



Year 8		Term 2- The Geography of Stuff		11 Lessons	
<p><b>Aims:</b> To raise student’s awareness of the impact they have as consumers on the world, to encourage them to find out about where their possessions come from and the story behind them. The students develop an understanding of how globalisation has caused the world to become increasingly interlinked with both positive and negative impacts. The students will be introduced to TNCs such as Apple and NGOs such as The Fairtrade Foundation.</p> <p><b>Links to KS4:</b> Students conduct a geographical enquiry (similar to coursework projects at KS4 &amp; 5) in which they collect and analyse primary data.</p>					
Key Skills			Literacy Links:		Numeracy Links:
<ul style="list-style-type: none"><li>Developing global perspective</li><li>Developing fieldwork and geographical report writing skills.</li><li>Map and data skills</li></ul>			Promoting the use of blooms in their written work and a range of specialist key terms. Creating a report style project.		Map skills, using data and graphs.
Assessment			Cross-Curricular Links		
Project to be submitted and assessed using a mark scheme based on the Edexcel Independent Investigation previously used at GCSE, similar to the skills assessed in unit 3 and the independent investigation at A level.			Use of ICT, D&T with the production of clothing, electronics, Science with the creating of a project including a methodology, links to GCSE style subjects similar to business and economics.		
			SMSC opportunities and British values		
			Opportunities for discussions of the differences and similarities between places and for promoting respect and understanding. Discussions and activities where students reflect upon their impact on other people in the world.		
Opportunities for further learning					
<ul style="list-style-type: none"><li>Students complete activities to find out how ‘global’ their home is with a mapping activity.</li><li>Students can use online websites to experience working in sweat shop style conditions and given the opportunity to write a diary about how it affected their life.</li><li>Students complete the write up of their ‘coursework’ independently (reflecting how geographers at later key stages should work)</li><li>Additional time to research and develop ideas such as Fairtrade and other TNCs.</li></ul>					