

## Year 8 Curriculum Plan for Parents

### Introduction

The Geography Department at Skinners' is one of the school's most successful and dynamic departments. We expect our pupils to work hard and learn a lot, whilst at the same time we hope they have fun as they learn. The best learner is the one who is continually asking questions and taking note of the world around him - this is where we encourage parents to get involved. Outside of school the everyday world provides a fantastic learning environment – the more time you spend asking him questions or encouraging him to find out answers for himself the more “active” a learner he will become. We do **not** expect **you** to spend “days” doing projects with him or writing long reports for him – a genuine interest in his work however will encourage him to do his very best and make learning a family experience.

<b>Term</b>	<b>Content</b>	<b>Advice for parents</b>
<b>1</b>	<b>Energy</b>	In this part of the course we shall be considering how we generate energy and how these sources are likely to change in the future. We consider global warming and alternative energy resources. We will be working together with the Science Department on this unit. If you do get a chance to visit the science museum they have some excellent displays on alternative energy. Similarly, the impact of global warming and the growth of alternative and sustainable energy are rarely out of the headlines on TV or in quality newspapers. What plans would your son have to develop energy resources in his local area/house? Keep an eye out for news on oil prices and their impact around the world. Also, investigate the development of oil economies like those in UAE or Saudi Arabia.
<b>2</b>	<b>Weather</b>	In this part of the course we will be studying the elements of our weather, how they are measured and how and why they differ. Please encourage your son to take note of the weather forecast (TV, Radio, Newspapers, Internet) Why do differences in weather occur

		<p>in the UK and at micro scale?  We will also be carrying out investigations around school. Can he develop the skills to help forecast weather for your area over short periods of time. Can he explain these changes to you?</p>
<b>3</b>	<b>Ecosystems</b>	<p>In this part of the course we will be consider the different types of ecosystems around the world. If you are close to the Eden Project, Kew Gardens or the Natural History Museum, all have excellent displays illustrating different ecosystems. You might also discuss the development of our local ecosystems, and how we play a role in managing (or destroying) our natural environment. Numerous visitor centres, such as on Ashdown Forest, also have good local displays. If you are going on holiday or have been on a foreign holiday during the summer this is also a good time to link his studies to photographs and experiences. Be aware of how we exploit ecosystems around the world and how different parts of the world attempt to manage the depletion of resources such as water supplies and hose pipe bans.</p>
<b>4</b>	<b>Brazil</b>	<p>In this part of the course we concentrate on the physical and human geography of South America's largest country. Look at websites and visit the Brazilian embassy website <a href="http://www.brasil.org.uk">www.brasil.org.uk</a> for lots of up-to-date articles events and keep an eye out for produce for Brazil. If you know any Brasilians make a point of introducing them to your son!</p>
<b>6</b>	<b>Crime</b>	<p>.We concentrate on the geography of phenomenon like graffiti and why it tends to be found in certain locations. This might be an opportunity to look around your area to see where graffiti is located and discuss the reasons for this with your son.</p>

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