

Y8 GEOGRAPHY

RIVERS- Water, water everywhere?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:	
<ul style="list-style-type: none"> This unit will build on prior learning on coasts, glaciation, settlement, economic activities & population. It will look at the processes acting on rivers & their landscapes & how this impacts the lives of many people living near to rivers. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography. The unit will build on the local area, but also nationally & globally. 	<ul style="list-style-type: none"> River landscapes, the processes acting on them, the landforms produces from erosion, transport and deposition. How geology impacts the formation of river valleys and the different landforms produced as a result. River protection- human involvement in the methods used and the impact of these on rivers. As well as those areas not protected. 	River Erosion Hydraulic action Abrasion/corrasion Corrosion Attrition Traction Saltation Suspension Solution Deposition	Transport Meander Valley Floodplain Vertical Lateral Tributary Levee Source Mouth Confluence
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:	
<ul style="list-style-type: none"> Some pupils will progress further and start to describe and begin to explain geographical processes relating to river landforms Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students. Success criteria. Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> This unit will look at river formation, protection & management via social, environmental and economic effects & impacts of it. In examining real life examples locally & nationally. The dilemma of which areas are protected and which are not & the consequences of this. 	<ul style="list-style-type: none"> How money is made from rivers, but also how money is spent on protecting our river landscapes. How the human impact can enrich our rivers e.g. use of hydro-electric power, tourism. 	

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> How rivers change over time, their protection and for those not, the moral dilemma of what to do? How communities pull together in times of trouble/lost homes/damaged homes through river flooding. 	<ul style="list-style-type: none"> Numeracy – cross-sections of river valleys, reading and interpreting data. Literacy – use of keywords in context, reading & writing extended answers. 	<p>The reasons behind river erosion & landform formation. The impact of erosion on the landscape & communities- both positive & negative.</p>
Assessment timeline:		
<ul style="list-style-type: none"> Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes. Extended writing tasks for coastal erosion. End of topic assessment on rivers with mark scheme. 		
Home learning		
<ul style="list-style-type: none"> Research into landform formation. Revision for tests Tasks, questions, extended writing. 		
Feedback		
<ul style="list-style-type: none"> Feedback will follow school policy and include live feedback. Peer reading and feedback will be used through sharing of weather reports- peer assessments. Re-cap quiz will be marked mainly using self-assessment. 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													