

SUBJECT Geography Year 8 Curriculum Overview



Year 8 – Overview

Our vision for Geography

By offering a broad and rich curriculum, in line with the national curriculum, which promotes curiosity into and greater understanding of both the natural processes and human interactions which occur on our planet, we hope our students become aware of the risks and challenges both the planet and humans face in the 21st century.

Geography is a key tool for understanding the significance of the past, and how it has shaped the world today, whether that be through physical or human systems. Through studying the local area, the UK and wider contrasting places, students will foster a compassion and sense of responsibility as an informed global citizen, enabling them to reflect on their place and role in the future, as well as developing critical thinking and evaluative skills which they can take forward into future learning experiences.

During Year 8, students gain core geographic knowledge and skills which serve them throughout the Key Stage, building the foundations for deepening understanding in the future. Students are introduced to the main geographical processes which underpin the physical world and learn how humans have an impact on those physical processes. Students will explore large regions of the globe and continue to understand inequality, wealth and development. Students also continue to investigate the impact that people have on the planet's environment, through a look at global warming on a local and more global scale.

Year 8 contains a mix of physical, human and environmental geography with 6 main topical units. Each unit has been selected to provide core knowledge and skills which are developed upon through the remainder of KS3 and beyond, and is structured to learn and develop core knowledge and skills before exploring their application and use.

Geographical skills such as map reading, data/graphical interpretation and image analysis are developed from KS2 with the introduction of a range of mapping techniques. The geographical description of place and understanding of how places contrast and why is continued, along with how physical processes can be used to explain the sequential formation of landforms and the impact humans have on these landscapes.

All students will be able to access the main content of all lessons, and all students will be taught to the top with scaffolding, adaptive teaching and challenge provided where necessary.

Autumn Term topic units start with learning about the physical processes involved in the formation of rivers and how humans play a role in defining their shape. This will include looking at a range of different mapping techniques and satellite imagery which builds upon knowledge learned in Year 7. Spring Term topic units focus on human geography and how humans have an impact on the physical environment. We will then explore the continent of Asia with an in

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depth look at the country of China and how population has had an impact of the physical landscapes. This will ensure that students can understand their place in the World and also how they play a vital role in shaping our planet. Summer Term topic units build on the Spring Term in a local physical geography context before exploring global environmental issues and the wider impact that humans have.

Throughout the topics, students will continue to build upon their geographical enquiry skills and will be encouraged to continue to ask questions. Students will be encouraged to BUG questions and use acronyms and PEEL strategies to support written work. Literacy will be promoted with the use of key geographical terminology & vocabulary to extend understanding along with a selected range of texts to extend comprehension. Assessments will test knowledge and understanding and use a range of command words to prompt the expansion of describe, explain and justify responses with an emphasis on developing detailed reasons and evidence.

Impact

By the end of the year students will have broadened their locational knowledge across the globe whilst retaining a focus on the UK and locally, within the urbanisation of Manchester and Lancashire. Students will have developed an understanding of how people live across the globe, being able to link the challenges posed by urban living to a rapidly growing local and global population. Further work on key geographic processes consolidates the understanding of how erosion impacts both landscapes and lives and will have introduced the idea of hazardous events. Students will, by the end of Year 8, have covered the core units of Geographic Study, understanding how physical and human geographical processes bring about spatial variation and change over time.

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Term	Themes/ Topics	Key Knowledge & Skills	Key Assessments
(Autumn 1)	<p>TOPIC 1: Rivers</p> <ol style="list-style-type: none"> 1. What is a river? 2. Meet the River Thames 3. The water cycle at work 4. A closer look at a river 5. How do rivers shape the land? 6. Landforms created by rivers 7. How do we use rivers? 8. Floods 9. Can we protect ourselves from flooding? 	<p>Rationale: This topic shows how geographical processes interact to create distinctive human and physical landscapes that change over time. The topic also addresses how human activity relies on effective functioning of natural systems.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Describe the water cycle and say that humans depend on it for survival and why • Explain how rainwater reaches a river system using the correct vocabulary • Name, define and identify the different features of a river system • Describe the processes of erosion, transportation and deposition • Describe and identify river landforms • Describe how we use rivers and the need for regeneration • Explain what a flood is and give reasons for the cause of flooding • Give examples of flood protection measures <p>Geographical skills:</p> <ul style="list-style-type: none"> • Literacy skills – list, define, describe, explain, extract facts, suggest reasons, make predictions • Use subject specific language when speaking and writing about space and place • Interpret maps (flood maps and OS maps), locate places on OS maps, calculate distances, interpret graphs, draw and label graphs and sketch maps. 	<p>Assessment – deep marked and feedback given for DIRT</p>

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		<ul style="list-style-type: none"> Numeracy skills – arrange in order 	
<p>(Autumn 2)</p>	<p>Topic 2: Population</p> <ol style="list-style-type: none"> 1. What is population? 2. How is the Earth’s population changing? 3. Where is everyone? 4. Population growth around the world 5. How is the UK’s population changing? 6. What is an ageing population 7. What are population pyramids 8. What is our impact on the planet? 9. What does the future hold? 	<p>Rationale: This topic look at the key processes in relation to population growth and distribution. Understand how population change interacts to influence and change environments and climates, and how human activity relies upon the effective functioning of natural systems.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Explain how population and life expectancy has increased approximate population today; give at least three other facts about London • Name countries/regions that are sparsely and densely populated and identify factors that affect population distribution • Identify continents with the highest and lowest rates of population growth • Give three reasons why the UK’s population is increasing • Suggest how a growing population could create further problems for the planet • State what the world’s population is expected to be in 2100 and describe the challenges in particular regions <p>Geographical Skills:</p> <ul style="list-style-type: none"> • Literacy skills – explain, give reasons, define key terms, analyse 	<p>Unit quiz/check questions - peer/self-assessment</p>

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		<ul style="list-style-type: none"> Numeracy skills - Analysis of graphs, manipulate data, apply mathematical understanding Interpret choropleth and political maps 	
<p>(Spring 1)</p>	<p>Topic 3: Urbanisation</p> <ol style="list-style-type: none"> How did our towns and cities grow? Manchester's story – part 1 Manchester's story = part 2 Urbanisation around the world Push and pull factors It's not all sunshine Life in the slums How can we make cities more sustainable? 	<p>Rationale: This topic develops knowledge of globally significant places and how they provide a geographical context for understanding urbanisation and sustainability.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Identify and explain the industrial revolution as the start of urbanisation List the steps Manchester went through as it grew, and explain why the population declined Explain how new jobs, improved transport, and modern housing have helped to regenerate areas Describe the pattern of urbanisation around the world and explain the link between urbanisation and wealth Give examples of push and pull factors Explain why slums are common in LICs Explain what conditions are like in the slums and the different approaches to tackling the slum problem Identify way to make cities more sustainable <p>Geographical skills:</p>	<p>Assessment – deep marked and feedback given for DIRT</p>

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		<ul style="list-style-type: none"> • Interpret photographs, maps, create graphs, analyse a range of maps/graphs • Literacy skills – explain change, define key terms, explain success, describe processes, present a reasoned argument 	
<p>(Spring 2)</p>	<p>Topic 4 – Asia/China</p> <ol style="list-style-type: none"> 1. What and where is Asia? 2. Asia’s countries and regions 3. What’s Asia like? 4. Asia’s physical landscapes 5. Asia’s population 6. History of China 7. Where is everyone? 8. What about the environment? 9. Belt and road initiative 	<p>Rationale: Develop knowledge of Asia, it’s physical and human characteristics, environmental regions, countries and cities. A focus on China as one of the most important countries, and the country with the largest population.</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Describe the location and relative size of Asia and compare it with other continents • Describe the physical features along the border between Asia and Europe • Name and location Asian countries and cities • Describe and explain the population distribution across Asia • Identify Asia’s major industrial regions and compare GNI data for different countries • Outline China’s history • Describe the physical features of china • Describe population distribution of China • Identify evidence that China suffers from air pollution and desertification and how they are being tackled • How does China contribute to global trade 	<p>Unit quiz - peer/self-assessment</p>

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		<p>Geographical skills:</p> <ul style="list-style-type: none"> Interpreting maps and graphs, summarising data, interpret GNI data, interpret satellite imagery, calculate population densities, use a range of scales on maps 	
<p>(Summer 1)</p>	<p>Topic 6: Coasts</p> <ol style="list-style-type: none"> 1. What causes waves and tides? 2. What work do the waves do? 3. Which landforms do waves create? 4. What do we use the coast for? 5. Going on holiday to the coast 6. Storm surge! 7. Coastal erosion 8. How can we protect places from the sea? 9. 	<p>Rationale: Students understand the key processes related to coastal landforms and the human use of coastal areas through place based exemplars.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Give examples of physical and human processes that shape the coastline Explain that waves are caused by the wind Describe the processes of erosion, transportation and deposition by the waves Name, identify and describe coastal landforms and explain how they are formed Give examples of how humans use the coast and explain why there might be conflict Explain the reasons for storm surges (case study example) Describe the problems of coastal erosion (case study example) Explain why some places won't be protected in the future <p>Geographical skills:</p>	<p>End of Year Exam</p>

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		<ul style="list-style-type: none"> Analyzing information on a diagram, analysing photographs, annotated sketches, evaluate data collection methods and data presentation techniques, interpreting OS maps 	
<p>(Summer 2)</p>	<p>Topic 6: Our warming planet</p> <ol style="list-style-type: none"> 1. Earth's climate is always changing! 2. The climate detectives 3. How is Earth's climate changing today? 4. This time...is it us? 5. Local actions, global effects 6. What can we do? 	<p>Rationale: Students understand key processes in the change in climate from the ice age to present day and understand how human activity relies on effective functioning of natural systems.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Describe how Earth's temperature has changed through history, referring to graphs Describe the factors that influence climate change, and how scientists look for clues about past climates Give examples of climate change and how these are impacting people Describe the relationship between global temperature and carbon dioxide since 1800's Identify countries where emissions grew between 2000 and 2017, and whose which reduced emissions List ways of generating electricity that do not produce carbon dioxide, and prioritise actions to tackle climate change <p>Geographical skills:</p> <ul style="list-style-type: none"> Interpreting a range of graphs, analysing photographs, interpreting data 	<p>End of Year Exam</p>

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