

## YEAR 8 TEACHING SCHEME

### SCHEME UNIT ONE (3).

### Shopping; Past, Present and Future.

#### WEEK 1      **Setting the Scene**      TP pp 78-80      Text pp 34-35

N.Curr. 2d 3d

##### Aims

Develop understanding of different types of goods (order of goods/shopping, necessity/luxury)  
Identify changes in shopping over historical time

Act. p35      1a) b) 2      3

4 a)(NB "ways of shopping" needs defining e.g.pupils compile suitable list to use; time, location,purpose, goods/services, expenditure, transport used, frequency of visit...)

4 b)HW EXTENSION "ways of shopping"needs clarifying for the pupils e.g. luxury/necessity colour coding goods/services coding; get the pupils to create a more complex star/spider.

#### WEEK 2      **Shopping in Birmingham**      TP pp 78-80      Text pp36-37

N.Curr. 2d 2hii 3a 3c 6giv

##### Aims

Using the pupils experience of different local shopping environments:

Find out about the distribution of retail outlets within a city

Find out how the provision of retail outlets within a city varies

Develop an understanding of different types of goods (convenience/comparison)

**ORDNANCE SURVEY YEAR 7 SKILLS REVIEW** using extract p36:

Locate KEV1 Camp Hill Boys

4 and 6 figure Grid References scale direction distance symbols

Act. p37

1a) teacher support for O.S. revision skills from Yr 7

b)

2a) and verbal plenary report/summary class discussion

2b) do items in the order BCDE but ask them "why?"

##### **Shopping Hierarchies**

##### **Text p38**

N.Curr. 1f 6gii

##### Aims

Identify the main shopping centres and the extent of their importance (hierarchy)

Identify the extent of influence of the shopping centres

Act. p38

1a) using chosen named locations and shops familiar to the pupil

Then the pupils look at their personal hierarchies and make brief note to respond to 1b) and 1c). These are then used to contribute to a class plenary.

HW Write the responses to b) and c) below the completed hierarchy

#### WEEK 3      **What is your rating of shops?**      TP p79 Text pp39-40

N.Curr. 1e 2a 6giv

##### Aims

Consider shopping environments from different points of view

Consider how shopping environments benefit some people/groups more than others

Decision making exercise based upon personal values and attitudes based upon named shopping centres known to the pupils.

Act. p 40 4a) Teacher supported review of photographs on p 40; class discussion and understanding.

b) Get some agreement on the best. Follow up any dissent/ wider thinking  
Use purple box plan to write an explanation

Act. p39 1a) Introduce the factors and symbols then start in class  
2a)b)c)d)

HW Complete classwork

#### **WEEK 4 How has shopping changed? TP 79 Text pp 41-42**

N.Curr. 1d 2d 3a 3b 3c 4a 6gii 6giv

##### **A case study of Poplar Road, Kings Heath Birmingham; 1904, 1992, 2001.**

Teacher guidance required to help them to understand and interpret the meaning of the commercial activity in the three periods

Act. p42. 1. Teacher led Q+A but the point for our pupils is "why" and getting them to justify their thinking with evidence..  
2. Create classification with say, 10 minutes to verbally report  
3. As a teacher led class discussion. Pupils to take rough notes of the findings  
4. Start in class and complete for HW. Modify the writing framework on the basis of the class findings to Act 3  
e.g. 3 sections with shop type description and shopping habits in each one; 1904, 1992 and 2001.

#### **WEEK 5 Land use mapping of shops and services; Kings Heath High Street (Based upon old scheme Ass 7.1 and 7.2)**

N.Curr. 2b

Double period class walk to Kings Heath High Street must be planned in advance. **Requires one adult assistant.**

Issue base map with annotated survey limits and land use classification code letters.

Divide into group A North end and Group B south end by register order. Explain task before you go, then c. 10 minutes there 20 minutes on task and 10 minutes back.

Check every pupil has a pencil, map and coat (ask them to attend class with coats ready)

Notify office and take mobile phone. N.B check medical/SEN records.

Collect named maps for the next lesson.

HW Read p43 and complete Act 1a) and 1b) on e shopping.

#### **WEEK 6 Fieldwork follow up.**

N.Curr 2e

##### **Ass 8.1 part 1 Land use map of shops and services on Kings Heath High St.**

Issue the named maps from last week and also a new one for the finished version.

Move the pupils so that each Group A sits with a Group B; they can then fill in the rest of their field map from the other sheet.

Draw a suitable key on the whiteboard and get the pupils to decide on total types and suitable colour codes.

##### **Complete the new base map complete with colour key and title.**

##### **Ass 8.1 part 2 Graph of goods and services**

Issue graph paper and get them to create a table of results for total goods or services premises of each category in their land use key. Alongside or under the key practice setting out a suitable graph of these totals together with a title.

E.g. Bar chart and subject, location, date.

HW to produce a paper print out of a data table and bar chart using a computer.  
Finished land use map, data table and graph ready for next lesson.

**WEEK 7      Fieldwork review**  
**Ass 8.1 part 3 Description and interpretation**

Pupils to have the finished land use map, data table and bar graph available. Class plenary with rough note taking.

What patterns can you see in the position of types of land use:-

- a) In relation to other land uses
- b) In relation to location on the street.
- c) Can you explain the pattern? Retail advantages?
- d) Is there any disused property? Can you see evidence of changes?
- e) What are the advantages and limitations of our investigation?
- f) What if you had to repeat the investigation?

HW Complete Ass 8.3 part 3.

**OCTOBER HALF TERM**

**SCHME UNIT TWO (8) Crime and the local community**

**WEEK 8      Crime and society      TP 189-191      Text 130-131**  
N.Curr      n/a

**Introductory lesson.**

Definition of crime from p130

Discuss the photographs on p 130 with the class. Try to draw out opinions of how crime is portrayed in the TV/ film/ printed media.

Teacher whiteboard summary? E.g. ways forward might be:-

**Crime as fact.** What criminal activity is most newsworthy at the moment?

Common factors? Headline crime? Police and community? Personal experience of crime?

**Crime as fiction.** What are the current crime/police dramas and characters.

Stereotypes of policemen. Glamourisation of crime? Crime and society/culture?

British drama in comparison the US?

**EXTENSION** Can a criminal act be seen as another persons legitimate social/cultural/political act? Ref photos p 130. Why do we have laws and what are they based upon?

Consider the activities on p131

- Act p131
- 1. Write a definition of crime. Is the law different in different countries and why is this so? Examples?
  - 2. Teacher led with whiteboard summary.
  - 3. e.g. Crimes against the person and against property. Deception and fraud? Terrorism?

HW      Start to collect and keep articles on crime that interest you. The end of unit assessment Ass 8.2 is based upon you writing a crime report.

**WEEK 9      What do people feel about crime?      TP 189-191      Text pp132-133**  
N.Curr      1e

**Crime and the fear of crime.**

Aims

How people perceive crime in their area

Perceptions are not necessarily based upon fact

**(N.B. sheets 8.2 and 8.3 for a home/family crime questionnaire are an option )**

Class based teacher led review of Table A p132. **Peoples' perceptions of crime.**

Guided by the same framework as sheet 8.2:- Teacher led debate.

What did you find out from Table A? Get them to justify their responses.

What are the most feared crimes?

Do males and females have different opinions? (Gender issues)

Does age matter?

**Urban crime and rural crime; Wiltshire and London.**

**Remember we are dealing with actual reported crime.**

Review p 132-133 Tables B and C and highlight the location map.

Take each crime one at a time and compare data A to data B. EITHER by teacher led Q+A with rough note taking OR assign a crime to pupil groups ( 9 crimes) and get them to report to the class in 5 minutes.

Act. p133 4. Using the notes from the class but they must compare and try to *explain* the differences.

Introduce activity 2a) as a skill.

Set 2a) together with Act 4; completion for HW.

**WEEK 10 Where do people expect crime to happen?**

**TP 189-191  
Text pp134-135**

<http://www.thamesvalley.police.uk/> Thames Valley Police

**Case study; City of Oxford**

N.Curr. 1f 3c 4a 7a

Aims

Photograph interpretation of neighbourhood environments

Perception rank order exercise and actual crime data rank order

Take the class through the photographs A to H on pp134-135 and the ward map.

Talk them into the images.

Act p135

1a)

b)

2 Teacher led plenary/ review

3 a) Write responses in ex book

b)i

b)ii

Plenary review/ guidance beforehand, then write responses.

HW Complete classwork

**WEEK 10 Mapping crime in Oxford**

**TP 189-191**

**Text pp 136-137**

N.Curr

1c 1d 2e 3a 4a 7a 7b

Aims

Choropleth mapping introduction

Look at pp 136-137 maps A B C E. Issue sheet 8.4a and two of 8.4d plus spares

Sheet 8.4a Q1 and 2; create single colour choropleth maps.

For the pupil selected crimes ;-class based verbal plenary with teacher whiteboard summary of opinions. Emphasise the possible links between crimes. Pupils to either use the board notes or take notes on links.

Sheet 8.2a Q3 and Q4 for the pupils chosen crimes and the class opinions.

HW Complete classwork and title, key and clean up the choropleth maps and secure in ex book

**WEEK 11 Mapping total crime in Oxford TP 189-191**

**Text pp 138-139**

N.Curr. 1f 3c 4a 7a

Aims



**WEEK 14 International Crimes and Society; UK and Japan**  
N.Curr 3a

**Aim**

Extension activity debate about young people and crime.

Opportunity to reflect on links to society; age, gender, wealth, nationality.....

Data from sheet 8.7b:- Whiteboard display

Youth crime in Japan, random killings etc., was **the** big story in 2000 and the incidents continued.....

“Over exposed to violence in video games, television and comics?”

Like YOU really... What are you getting for Christmas?

**Japan, year 1999-2000**

Armed Robbery up 24%

Robbery up 15%

Murder up 100%

Total arrests up 21%

**Serious Crime per 100000 people**

UK 9360

Germany 8125

France 6110

USA 5079

Japan 1440

NB traditionally very low crime base line.

We live in the UK and we are familiar with the values of our own society. Many of you have been to France and even to Germany. Some have actually been to the USA and we all see it on TV and the movies. Japan, possibly not, but you all play the computer games and buy the toys....

BBC 2001 report on Japanese youth crime. Teacher follow up with “What about you?” Open debate.

<http://news.bbc.co.uk/1/hi/world/asia-pacific/1377781.stm>

## CHRISTMAS

**SCHEME UNIT 3 (4)**

**Weather patterns over Europe**

**WEEK 15**

**What is Europe like?**

**TP 96-98**

**Text pp46-47**

N.Curr

1c 2c 2d 3a 3b 2c 7b

**Aims**

Introduction to the human and physical locational framework of Europe

Atlas skills and satellite photograph/ map linkage

<http://www.bbc.co.uk/weather/> BBC Birmingham/UK weather

<http://www.bbc.co.uk/weather/world/europe/index.shtml> BBC Europe weather

<http://ows.public.sembach.af.mil/> USAF Europe weather

<http://www.onlineweather.com/v4/world/owac/EU/> Weather for European locations

[http://en.wikipedia.org/wiki/Image:Europe\\_satellite\\_globe.jpg](http://en.wikipedia.org/wiki/Image:Europe_satellite_globe.jpg) Europe image

Issue photo enlarged sheet 4.1 map (plus spares)

Issue ATLAS

Act. sheet 4.1 1

2

3

4 NB this is 18th July 1999 midsummer

Outline the geographical extent and boundaries of Europe:- “**Europe** is a continent whose boundaries are generally regarded as being: the Atlantic Ocean in the west, the Arctic Ocean to the north, the Ural Mountains and Ural River (or Emba River) in the east, the Caspian Sea,

Caucasus mountains (or the Kuma-Manych Depression) and Black Sea in the southeast, and the Mediterranean Sea to the south. Together with Asia, Europe forms the supercontinent Eurasia, of which Europe is the western fifth. In terms of area, Europe is the world's second smallest continent, with an area of 10,400,000 km<sup>2</sup> (4,000,000 square miles), making it slightly larger than Australia. In terms of population it is the third largest continent after Asia and Africa. The population of Europe in 2001 was estimated to be 666,498,000: roughly one seventh of the world's population." From <http://en.wikipedia.org/wiki/Europe>

Act. p47 5a) NB again, 18<sup>th</sup> July is midsummer  
b)

HW Complete classwork

**WEEK 16 What are clouds and why does it rain? TP 96-98 Text pp48-49**

(Suggest you only do Convective and Relief here; leave Frontal for next lesson.)

N.Curr. 2a 2c 2d 6dii 6diii ( 2b if you observe and record clouds outside)

**Aims**

Hydrological cycle technical terms and sequence

Concepts of cloud formation

Convective and relief rainfall

<http://www.bbc.co.uk/weather/>

Look at diagram p 49 hydrological cycle and cloud formation.

Act. (Ref.p49) Draw the hydrological cycle as a flow diagram in ex. book. Guidance?

Teacher to describe and define clouds and how clouds are classified (shape and height); p

48. Extra images of clouds?

Cloud recognition with pupil click and drag interactive quiz:-

[http://www.ucar.edu/educ\\_outreach/webweather/cloud3.html](http://www.ucar.edu/educ_outreach/webweather/cloud3.html)

Look at the BBC weather site and then **TAKE THEM OUTSIDE to see the clouds.**

**Look for different shapes and the flat bases that indicate the condensation altitude (dew point) for that day. Draw and name some clouds? (20 minutes)**

Set the HW now by issuing sheet 4.2a so that they complete the ICT task for next lesson as a printed sheet. Talk them through the task.

**What causes clouds?**

**Text pp50-51**

All cloud formation involves a **mechanism for uplift** of rain bearing air to the point where the air cools and condenses. ( saturation, lapse rates, dew point as you wish). Stress the **mechanism of uplift** in each case. "Why does it go up?"

Issue sheet 4.3 photo enlarged to A3. Read through the diagrams on p50, Convective and relief rainfall, and complete only the A and B diagrams on sheet 4.3. support understanding through whiteboard or other images.

HW sheet 4.2a ICT, so get them to solve the links in pencil up to the bell.

**WEEK 17**

**Frontal rainfall**

**TP 96-98**

**Text pp50-51**

N.Curr

2a 2c 2d 6dii 6diii ( 2b if you observe and record clouds outside)

**Aims**

Frontal rainfall as a meeting of two air masses of different temperature. (The Depression model is **not** developed. The W to E movement of the front with the prevailing winds **is** developed.)

<http://www.bbc.co.uk/weather/> BBC weather for Birmingham. (Take them outside to see the clouds if there is a front moving in )

Study diagram C p50 with teacher support to emphasise the mechanism of uplift

Act. Complete the C diagram on sheet 4.3 from last lesson

Act p51 3 (better to use the p46 photo) Take the pupils forwards using the photograph and the three rainfall type diagrams on p49.

6 Which named areas are most affected?

**What can satellite images tell us about the weather? Text pp52-53**

N.Curr. 1a 1c 2a 2d 2e 3c 4a 6diii 7a 7b

(2b if you observe and record clouds outside)

Aims

Recognition of cloud patterns

Recognition of clouds as they appear from the ground, from the air and from satellite images.

Use of near real time satellite imagery compared to current pupil weather observations from the ground.

Take the pupils through the images ADGBEH and the associated maps on pp52-53

Act. p53 1 2 3 4 5

HW Complete classwork

**WEEK 18 How can weather information be presented? TP 96-98 Text 54-55**

N.Curr. 1a 1b 1c 1d 1f 2a 2b 2c 2d 2g 4a 4b 6diii 7a 7b

Aims

Interpretation and forecasting using weather data.

Correlation from visual assessment of scattergraphs

An enquiry activity based upon weather data from Chester for 20-29 September 2000

Take the pupils through the p54 map A, table Band photos ADG p52. (The passage of the frontal rainfall and associated cloud shows up in all three)

Act. p54 1a)b) and c) 15 minute with a verbal plenary report.

**Issue graph paper** and present Act. 3 and 4 on p55 and diagram C. Then complete:-

Act. p55 3 and 4( Insist upon axis labels/values/titlesetc.), 20 minutes then verbal plenary

5 which involves forecasting the weather.

HW Complete classwork

**WEEK 19 What types of climate does Europe have? TP 96-97 Text 56-57**

N.Curr. 1c 1d 2a 2c 2d 2e 3a 3c 4a 6di 6diii

Aims

The focus changes from weather to climate

Description of patterns on climate graphs

Drawing, interpretation and annotation of climate graphs

Read through p56 and teach the vocabulary and standard format of the climate graph.

Issue sheet 4.6; climate graph for Lisbon, Portugal.

Act. p52

1  
2a) average temperature range N-S

b)

3a) annual precipitation range N-S

b)

4a) annual temperature range rank order N-S

b)

EXTENSION 5 encourage e.g. recognition of W to E variation in Europe

Verbal plenary as well as written responses.

Yes, so there are other factors apart from how far "up or down" the World you are; (Latitude effects.)

**What affects Europe's climate TP96-97 Text pp58-60**

Take them through pp58-60; factors that affect temperature. Special note of the isotherm maps A and B on p58.

Altitude ELR

Latitude received insolation variation ( ref. last lesson) Atlas check for latitude difference Tromso-Athens?  
Distance for the sea Maritime and Continental climates.  
Ocean Currents NAD/Gulf Stream  
Prevailing Winds Westerlies

### Precipitation in Europe

Refer to map c p60. plus Atlas physical map of Europe or image.  
Frontal with the prevailing winds and relief rainfall on mountain barriers.  
Act. p61 1, and 2 which needs explaining for at least one example.

HW While they are settled to this issue Ass.8.3 holiday brochure task

## WEEK 20 "The living graph" TP 98(box)

Aim

Assessment and confirmation of pupil understanding of climate graphs

**See Tpp98 NB Teacher first needs to confirm their understanding of the concept.**

Issue sheets 4.7a and 4.7b (scissors and glue required)

Act.

Set the task and allow c. 15 minutes for a no glue positioning

Verbal plenary justification for positions.

Link to Ass 8.3 through " Who has been able to link their chosen holiday destination with the climate data for the location?" Take examples from the class to guide, inspire others. Sort out problems with ass.8.3

Act. Stick the boxes on the graph.

Look at the Zermatt graph. Sheet 4.7a. Answer I your exercise book;-  
"Zermatt in Switzerland is an all year round holiday destination"  
For a)Winter and b)Summer offer evidence to comment on this assertion.

HW Complete Ass 8.3

## SCHEME UNIT FOUR (7) Can the Earth Cope? WEEK 21 Can the Earth cope? TP p157-162 Text 106-107 N.Curr 1a 2a 2c 2d 3a 4b 6eii 6fi 7a 7b 7d

Introductory lesson

Aims

Understanding of how the Earth protects itself as a self regulating system.

Promotion of vocabulary

Use of atlas to locate environmental incidents and the link to population

UK Environment Agency web site

[http://www.environment-agency.gov.uk/yourenv/eff/pollution/296030/?version=1&lang=\\_e](http://www.environment-agency.gov.uk/yourenv/eff/pollution/296030/?version=1&lang=_e)

Optional Extension

NB Diagram F p107 lends itself to teacher introduction of the Gaia Concept

of Lovelock et al 1960s onwards, of the earth as a life supporting self regulating system.

Teacher brief:-

<http://www.oceansonline.com/gaiaho.htm>

<http://www.gaianet.fsbusiness.co.uk/gaiatheory.html>

Issue atlas and lead two time limited successive open discussions:-

1)Introduce the photographs A to E with a class Q and A for each one; is it soil, water, atmosphere, flora or fauna?

What is happening?

Where is it exactly?

Is it in a populated area?

2)Think about the self regulating system idea for the planet.

This presumes that any imbalance, any environmental incident that affects living species will be the result of human action i.e pollution? Is this true?

Promote discussion of the following:

Major volcanic eruption

Seismic tidal wave/ Tsunami e.g. Canaries/ Hawaii shelf collapse

Earthquake

Comet/asteroid impact

"Mass Extinction" model e.g. Cretaceous/Tertiary boundary event; Comet?

We are now going to look at some of the Earth's natural systems that together make up the world system.

**Where are the Earths major ecosystems? TP 157-162 Text p108**

N.Curr 1d 2a 2c 4a 6ei 7b

Aims

New vocabulary

Selected biome distribution; climate, vegetation and location

Look at the map A on p 108. There are two terrestrial and one marine ecosystem.

Define terms:-

Ecosystem Biome Community (p108) (Simple but valid )

We are going to study the Tropical Rain Forest **VIDEO 25 minutes OU TRF**

HW Prepare for next lesson with Act p109 1a) eg latitude limits/ countries b) c)

**WEEK 22 The Tropical Rain Forest biome TP 157-162 Text pp 108-111  
How are ecosystems linked to human activity**

N.Curr 1d 2a 2c 4a 6ei 7b

Aims

Climate, Soil, vegetation adaptation of the tropical rain forest.

Model adaptation

Introduce the lesson from the last HW; " So, what did you get for the answers to Act 1 p 109 a)b)c)?"

Where are the TRF locations. Is there a pattern of distribution? Exceptions?

Now look at the graph of the TRF climate on p108

Act p109 1e) 10 minutes based on previous taught description

Seasonality of precipitation? Temperature? Why? Latitude?

The vegetation is adapted to living in this climate. (eg the deciduous tree in the school grounds) Ref Video and photos.

Act p109 2a)b) basic B+W sketch with labels. 10 minutes with verbal plenary.

**Issue sheet 7.2** and explain the concept of linkage between the parts of the ecosystem and elaborate on the diagram A p 110 and photo B and diagram C p 111.

Act p111 2a)b)c) but using Science KS3 vocabulary.

d) eg interrelationships, interdependency

HW Act p111 3c Human impact on the Tropical Rain Forest

**WEEK 23 How do ecosystems work? TP157-162 Text p113**

N.Curr 2a 2c 4b 6ei 6eii 7b

Aims

Understanding of ecosystem physical processes

Photosynthesis and primary production

Energy pyramids Food Webs Simple nutrient cycles

Issue Atlas

Read through pp112-113 and confirm the class understanding of photosynthesis from Science KS3.

Act p113 1c) verbally as a class experience.  
Act p113 2a)b)c) Hot Desert has a *potentially* high photosynthesis  
3 Emphasise the need for high temperatures and high precipitation.  
5 Concerns variations in Net Primary Productivity of ecosystems.

HW Complete classwork

**WEEK 24 How are population and resources linked? TP 157-162 Text 114-115**

N.Curr 1d 1f 2a 2c 6fi 6fii 6ki 7b

Aims

Basic population and resources issues

Global inequalities

(NB "Mind Movies" remains an option strategy ref TP p160)

Look at pp 114-115 (after defining GDP) Emphasise map A and map B p114.

Promote discussion of awareness of the class as consumers of resources.

Define renewable and non-renewable resources.

Act p 115 1a) but modified to "think of your own most expensive consumer item." Quick  
5 minute star diagram of principal components and raw materials. Eg PS2,  
GameBoy Advanced? Class verbal plenary session.

Act p115 3 but name the region and the countries concerned.  
4 PLUS "does the geographical distribution of your resource pose problems  
for the world economy?"

Promote discussion before they write anything. E.g. political instability,  
remoteness. Central and West African wars? Labour conditions?

Some countries are major consumers but have few resources.

HW Complete classwork Act 4 for your particular mineral

Issue Ass 8.4 and explain it. Research this week HW. Create it next week

HW Present it lesson after next with the benefit of Lesson 25.

<http://www.natural-resources.org/minerals/> UNCTAD Mineral Resources Forum

**WEEK 25 Marine ecosystems and the global fishing industry**

**TP 161**

**Text pp120-121**

[www.wwf.org.uk/](http://www.wwf.org.uk/) search by fish name for articles

N.Curr 1c 1f 2a 2c 2d 2e 2f 4b 5a 5b 6ji 6jii 6ki 6kii 6kiii 7d

Aims

Investigation of marine ecosystems as a resource for food production

Geographical location of global fishing grounds

Different types of fishing and their respective advantages and disadvantages

The impact of fishing upon people and environments

Concepts of sustainability, resource overexploitation and overfishing.

Issue a blank world base map (Compasses required for proportional circles)

Introduce the issue of sea fisheries through a whole class forum but acknowledge and respect  
pupils' sensitivities. It is the only commercial hunting conducted on a huge scale. E.g. can you  
talk about any marine species threatened by commercial fisheries/

Dolphins from tuna netting- rod and line "Dolphin Friendly"

Cod in the N. Atlantic/N. Sea from overfishing

Whales-(strictly a mammal) Japan .

Sea Cucumber by Japanese vessels.....

Introduce map B p120 and fact box, Graph A, photos D E and F p121; Traditional inshore,  
Industrial offshore and Farmed. Verbal plenary comments/ issues?

Act p121 1a)b)c)d) try to get some verbal feedback before writing answers.

2a)b)

**HW Ass 8.4 ICT based upon the format of pp122-123; tonight and next week.**

**WEEK 25 Ass 8.4 Presentations Part 1**

Aim

Creation and presentation of an investigation in to one marine conservation issue involving fisheries or human resource exploitation e.g. pollution effects.

**EASTER VACATION**

**WEEK 26 Ass 8.4 Presentations Part 2**

**UNIT 5 (5) Investigating Brazil**

**WEEK 26 What do you know about Brazil? TP 117-119 Text pp64-67**

N.Curr 1a 1b

Aims

Introduction of what is an investigative unit rather than a descriptive unit of regional geography.

Promotion of the framing of geographical questions to create an investigative approach to the unit.

Perception geography:-

Positive pupil images of Brazil

Negative pupil images of Brazil

Introduce VIDEO BRAZIL 2000 Introduction

Introduce Staffordshire Learning Net 7-11 Geography Brazil:-

<http://www.sln.org.uk/geography/7-11Brazil.htm>

What impressions of Brazil have you got now?

Act. p67 6 Two adjoining ex bk pages one Negative one Positive?

2x 10 minutes followed by a verbal plenary of pupil highlight +/-

HW Complete classwork

**WEEK 27 Location,Location,Location! TP 117-119 Text pp 68-69**

N.Curr 1c 2c 3a 3b 7a

Aims

The geographical concept of "situation" or position in relation to other places.

Links to UK through distance and reference to long haul flights

Pupil experience of long haul flights e.g. to Asia or USA.

Issue outline map of S.America (political) and Atlas

Take the class through pp68-69 and the succession of images. Contrast maps A and B p 69.

Act p69 1a)b)c) 2 3a)b) Useful for raising awareness of Geography of S.America.

<http://www.embratur.gov.br/en/home/index.asp> Government of Brazil

**Latitude and Longitude**

Aims

Use of atlas to locate places. Latitude and Longitude.

Issue sheet 5.2a. teach Latitude and Longitude.

From 15 degrees of Longitude = 1 Hour Earth rotation Introduce basic idea of time zones from Atlas.

Act sheet 5.2a 1 2 3 4 (15/20 minute exercise)

For the final 20 minutes or so of the lesson:-

**What is Brazil Like? Text pp70-75**

**What are the main differences within the country?**

Take the class through the pages 70-75 which give information on the 5 regions identified on the map B on p71.

Divide the class up into 5 groups of say, 6 pupils. Each group is assigned one of the following from map B on p71

SOUTH Give this to an able group because the facts are less obvious.  
SOUTH EAST  
NORTH EAST  
NORTH  
CENTRE WEST

Issue sheet 5.4d from which they have to work out the climate for their region and be able to compare it to the other regions of Brazil.

Issue colour photocopy of pp78-79 new atlas (Brazil regional data)

**Next lesson** each group will be reporting to the class to give a profile of their region.

For a group of 6 pupils

Job 1 Report on location and size relative to the rest of the country/other countries and introducing the team:-

Job 2 Report on Natural Environment- Climate and the effects of climate.

Job 3 Report on Natural Environment- Vegetation and Relief

Job 4 Report on Economy- Industry/jobs

Job 5 Report on Social Geography- Pop. density/Quality of life/ Birth Rate/Death Rate

Job 6 Report on the Changes in the Region- Past, Present and the Future.

Note your personal task and start now using all the sources provided.

HW Complete your Job ready for the next lesson; bullet point facts to read out to make up a 10 minute, six part presentation. NOT ICT presented, but look at :-

<http://www.embratur.gov.br/en/home/index.asp> **Government of Brazil**

**WEEK 28**      **How developed is Brazil?**      **TP 117-119**      **Text pp70-75**  
N.Curr      1c 1e 1d 1f 2a 2c 2d 2e 2f 2g 3a 3c 3e 4a 4b 6ai 6iii

Aim

**Powerpoint images provided as backdrop for each team region**

A collaborative team research and presentation exercise from last lesson and the HW.

Strict 10 minute cut off presentations NOT ICT presented.

HW Ass. 8.5 part 1 G

Go to United Nations Cyber School Bus on [www.pupilvision.com](http://www.pupilvision.com) Geography Links Human and compare UK with Brazil. Create a file and save your data.

**WEEK 29**      **How Developed is Brazil?**      **TP 117-119 Text 77-79**  
N.Curr      1e 1d 6i

Aims

Formal comparison of Development Indicators

Text pp 78-79 has got the development indicator definitions and the map p78.

This infers that Brazil is a "Mid Range" 2250-5499 US\$ pa GDP just below the \$5500 threshold for average GDP.

Imaginative concepts of development using the Birmingham DEC TIDE compass.

Use of Internet resources with teaching the class the UN Cyber School Bus.

Act      Teacher to draw a TIDE compass (p77) on the whiteboard and explain it.  
(NB Teacher cannot come to this cold. It needs to be understood first.)

Class brainstorm using the TIDE compass to display observations. Is Brazil a developed country? How developed is it?

What did **you** find for HW?

UN Cyber School Bus comparison between UK/Brazil. Get the pupils out showing each other the clearest comparative indicators.

<http://cyberschoolbus.un.org/infonation3/basic.asp>

**VIDEO Brazil 2000**

HW Ass 8.5 Comparative report UK Brazil development. Using the UN Cyber School Bus Data and commentary.

**WEEK 30**      **How developed is Brazil? part 2**      **TP 117-119 Text pp78-79**

N Curr 1e 1d 6i

Aim

Consolidation of formal use of development indicators.

Concept of the North South Divide.

Act p79 1

2 The North South Divide

3a)b)c) So, where is Brazil compared to rest of S.America and the UK?

**Second half of the lesson ;-**

Ensure collection of Ass 8.5

Issue guidance for the Year 8 Examination

Brief the class on the requirements for River Fieldwork at Aber Falls

**HW Examination revision**

WHITSUNTIDE HALF TERM VACATION

**WEEK 31 Year 8 Examination Week**

**WEEK 32 Year 8 Residential Week. River Fieldwork. Prestatyn**

**WEEK 33 Prestatyn follow up work Ass 8.6 Rivers**

<http://www.ccw.gov.uk/tirgofal/index.cfm/method=level4/cell=SH650730/mapset=maps.draftC>

CW Aber Falls NNR 1:25000

N.Curr 2d

Aims

To calculate the discharge of the river from field data

To produce a cross section of the river from field data

To write the introduction, equipment and field techniques section together with a discussion of accuracy and error.

**WEEK 34 Return and review of the examination.Complete Ass 8.6 exercise**

**Lesson 35 What do you already know about river patterns and processes?**

**TP 33-36 Text pp6-7**

N Curr 2a 3c 4a 4b 6ci

Aims

Concept of the river Long Profile

Introduction to Physical Processes of channel flow

Placing the Aber falls experience within the model of the Long Profile;

The "Upper Course" of the river that cannot be seen effectively in the Birmingham Environment. (Preparation for GCSE.)

Read pp6 and 7. Look at the images of your fieldwork at Aber falls.

Class verbal plenary on the concepts of downstream change illustrated in diag. A p6.

Act p7 1 and 2 but draw from the projected images of their own fieldwork.

HW Complete classwork

**Lesson 36 Last lesson of term**

Return of text books

Return of Ass 8.6 Aber Falls and review of class findings.