



Wesgreen International School | Inspiring Excellence, Empowering Global Minds
Programme of Study – Year 8 Humanities (2021-22)

	Theme	Overview of key learning to take place	How learning will be assessed
Term1	Term 1 Geography UNIT 1- Geographical Skills	Term 1 Geography Key Topic 1.1: Oceans and Continents a) I can identify the main Oceans and continents around the world. b) I can locate the world Oceans and Continents on a world Map. c) I can explore on the features of each ocean and continent. Key Topic 1.2: Map skills a) I can identify different types of Maps. b) I can read Maps using Map symbols c) I can describe where these maps can be used. Key Topic 1.3: Compass Rose a) I can draw and use compass rose to locate places on a map. b) I can use scale to measure distances on a map. c) I can explore on the usage of compass rose by the sailors then and now. Key Topic 1.3: What factors affect climate? a) I can explain the difference between weather and climate b) I can describe the factors which affect climate. c) I can summarize how different places in the world have different climate.	Formative assessment to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time. Examples of Formative Assessment to be used this term: MS Forms short type questions Quiz Presentation Gap fills debates Produce a video Multiple choice activity (which requires challenge, not obvious answers) Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions.- MS Form Quiz

UNIT 2
ECOSYSTEMS

Key Topic 1.4 The main features of the Ecosystems.

- a) I can define ecosystem and biomes.
- b) I can identify the different features of the Biomes around the world.
- c) I can examine the damage caused by human activity to the ecosystem.

Key Topic 1.5-What is an Equatorial Climate?

- a) I can describe features of equatorial climate.
- b) I can use a climate graph to obtain the temperature and rainfall of a place.
- c) I can compare the differences between the Equatorial climate and Britain's climate

Key Topic 1.6- What is an Equatorial Climate?

- a) I can describe features of tropical rainforests.
- b) I can identify that tropical forests grow in equatorial climate.
- c) I can describe how the wildlife in tropical rainforest has had to adapt to living in the hot, wet, forest environment.

Key Topic 1.7 What is a Mediterranean Climate?

- a) I can describe features of Mediterranean Climate and vegetation.
- b) I can identify which places in the world has Mediterranean climate.
- c) I can explain how plants adapt in a Mediterranean climate.

Key Topic 1.8 What is a Mediterranean Climate?

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Presentation
Gap fills
debates
Produce a video
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Exam type questions.
MS Form Quiz

UNIT 2-
VOLCANOES
AND
EARTHQUAKES

- a) I can describe features of the Mediterranean Climate
- b) I can identify which places in the world has Mediterranean climate.
- c) I can explain how plants adapt in a Mediterranean climate.

Key Topic 1.9- What is Soil Erosion?

- a) I can define what soil erosion is?
- b) I can identify the importance of soil to us.
- c) I can suggest ways of how we can prevent soil erosion.

Key Topic 1.1.What are volcanoes and Earthquakes?

- a) I can describe the structure of a volcano and features of an earthquake
- b) I can explain that volcanoes and earthquakes occur in narrow belts.
- c) I can describe what the 'Ring of Fire is'.

Key Topic 2.3- Causes and effects volcanoes.

- a) I can describe how volcanoes and earthquakes occur at plate boundaries.
- b) I can explain the features of a volcano.
- c) I can describe what happens during a volcanic eruption.

Key Topic 2.4- What happens in an Earthquake? Case study –Indian Earthquake.

- a) I can describe the events that take place during an earthquake.
- b) I can explain the damage caused by an earthquake.
- c) I can describe the strategies as predict. Protect and prepare

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MS Form Quiz

**TERM 2
HISTORY**

Unit 1: Historical skills.

TERM 2 HISTORY

Key Topic 1: What is history?

- a) I can explain what History is about.
- b) I can identify some ways in which people can find out about the past.
- c) I can decide why some people are important in history as compared to others

Key Topic 2: History Skills and Personal History

- a) I can create a personal timeline.
- b) I can explore the different skills need to understand History.
- c) I can identify key terms describing time.
- d) I can describe the difference between BC and AD.
- e) I can give names to centuries.
- f) I can position events into chronological order

Key Topic 3: History detectives

- a) I can explain what sources are.
- b) I can identify and understand different types of evidences.
- c) I can explain what sources are.
- d) I can identify and understand different types of evidences.

Key Topic 4: Sinking of the Titanic

- a) I can use sources to help answer why and how the titanic sank.
 - b) I can develop skills in analysing sources.
 - c) I can critically examine the social and scientific reasons behind the event.
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Unit 2:
Introduction of the
Industrial age.

Key topic 1 - Britain 1750-1945

- I can describe some of the events and changes in the period 1750-1945
- I can explain some of the themes that run through these events.
- I can notice patterns between the different events.

Key topic 2- How did life change in Britain from 1805 to 1925?

- I can identify the actions of the people who made History
- I can create a chronology on the case study
- I can explain and evaluate the importance of their actions

Unit 3: How did
the Industrial
Revolution
change the lives
of ordinary
people?

Key Topic 1.1: Who had the greatest impact- Abraham Darby or Richard Arkwright?

- I can describe who Darby and Arkwright were.
- I can summarise their achievements.
- I can describe assess who had the greatest impact.

Key Topic 1.2: Rural Life on the eve of Industrial change.

- I can identify the aspects of the Rural life in Kent.
- I can investigate and use traveller's tales as evidence of the 19th century
- I can describe how what Britain was like before the Industrial revolution.

Key Topic 1.9 What was life like in the new industrial towns?

- I can identify why people moved into towns and how towns grew.
- I can use numerical data as evidence for population growth.
- I can explain the pattern between occupation and life expectancy.

Key Topic 1.15 How did the Industrial revolution change the lives of ordinary people?

- I can identify and measure the amount of change in the life of the ordinary people.

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MS Form Quiz

		<p>b) I can use analyse the periods of rapid change and also periods of stability or little change.</p> <p>c) I can describe those people and events and changes that had the greatest impact.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 3</p>	<p>Unit 4. Britain union and conflict</p>	<p>Key Topic 3.1- The growth of Britain 1500-1918</p> <p>a) I can place the events in chronological order</p> <p>b) I can describe the ways conflict led to the creation of modern Britain and Ireland.</p> <p>c) I can explain the importance of the links between different events.</p> <p>Key topic 3.2 England and Wales in Tudor times</p> <p>a) I can identify the powers of Henry VIII in Tudor's times.</p> <p>b) I can create a timeline of events during the reigns of Henry the VIII</p> <p>c) I can assess whether Henry VIII used his power successfully.</p> <p>Key topic 3.3- Union of England and Scotland 1603-1707</p> <p>a) I can identify the events which resulted in the Act of Union of 1707.</p> <p>b) I can analyse the reasons why the Union took place.</p> <p>c) I can examine facts of the Union and decide what the most important cause was, and give reasons.</p>	<p>Formative assessment to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p>Examples of Formative Assessment to be used this term:</p> <p>MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Gap fills/case study Long answer and short answer questions</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions/debates/projects MS Form Quiz Persuasive writing</p>

Unit 5- The beginnings of Empire

Key topic 3.7-Britain and Ireland 1500-1800

- I can describe events which shaped relations between Britain and Ireland.
- I can research and investigate the significance of different events and individuals.
- I can analyse the importance of events in changing relations between Britain and Ireland.

Key topic 4.1- Britain and the World 1700-1918

- I can explain the importance of different events and individuals in 1700-1918
- I can organise events in Britain and the world, in the period 1700-1918, in chronological order.
- I can investigate the introduction of vaccination to provide protection against diseases during 1700-1918

Key topic 4.15- The beginnings of empire. (written piece of work)

- I can suggest improvements to a piece of work.
- I can make a judgement about the level of a piece of work.
- I can give clear structure and assess the causes of the events mentioned.

Unit 6- The World's Greatest Empire.

Key topic – 5.1- The Lion's Share-the British Empire in 1918

- I can organise events in chronological order.
- I can assess reasons for the growth of the British Empire.
- I can explore on the chronological development and expand of the British Empire.

Key topic – 5.15- What were the major changes affecting Britain from 1750 to 2010?

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Produce a video
Multiple choice activity (which requires challenge, not obvious answers)
Gap fills/case study
Long answer and short answer questions
Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term.
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Exam type questions/debates/projects
MS Form Quiz
Persuasive writing

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| | | <ul style="list-style-type: none">a) I can organise the chronology of the important events between 1750 and 2010b) I can identify important events which changed Britain between 1750 and 2010.c) I can identify and explain connections between events and why they are important. | |
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