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| **Geography - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **Unit 1** | **Tremendous Trees** | **Number of lessons in sequence** | **15 x 1 hour lessons** |
| **Overarching Curricular Goals** | ***"For in the true nature of things, if we rightly consider, every green tree is far more glorious than if it were made of gold and silver."*** - Martin Luther King**By the end of this unit students will:** Be able to identify and explain the different features of a tree’s anatomyBe able to explain the social, economic and environmental importance of local woodland within Liverpool, and if challenged be able to evaluate its political significanceBe able to describe and explain how trees have adapted to reproduce and to suit their environment within UK woodland specificallyBe able to explain why trees are essential to UK woodland ecosystemsBe able to suggest reasons why ancient woodland should be protected, and track the history of the UK’s original woodland through an analytical lensBe able to explain the causes and impacts of deforestation across the UK and the wider world, as well as how to sustainably manage forests.Be able to identify how forests are distributed around the globe, and specific forests of international importance across the world**Knowledge students will secure:**\* Trees are living organisms with organs and parts that work together to enable it to grow\* Merseyside has some woodland and greenspaces that are environmentally, economically, socially and politically important\* Trees have adapted to make the most of their environment, and reproduce by pollination and germination\* Forests have interdependent ecosystems made of producers and consumers. Trees are an essential part of these ecosystems\* Trees make our soils fertile. Ancient woodlands are an example of how indigenous, unchanged woodland ecosystems provide a home for some of the most biodiverse areas in the UK\* The industrial revolution began a series of environmental and political changes to the UK's woodlands\* Forests provide us with important resources, from both national and international sources e.g. timber, medicine, paper\* Forest ecosystems are located in specific areas of the world, and have been dramatically altered by deforestation\* Deforestation is caused by economic reasons such as for agricultural land, and this leads to a broken nutrient cycle\* Deforestation can be carried out in sustainable ways\* Some woodlands are considered of high importance, some are protected and attract huge amounts of tourists, some are considered sacred**Skills students will develop:** Competence in a range of skills in using maps, photographs and diagrams including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions (study like a geographer)Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, and to contemporary situations and issues such as deforestation; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography) | **Links to National Curriculum & prior learning****Building for future learning** | **KS3:** This Unit 1, taking off from the Year 7 sequence of learning which built upon and deepened students’ KS2 learning, will provide a high-quality geography education that inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.‘Pupils should develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processesPupils should understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.’Locational knowledge: **-** Pupils should extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Russia, Asia (including China), focusing on their environmental regions, key physical and human characteristics, and countriesHuman and physical geography:- Pupils should understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in weather and climate, international development and the use of natural resources- Pupils should understand how human activity relies on effective functioning of natural systemsGeographical skills:- pupils should use maps, atlases, photographs, graphs, globes and digital computer/ mapping to locate countries and describe features- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketch maps and graphs **KS3 and 4 curriculum links**:This topic, which builds a foundation for students to understand how to work as geographers, recalls and is a spring-board for a number of different topics across Key Stage 3 and 4:Year 7 – Unit 1: physical features of our local geography, grid references and timescales in both human and physical geography, rock types, nature recycles resources, Year 8 – Unit 2: global resources/ Unit 3: causes of climate change, Year 9 – Unit 1: physical processes we can’t see can still have a significant impact on human life, interdependent ecosystems / Unit 2: tourism destinationsYear 10 – Unit 1 Section A: causes and impacts of climate change/ Section B: forest ecosystems and interdependent organisms, deforestation, sustainable management, impacts of human activity on ecosystems |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class and home learning.** | ***Opportunities for wider reading/Listening/watching*** |
| anatomy, photosynthesis, organism, roots, trunk, crown, heartwood, cambium, sapwood, inner bark, outer bark, communicate, economic, environmental, climate, social, community, adapt(ation), characteristics, reproduce, habitat, pollen, pollinator, fertilise, ecosystem, producer, consumer, decompose(r), nutrient, nutrient cycle, woodland, deciduous, ancient, deforestation, infertile, coniferous, temperate, tropical, distributionKO - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Revision\Year 8 Unit 1 KO.docx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CRevision%5CYear%208%20Unit%201%20KO.docx) | **Knowledge support** – Knowledge organisers provided as a foundation for accessing new content, particularly in relation to tree anatomyExtended revision booklets alongside KOs to provide more detailed material and visuals for revising case studies and inter-related processesClassroom displays also utilised as a support for students locational knowledge and vocabulary.**Reading support -**Key features in all extended text put in bold, highlighters provided for reading through together. Use of the visualiser to read through as a class, then ask students to identify any words they don’t know and discuss meanings as a class and annotate.**Support** – Sentence starters and writing frames for extended writing, visual cues used as a discussion point and mind maps created to provide a basis for this. Slowly reducing support to increase independence throughout the unit. Use the visualiser to model, share good practice to support students in developing confidence. If available, a pre-completed task in a different class exercise book or my own exercise book used as a model.**Skill** | **Opportunities for inclusion of challenging content -** Communication with woodland ecosystems – through chemical reactions and microbial organisms trees communicate with each other to defend against disease, infestation, and changes to the ecosystemDecomposition and the nutrient cycle - the physical processes within ancient woodland specifically relating to decomposing trees (and other vegetation) is essential in the cycle of nutrients for an ecosystem, and can be more beneficial to the ecosystem than the dead tree’s actual living functionsDeforestation and the Climate Crisis – deforestation and global forests plays a role in the positive feedback loops fundamental to how the climate crisis functions. Their destruction causes higher CO2 levels, which causes further warming, which increases likelihood of forest fires, which results in more CO2 released in the atmosphere and removal of carbon sinks from the earth’s surface**Useful websites to stretch students**Global forest watch -<https://www.globalforestwatch.org/>Forest data -<https://ourworldindata.org/forests>State of the world’s forests – <http://www.fao.org/state-of-forests/en/>Ancient woodland UK –<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/habitats/ancient-woodland/> | **Read** – Articles to be identified to provide stretch and challenge for higher ability students, encouraging awareness of wilderness as opposed to human-constructed green space, significant ancient woodland across the world and contemporary issues, e.g.: deforestationTrees communicate - <https://www.smithsonianmag.com/science-nature/the-whispering-trees-180968084/>Amazon destruction - <https://www.ndtv.com/world-news/brazils-amazon-deforestation-increased-by-25-per-cent-in-2020-2260679>UK consumption fuels Amazon fires - <https://www.independent.co.uk/environment/climate-crisis-consumerism-demand-goods-uk-amazon-brazil-fires-a9610276.html>UK woodland - <https://www.theguardian.com/environment/2020/jul/13/country-diary-the-solid-gatekeeper-of-an-ancient-woodland>HS2 and UK woodland - <https://www.dailymail.co.uk/news/article-8503067/Chris-Packham-takes-fight-against-HS2-court-bid-stop-clearing-ancient-woodlands.html> **Listen –** Variety of podcasts available on the Woodland Trust’s website, ‘Woodland Walks’ <https://www.woodlandtrust.org.uk/blog/2019/05/woodland-walks-podcast/>**Watch** – Documentaries available on YouTube, Netflix and BBC iPlayer including ‘Walking with Monsters’, ‘Faces of Earth: Shaping the Planet’, ‘Planet Earth’, ‘Our Planet’ <https://www.youtube.com/watch?v=JkaxUblCGz0> , ‘If a Tree Falls: A Story of the Earth Liberation Front’, ‘Call of the Forest: the Forgotten Wisdom of Trees’, ‘Guardians of the Amazon’ <https://www.youtube.com/watch?v=BdTAbgPQuNI> ‘British Trees and Woodland’ <https://www.youtube.com/watch?v=eJd8fsBlQcs>**‘**How Trees Secretly Talk to Each Other’ – 1) <https://www.youtube.com/watch?v=yWOqeyPIVRo>2) <https://www.youtube.com/watch?v=Un2yBgIAxYs>3) <https://www.youtube.com/watch?v=7kHZ0a_6TxY>4) <https://www.youtube.com/watch?v=raZvqDd6VKI> |

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| **Unit 1:****Tremendous Trees** | **Sequence of Learning:Lesson Title** |  Key Concepts**Skills**Case studies/ Examples | **Assessment** | **Homework** | **Furthering Cultural Capital/****Opportunities for reading/speaking** | *Recall* and links to prior or future topics/ **Cross-curricular links** | **Lesson Resources** |
| **1** **2**Local**3****4** | The anatomy of a tree | Trees are living organisms with organs that allow it to grow |  |  | Expanding awareness of interdependence*Opportunity to read article/ watch on the ways in which trees communicate (‘The Forgotten Wisdom of Trees’)* |  | Knowledge Booklet - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Revision\Tremendous Trees Knowledge Booklet.docx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CRevision%5CTremendous%20Trees%20Knowledge%20Booklet.docx)Lesson Powerpoint - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 01 - The Anatomy of a Tree\Lesson 1 The Anatomy of Trees.pptx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2001%20-%20The%20Anatomy%20of%20a%20Tree%5CLesson%201%20The%20Anatomy%20of%20Trees.pptx) |
| The local importance of trees | Merseyside has some woodland and greenspaces that are environmentally, economically, socially and politically important**SEEP factors concering the importance of trees, grid references**/ Newsham and Sefton Park |  |  | Exploring how trees are directly important to students | Year 7 Unit 1 physical features of our local geography | Lesson Powerpoint - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 02 - The Local Importance of Trees\Lesson 2 The Local Importance of Trees.pptx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2002%20-%20The%20Local%20Importance%20of%20Trees%5CLesson%202%20The%20Local%20Importance%20of%20Trees.pptx) |
| Adaptations and reproduction | Trees have adapted to make the most of their environment, and reproduce by pollination and germinationNewsham Park or Sefton Park | Peer-assessed Figure study | Key vocab flaschards | Gaining knowledge of the natural systems which provide us with food | *Main task re-caps grid references*Year 7 Unit 1 grid references**Maths: grid references** | Lesson Powerpoint - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 03 - Reproduction and Adaptation\Lesson 3 Adaptation and Reproduction.pptx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2003%20-%20Reproduction%20and%20Adaptation%5CLesson%203%20Adaptation%20and%20Reproduction.pptx) |
| Fieldwork opportunity | Students investigate Newsham Park/ Sefton Park to further understand the specific features of trees**Field sketching, OS map reading, data collection** |  |  | Developing skills in identifying the function of simple producer features |  |  |
| **5****6**National**7****8** | Woodland ecosystems | Forests have interdependent ecosystems made of producers and consumers. Trees are an essential part of these ecosystems | Self-assessed low-stakes quiz |  | *Opportunity to watch challenge documentary ‘If a Tree Falls: A Story of the Earth Liberation Front’* | Year 9 Unit 1 interdependent ecosystems | Lesson Powerpoint - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 04 - Woodland Ecosystems\Lesson 4 Woodland Ecosystems.pptx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2004%20-%20Woodland%20Ecosystems%5CLesson%204%20Woodland%20Ecosystems.pptx)Low-Stakes Quiz - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 04 - Woodland Ecosystems\Low-Stakes Quiz #1.docx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2004%20-%20Woodland%20Ecosystems%5CLow-Stakes%20Quiz%20#1.docx) |
| The nutrient cycle: why are ancient woodlands irreplaceable? | Trees make our soils fertile. Ancient woodlands are an example of how indigenous, unchanged woodland ecosystems provide a home for some of the most biodiverse areas in the UKCoed Nant Gwernol, | Teacher-marked extended writing to explain the nutrient cycle |  | Opportunity to debate the role that development and economic ‘success’ have had on our woodlands | *DO NOW: Re-cap tasks on rock types*Year 7 Unit 1 geological time and rock types, nature recycles resources**Biology: the nutrient cycle** | Lesson Powerpoint - [T:\Geography\Year 8\NEW CURRICULUM\Unit 1 - Tremendous Trees\Lesson 05 - Ancient Woodland and the Nutrient Cycle\Lesson 5 Ancient Woodland and the Nutrient Cycle.pptx](file:///T%3A%5CGeography%5CYear%208%5CNEW%20CURRICULUM%5CUnit%201%20-%20Tremendous%20Trees%5CLesson%2005%20-%20Ancient%20Woodland%20and%20the%20Nutrient%20Cycle%5CLesson%205%20Ancient%20Woodland%20and%20the%20Nutrient%20Cycle.pptx) |
| History of UK woodlands: ancient woodland | The industrial revolution began a series of environmental and political changes to the UK's woodlands**Evaluating human activity, thematic map reading, scale and distance** |  | Key vocab mindmap | Developing knowledge of the UK's relationship with woodlands and how human activity is intertwined with the health of our ecosystems*Scholarship reading on the HS2 project* | *DO NOW focused on geological timescales recall*Year 8 Unit 2 causes of climate change**History: timeline homework task** |  |
| Improvements |  | Improving Extended WritingSelf-assessed low-stakes quiz |  |  |  |  |
| **9****10**International**11****12****13****14** | Distribution of global forests | Forest ecosystems are located in specific areas of the world, and have been dramatically altered by deforestation**World and thematic map reading, longitude and latitude**Redwoods National Park (California), Bialowieza Forest (Poland), Juizhaigou Valley (China), Monteverde Cloud Forest Reserve (Costa Rica) | Peer-assessed Figure study |  | Broadening knowledge of forest ecosystems |  |  |
| Forest resources | Forests provide us with important resources, from both national and international sources e.g. timber, medicine, paper |  |  | Understanding where we get essential resources from*Opportunity to read article and watch about how UK consumption is linked to forests around the world (‘UK Consumption Fuels Amazon Fires’)* | Year 8 Unit 2 global resource exploitation |  |
| The causes and impacts of deforestation abroad | Deforestation is caused by economic reasons such as for agricultural land, and this leads to a broken nutrient cycle**Explain using key vocabulary**HS2 deforestation | Teacher-marked extended writing to evaluate deforestation |  | Opportunity to debate and read around articles and watch about how UK consumption is linked to forests around the world | *DO NOW focused on rock cycle, earth’s layers and plate boundaries recall*Year 8 Unit 3 climate change causes |  |
| Improvements |  | Improving extended writing |  |  |  |  |
| Sustainable management of forests | Deforestation can be carried out in sustainable ways**Explain using key vocabulary**Monteverde Cloud Forest Reserve (Costa Rica) |  | Research into Manchester and Singapore | Exploring possibilities for sustainable forestry |  |  |
| Woodlands of international importance | Some woodlands are considered of high importance, some are protected and attract huge amounts of tourists, some are considered sacred**World map reading**Redwoods National Park (California), Bialowieza Forest (Russia), Juizhaigou Valley (China)  |  |  | Expanding knowledge of the world's ancient woodlands | Year 9 Unit 2 tourism destinations |  |
| **Revision Week** |  | Revision of entire unit |  |  |  |  |  |
| **Assessment Week (AP1)** |  | ***"For in the true nature of things, if we rightly consider, every green tree is far more glorious than if it were made of gold and silver."*** – Martin Luther King | Entire unit, knowledge-based |  |  | *Year 7 Unit 1 grid referencesRock cycle and plate boundaries* |  |