

Learning Plan 2A (3 – Spring 1)	Subject/Pwnc: Geography: Africa		Year/Blwyddyn: 8
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenges; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenges; develop skills and knowledge to manage everyday life.</p>			
<p><u>Knowledge focus/what matters:</u></p> <p>Students should learn about Africa in geography to develop a deeper understanding of the world, its diversity, and the complexities of human-environment interactions. Africa, as the second-largest continent, offers a rich tapestry of cultures, landscapes, and histories that are crucial to understanding global issues. Studying Africa helps students challenge stereotypes and appreciate the continent's multifaceted nature, fostering a more inclusive and globally aware perspective.</p>			
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria) I can...	Homework/Gwaith cartref to support progress
Week 1-2	<ul style="list-style-type: none"> Recall prior knowledge to assess which photographs are African or not using geographical clues such as climate, vegetation, biomes and features. Identify and describe where Africa is located within the world map. Examine common perceptions and misconceptions of Africa and explain where these ideas come from. 	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations 	<p>Map Skills — Africa Map Annotation Task</p> <p>Students will annotate a blank outline map of Africa with:</p> <ul style="list-style-type: none"> The equator, tropics, and major lines of latitude Surrounding oceans At least 10 African countries One major physical feature (e.g., Nile, Sahara, Congo Basin) <p>Set: 05.01.2026 Due: 16.01.2026</p>
Week 3	<ul style="list-style-type: none"> Locate Sudan on a map and identify surrounding countries, major rivers (e.g., the Nile), climate zones and key cities. Describe Sudan’s physical geography and explain how it shapes settlement, transport, and daily life. 	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations. 	<p>“Sudan Overview Fact Sheet”</p> <p>Students create a one-page summary including:</p> <ul style="list-style-type: none"> Sudan’s location Key physical features



	<ul style="list-style-type: none"> Identify human features such as population distribution, ethnic groups, languages, religions and levels of development. Explain some of the major challenges Sudan faces (e.g., poverty, lack of services, environmental pressures, political instability). Use geographical data, maps and images to describe inequalities within Sudan. Begin to understand why Sudan is vulnerable to conflict. 		<ul style="list-style-type: none"> Two human features Two challenges people face One diagram/map (Set + Due dates can match your LP structure.) <p>Set: 19.01.2026 Due: 02.02.2026</p>
Week 4-5	<p>Show Your Learning (SYL) — WRITING & REFLECTION LESSON</p> <p>Big Question: <i>'What are the main causes of conflict in Sudan, and how do its impacts on people and development compare with Kenya? Which country is more affected, and why?'</i></p> <p>Using your planning from last week, you are going to write a well-structured extended response that explains the causes of conflict and evaluates their impact on Sudan.</p>	<p>Using your classwork and prior knowledge consider: Success Criteria (for writing):</p> <ul style="list-style-type: none"> Explain the main causes of conflict in Sudan using accurate geographical vocabulary. Explore & compare how people's lives and development are affected in Sudan and Kenya. Use evidence from both countries to support your points. Make a clear judgement about which country is more affected and explain why. 	<p>"Sudan Conflict Summary Sheet" Students create a one-page revision sheet covering causes, impacts and key terms. Set: 02.02.2026 Due: 16.02.2026</p>
Week 6	<ul style="list-style-type: none"> Identify and describe ways in which Sudan can be improved through development projects. Examine at least two different project case studies aimed at helping communities in Sudan. Explain the human and ethical consequences of child soldier recruitment. Argue how different development projects may help Sudan rebuild and recover. Evaluate the overall effectiveness of each project. 	<ul style="list-style-type: none"> I can recall prior learning including geographical processes and apply this to new discoveries. I can ask questions to support my explanations and descriptions, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations 	<p>Development Project Comparison Sheet Students complete a short comparison, after researching to evaluate two development projects and deciding which is most effective for Sudan. Bonus HW</p>