



Humanities Faculty: Yearly Overview Plan

| Subject: Geography | | Year Group: 8 | |
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| <u>Unit Topic</u> | <u>Learning Outcomes</u> <i>Students will...</i> | <u>Real World Application / Link to UAE</u> | <u>Assessment Methods</u> |
| 1. Ecosystems | <ul style="list-style-type: none"> Students will learn what an ecosystem is from small scale to large scale. They will learn about the non-living and living parts of an ecosystem. Students will be able to construct simple food chains and know what a food web is. They will understand the transfer of energy throughout food webs Students will look at the distribution of the world's biomes and where they are located in the world in relation to latitude. Students will understand the different climates zones of the world. Students will learn to construct various climate graphs and use various sets of data to compare them. Students to look at a variety of ecosystems (focus will be on the Tropical rainforests) to prepare for the assessment. Students will discover how a range of plants and animals have adapted to their environment and will design a planimal for their chosen biome (cross between a plant and an animal). . | <ul style="list-style-type: none"> Real life locations used Links to UAE desert How do we use ecosystems and try to preserve them | <ul style="list-style-type: none"> Bookwork is marked and feedback provided using WWW/EBI/PPP Examination style questions Project based |
| 3. GIS (Geographical information systems) | <ul style="list-style-type: none"> To know what GIS is any why it is important. To explore the following GIS software – students should know how to work the packages/website, know their applications and be able to complete tasks on all of them Mapzone police.uk gapminder – (this is an extended task) Google Earth Traveller IQ Jet Punk Arc GIS | <p>To know the real-world applications of these tools. Focus of UAE where possible.</p> <ul style="list-style-type: none"> Real data used. | <ul style="list-style-type: none"> Students will compete a workbook as they go through this unit of work |
| 3.Coasts | <ul style="list-style-type: none"> To understand the influence that the wind and moon have on the sea and to know what swash and backwash are. To understand the process of longshore drift. To understand and be able to illustrate the processes of hydraulic action, abrasion, attrition and chemical weathering. To understand how sediment is moved & deposited | <p>Umm Al Quain links for management of coasts. Mangroves in Abu Dhabi and UAQ</p> | <p>Bookwork is marked and feedback provided using WWW/EBI/PPP End of topic test.</p> |

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| | <ul style="list-style-type: none">• To know how the following landforms are created; bays, headlands, spits, beaches, caves, arches, stacks and stumps.• To know how the following landforms are created; bays, headlands, spits, beaches, caves, arches, stacks and stumps• To know how land in coastal zones is used and who is responsible for that land.• To know the methods defence – both hard and soft engineering.• To know where coastal defence methods are used, and why.• To understand how the mangrove ecosystem works.• To look at mangroves and understand how they act as a coastal defence using the Asian Tsunami as an example. | | |
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