

# Year 8

The overall theme of this year is **Nature and Society**, where students understand the relationship between people and the environment; an idea introduced in Year 7. Other skills in Year 7, such as atlas work, are continued whilst comparisons of both nature and society from different nations allows a global study. An overarching theme throughout KS3 is climate change.



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|   |  |  |  |  |  | HT5   |  | HT6   |  | HT5 – HT6<br>(with elements of HT1 - HT4) |  |   |  |  |  |   |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
|   |  |  |  | HT4  |  | Assessment Point:<br>Summative or AFL         |  | Overarching unit intent:  |  | Key disciplinary knowledge                |  |   |  |  |  |   |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
|   |  |  |  | HT3:   |  | Overarching unit intent:                      |  | Overarching unit intent:  |  | Written assessment:<br>Industry test      |  |   |  |  |  |   |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
|   |  |  |  | Overarching unit intent:   |  | HT3 and HT4<br>(with elements of HT1 and HT2) |  | 4. Industry continued   |  | 5. The Middle East continued              |  |   |  |  |  |   |  |  |  |  |  |  |  |   |  |  |  |   |  |  |  |  |  |  |  |
| <p><b>HT1:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>1. Weather and climate</b></p> <p>Use appropriate terminology to explain features such as clouds, rainfall and fronts.</p> <p>Perform a weather forecast.</p> <p>Explain factors that affect weather and how climate change is affecting these.</p> <p>Compare the differences in the UK's climate and the different global climate zones.</p> <p>Catholic Social Teaching:<br/>Stewardship<br/>Common goal</p> |  |  |  | <p><b>HT2:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>2. Japan</b></p> <p>Investigate Japan's human and physical geography and the relationship between them in study of climate, population and tectonic hazards.</p> <p>Explore Japanese culture and compare to UK society.</p> <p>Eco opportunities in term:</p> <p>Stewardship: responses to climate change.<br/>Extreme weather.</p> <p>Rights and responsibilities<br/>Participation</p> |  |   |  | <p>Assessment Point:<br/>Summative or AFL</p> <p><b>HT1 &amp; HT2</b></p> <p><u>Key disciplinary knowledge</u></p> <p><b>Written assessment:</b><br/>John Gates letter<br/>Weather test</p> <p><b>Oracy assessment:</b><br/>TV weather forecast<br/>Japanese culture</p> <p><b>Key word tests</b></p> <p><u>Key Concepts</u></p> <p>Enquiry and Skills<br/>Places<br/>Pattern and Processes<br/>Environmental Change</p> <p><b>Career links</b></p> <p>Meteorologist<br/>Environment agency<br/>TV forecaster<br/>Travel agent<br/>Tour guide</p> |  |   |  | <p><b>HT3:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>3. Cold environments</b></p> <p>Understand how glaciers are formed and how they can cause deposition and erosional landforms.</p> <p>Analyse land use in glaciated areas.</p> <p>Subsidiarity<br/>Common good</p> |  |  |  | <p><b>HT4</b></p> <p><u>Overarching unit intent:</u></p> <p><b>4. Industry</b></p> <p>Explain the sectors of industry (primary, secondary, tertiary and quaternary).</p> <p>Interleave with Year 8 History study of Industrial Revolution to explain how Manchester has changed from secondary to post-industrial.</p> <p>Hard and soft engineering to manage change.<br/>Human cause of climate change:<br/>industrialisation</p> <p>Solidarity<br/>Subsidiarity<br/>Rights and responsibilities<br/>Participation</p> |  |  |  | <p>Assessment Point:<br/>Summative or AFL</p> <p><b>HT3 and HT4<br/>(with elements of HT1 and HT2)</b></p> <p><u>Key disciplinary knowledge</u></p> <p><b>Written assessment:</b><br/>Japan test<br/>Coasts test</p> <p><b>Key word tests</b></p> <p><u>Key Concepts</u></p> <p>Enquiry and Skills<br/>Places<br/>Pattern and Processes<br/>Environmental Change</p> <p><b>Career links</b></p> <p>Coastal defence<br/>Lifeguard<br/>Farmer<br/>Manufacturing<br/>Service sector<br/>Retail<br/>Research</p> |  |  |  | <p><b>HT5</b></p> <p><u>Overarching unit intent:</u></p> <p><b>4. Industry continued</b></p> <p>Investigate the future of industry and employment.</p> <p>Analyse the environmental impact of industry and assess potential of sustainable development.</p> <p><b>5. The Middle East</b></p> <p>Introduce the Middle East.</p> <p>Interleaving atlas skills by identifying Middle East physical geography and interleaving topics of climate and population.</p> <p>Stewardship<br/>Common good</p> |  |  |  | <p><b>HT6</b></p> <p><u>Overarching unit intent:</u></p> <p><b>5. The Middle East continued</b></p> <p>Understand why the Middle East is economically important.</p> <p>Explain why Yemen is the poorest nation of the Middle East.</p> <p>Discover why there is conflict in the Middle East.</p> <p>Interleave by comparing to UK and Japan's industry.</p> <p>Living in 'inhospitable' climates.<br/>Human causes of climate change:<br/>enhanced greenhouse effect.<br/>Manchester becoming a 'green city.'</p> <p>Option for poor<br/>Participation</p> |  |  |  | <p><b>HT5 – HT6<br/>(with elements of HT1 - HT4)</b></p> <p><u>Key disciplinary knowledge</u></p> <p><b>Written assessment:</b><br/>Industry test</p> <p><b>Key word tests<br/>Recall tests</b><br/>The Middle East</p> <p><u>Key Concepts</u></p> <p>Enquiry and Skills<br/>Places<br/>Pattern and Processes<br/>Environmental Change</p> <p><u>Career links</u></p> <p>Town planning<br/>Transport<br/>Construction<br/>Urban greening<br/>Diplomat<br/>Aid worker</p> |  |  |  |



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