



Geography Year 8 Curriculum Overview

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Learning Focus	Assessments
<p>Weeks 1–7 (HT1): Global Environmental Issues</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What is the plastic problem?2.) How can we reduce the plastic problem?3.) What is the greenhouse effect?4.) What are the global impacts of climate change?5.) How can we adapt to climate change? <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none">• GCSE Unit 1 <i>Living with the physical environment, Section A – Natural hazards</i>: students study the causes and effects of climate change.• KS3 PoS <i>Locational knowledge</i>: Develop locational knowledge, including Asia and the Middle East. (AO1)• KS3 PoS <i>Human and physical geography</i>: students should understand climate change and economic activity. They study how ‘human and physical processes interact to influence and change environments’. (AO2)<ul style="list-style-type: none">• Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3)• GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps (AO4) <p>Skills:</p> <ul style="list-style-type: none">✓ draw conclusions (AO3)✓ use and interpret ground photos (AO4)✓ use, interpret, complete and label diagrams (AO4)✓ complete a bar chart (AO4)✓ use and interpret line charts (AO4)	<p>Assessment One:</p> <p>Short written argument “Should we introduce bans on plastics?” Explain.</p> <p>Final Assessment:</p> <p>Climate change presentation</p>
<p>Weeks 8-14 (HT2): Escaping Inequality</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What are HICs, LICs and NEEs? Awareness that some countries are rich, while others are poor. Some are transitioning.2.) How can levels of development be measured by development indicators, such as GNI (gross national income) per capita, literacy rate and birth rate?3.) Why do some countries struggle to develop because of their location, their lack of natural resources or human capital, and their colonial history? Links to Y7 Africa.4.) Why might people migrate to another country to escape inequality, such as poverty? What are push and pull factors?5.) What is a lack of food security, how does it lead to famine?6.) How might good food security lead to overnutrition and	<p>Assessment One:</p> <p>Data task on development indicators</p> <p>Final Assessment:</p> <p>Summative assessment</p>

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<p>obesity?</p> <p>7.) Peoples health & access to healthcare varies round the world</p> <p>8.) Why can trade between countries be unfair, especially when HICs (high-income countries) buy from LICs (low income countries)?</p> <p><u>Key Assessment objectives / skills:</u></p> <p>AQA GCSE <i>Unit 2 Challenges in the human environment, Section B: The changing economic world</i>: this chapter will help students to understand the global variations in economic development and quality of life and the strategies that exist for reducing the global development gap.</p> <p>KS3 PoS <i>Locational knowledge</i>: studying this topic satisfies the KS3 PoS by enabling students to extend their locational knowledge and deepen their spatial awareness of the world's countries. (AO1)</p> <p>KS3 PoS <i>Human and physical geography</i>: this chapter will help develop students' understanding of human geography relating to: population and urbanisation; international development; economic activity and the use of natural resources. (AO2)</p> <ul style="list-style-type: none"> • Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) • GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps (AO4) <p><u>Skills:</u></p> <ul style="list-style-type: none"> ✓ write descriptively (AO1) ✓ describe landscapes from photos (AO1) ✓ compare maps (AO1) ✓ identify trends (AO1) ✓ draw and interpret lines of best fit (AO1 and AO4) ✓ understand and use numerical data including percentage (AO4) ✓ complete bar charts or divided bar charts, and flow diagrams (AO4) ✓ use and interpret ground photos (AO4) ✓ complete a pie chart (AO4) ✓ use, interpret and complete scattergraphs (AO4) ✓ use, interpret and complete diagrams, bar charts and pictograms (AO4) ✓ label atlas maps (AO4) ✓ use and interpret flow line maps (AO4) ✓ complete sketch maps use and interpret atlas maps and cartoons (AO4) 	
<p>Weeks 15-21 (HT3): World Cities & Urbanisation</p> <p><u>Learning enquiries:</u></p> <p>1.) What is urbanisation? How does natural increase and rural-urban migration impact urban population?</p>	<p>Assessment One:</p> <p>Written piece about push and pull factors</p>

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<p>2.) Why do cities develop in particular places? 3.) Why has rural–urban migration occurred rapidly in China? What are the consequences for China’s rural and urban areas? 4.) What are megacities? What are their numerous challenges and opportunities? 5.) What are squatter settlements? What are the opportunities and challenges of living in one? 6.) How do cities become sustainable in order to address their challenges?</p> <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> • AQA GCSE <i>Unit 2 Challenges in the human environment, Section A: Urban issues and challenges</i>: this chapter will help students to understand that a growing percentage of the world’s population lives in urban areas, how urban growth creates opportunities and challenges for cities in LICs and NEEs, and about urban sustainability. • KS3 <i>PoS Locational knowledge</i>: studying this topic satisfies the KS3 PoS by enabling students to extend their locational knowledge and deepen their spatial awareness of the world’s countries, including China and India. (AO1) • KS3 <i>PoS Human and physical geography</i>: this chapter helps to develop students’ understanding of human geography relating to population and urbanisation. (AO2) • Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) • • GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps (AO4) <p><u>Skills:</u></p> <ul style="list-style-type: none"> ✓ label and annotate sketches (AO1) ✓ write descriptively (AO1) ✓ draw conclusions (AO3) ✓ use and interpret aerial photos (AO4) ✓ use, interpret and complete line graphs (AO4) ✓ use and interpret atlas maps (AO4) ✓ complete bar charts (AO4) ✓ use and interpret line graphs (AO4) ✓ complete and label diagrams (AO4) ✓ use and interpret ground and satellite photos (AO4) ✓ draw sketches from photos (AO4) ✓ use, interpret and complete choropleth maps (AO4) ✓ use, interpret and complete proportional symbol maps (AO4) ✓ understand and use proportion (AO4) 	<p>Final Assessment:</p> <p>Summative assessment</p>
<p>Weeks 22-28 (HT4): Mountains & Frozen Landscapes</p> <p><u>Learning enquiries:</u></p>	<p>Assessment One: TBC</p> <p>Final Assessment: TBC</p>

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<ul style="list-style-type: none"> • Where are the world's mountain landscapes? • What conditions exist on mountainous environments? • Where are the worlds frozen landscapes? • Where are glacial landscapes in the UK? • What physical processes occur in glacial environments? • Where is Antarctica, and what is it like? • Who owns Antarctica? • What are the issues in Antarctica? • How can we manage Antarctica sustainably? <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> • GCSE Unit 1 Section C: <i>Living with the physical environment</i>: students choose two out of three UK physical landscapes, from rivers, coasts and glacial. We have changed our choices to rivers and coasts at GCSE and we feel it is critical that students understand, on a basic level, how the local glacial environments were created and what they are used for. • KS3 PoS <i>Human and physical geography</i>: students study the geological timescale, rocks and weathering, as well as aspects of glaciation, hydrology and coasts (having studied rivers at KS2). (AO1) Students also consider the interrelationship between physical and human environments (AO2) • Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) • • KS3 PoS <i>Geographical skills and fieldwork</i>: students should develop OS mapwork skills (well covered in the studies of rivers, coasts and mountains) and engage in hypothetical field investigations (AO4) <p>Skills:</p> <ul style="list-style-type: none"> • describe landscape and land use from photos (AO1) • label and annotate maps and diagrams (AO1) • draw sketches from photos (AO4) • use and interpret OS maps (AO4) • use and interpret physical maps (AO4) • understand and use numerical data (AO4) • complete bar charts and line graphs (AO4) • use, interpret and complete physical maps and diagrams (AO4) 	
<p>Weeks 29-35 (HT5): The Almighty Dollar (globalisation)</p> <p><u>Learning enquiries:</u></p> <ul style="list-style-type: none"> • Where does money go when you spend it? • What sectors of the economy are there? • Why are most goods made in China? • Why is China investing in African countries? 	<p>Assessment One: Extended writing task</p> <p>Final Assessment: Poster presentation</p>

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- Why is Nigeria a major focus of Chinese investment?
- What is life like in Nigeria?
- What is India's tax problem?
- What is infrastructure, and why is it so important for countries?
- What is the rest of the dollar's journey?

Key Assessment objectives / skills:

- AQA GCSE *Unit 2 Challenges in the human environment, Section B: The changing economic world*: this chapter will help students to understand the global variations in economic development and quality of life.
- KS3 PoS *Locational knowledge*: studying this topic satisfies the KS3 PoS by enabling students to extend their locational knowledge and deepen their spatial awareness of the world's countries. **(AO1)**
- KS3 PoS *Human and physical geography*: this chapter will help develop students' understanding of human geography relating to: population and urbanisation; international development; economic activity and the use of natural resources. **(AO2)**
- Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **(AO3)**
- GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps **(AO4)**

Skills:

- write descriptively (AO1)
- describe landscapes from photos (AO1)
- label atlas maps (AO1)
- compare maps (AO3)
- use, interpret and complete diagrams, bar charts and pictograms (AO4)
- understand and use numerical data (AO4)
- use and interpret flow line maps (AO4)
- complete sketch maps (AO4)
- use and interpret atlas maps and cartoons (AO4)
- understand and use numerical data including percentage (AO4)
- complete bar charts or divided bar charts, and flow diagrams (AO4)

Weeks 36-39 (HT6): Geography Of Conflict

Learning enquiries:

- 1.) What is conflict?
- 2.) What are the causes of conflict?
- 3.) What is the impact of conflict on geography?

Assessment One: What impact has conflict had on Afghanistan's development? (peer assessed)



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- 4.) What is the impact of geography on conflict?
- 5.) What is the impact of conflict on development?
- 6.) What are the links between ourselves and global conflicts?

Key Assessment objectives / skills:

- KS3 PoS Locational knowledge: students study aspects of the physical and human geography, and develop locational knowledge, including Asia (Afghanistan), Africa (Somalia) and the Middle East (Syria/Jordan) **(AO1)**
- Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements **(AO3)**
- GCSE skills: Provides opportunities to practice mapping, graphical and statistical skills and use of resources such as satellite maps **(AO4)**

Skills:

- ✓ use and interpret ground photos (AO4)
- ✓ describe landscapes from photos (AO1)
- ✓ understand and use numerical data including proportion (AO4)
- ✓ complete an atlas map and a desire line map (AO4)

Final Assessment:

Conflict presentation (pupil choice)