual understanding of processes (erosion, deposition) to unfamiliar examples

As a result of assessment what % of students can achieve these focus skills.	Mastered (16+) = Secure (11-15) = Developing (6-10) = Emerging (0-5) =
What **amendments** are you going to make following evaluation of this module?	-