



**Subject: Geography**

**Geography aims to grapple with and understand some of the big world issues, both human and physical**

**Year: 8**

	<b>Autumn 1</b> <i>Why is the UK always wet and cold?</i>	<b>Autumn 2</b> <i>How are populations changing?</i>	<b>Spring 2</b> <i>Will we ever be able to live safely with tectonic hazards?</i>	<b>Spring 1</b> <i>What happens when the land meets the sea?</i>	<b>Summer</b> <i>What is development and how is Africa affected?</i>
<b>CONTENT</b>	<p>The first unit in year 8 starts to build on the learning from year 7. We kick off the year with a physical unit which builds on the knowledge of the hydrosphere and water cycle. We move from UK to global during the unit building on our learning of the UK and preparing for future learning on issues around global development.</p> <ul style="list-style-type: none"> <li>▪ Weather and climate</li> <li>▪ Measuring weather</li> <li>▪ Weather charts and symbols</li> <li>▪ Climate graphs</li> <li>▪ Types of rainfall</li> <li>▪ Anticyclones, isobars and depressions.</li> <li>▪ UK weather maps and isotherms</li> <li>▪ Global climate</li> <li>▪ Australian climate</li> <li>▪ Hurricane Dorian</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> </ul>	<p>This unit builds on the ‘How does money make the world go around?’ unit and introduces some key concepts of population which are built on later in the year with the development unit and then again in year 9 and during GCSE.</p> <ul style="list-style-type: none"> <li>▪ Distribution maps</li> <li>▪ Dense and sparse</li> <li>▪ Demographic Transition Model (DTM)</li> <li>▪ Population pyramid</li> <li>▪ Russia V China</li> <li>▪ Migration</li> <li>▪ Global migration routes</li> <li>▪ Mexico USA migration story</li> <li>▪ Slums</li> <li>▪ Geographical Information Systems (GIS) census data</li> <li>▪ Bangalore</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>	<p>This unit takes new key physical processes and uses learning from the year 7 economy unit and the year 8 population unit to think about impacts. This unit is built on with greater detail at key stage 4.</p> <ul style="list-style-type: none"> <li>▪ Plate boundaries</li> <li>▪ Movement of plate boundaries</li> <li>▪ Earth’s composition</li> <li>▪ Earthquakes and volcanoes</li> <li>▪ Impact of earthquakes</li> <li>▪ Safety during earthquakes</li> <li>▪ Nepal</li> <li>▪ Japan</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Change</li> <li>• Sustainability</li> <li>• Players</li> </ul>	<p>This unit picks up the ideas from the year 7 unit on Rivers and reinforces the physical processes. This unit prepares students to tackle the “What is the future of our planet?” unit in year 9.</p> <p>In the summer term of year 8 students will be offered the opportunity to observe some of these processes and carry out fieldwork.</p> <ul style="list-style-type: none"> <li>▪ Coastal processes</li> <li>▪ Geology</li> <li>▪ Erosion</li> <li>▪ Stump, stack, bay</li> <li>▪ Longshore drift</li> <li>▪ Spits</li> <li>▪ Coastal defences</li> <li>▪ Jurassic coast</li> <li>▪ Holderness coast</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>	<p>This unit draws on ideas from ‘How does money make the world go around?’, ‘Why is the UK always wet and cold?’ and ‘How are populations changing?’ to look at some big global ideas in preparation for the year 9 units.</p> <ul style="list-style-type: none"> <li>▪ Dollar street (online)</li> <li>▪ Development compass</li> <li>▪ Measurements of development</li> <li>▪ Cause of poverty</li> <li>▪ Gender inequality</li> <li>▪ Natural resources</li> <li>▪ Deserts</li> <li>▪ Climate regions</li> <li>▪ Slave trade</li> <li>▪ Colonisation</li> <li>▪ Belgium Congo</li> <li>▪ DRC V South Africa</li> <li>▪ Non-Governmental Organisations (NGO’s) in the DRC</li> <li>▪ Chinese development of Africa</li> </ul> <p>Key concepts:</p> <ul style="list-style-type: none"> <li>• Players</li> <li>• Diversity</li> <li>• Change</li> <li>• Sustainability</li> <li>• Interdependence</li> </ul>

## St Mary's CE High School Curriculum Map 2022-23



### Subject: Geography

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**Year: 8**

<b>Skills</b>	Skills covered throughout Year 8: Geographical enquiry, Decision making, Reasoning, Geographical Information Systems (GIS), Data analysis, Empathy, Map skills, Numeracy, Fieldwork skills.				
<b>Command words</b>	Describe, Define, Outline, State, Explain, Calculate, Compare, Identify, Discuss, Suggest, To what extent, Justify				
<b>Key Questions</b>	<p>What is weather and climate? How do we measure weather? How can weather and climate be measured and recorded? What are clouds and why does it rain? What is air pressure and how does it affect us? What is the climate of the UK? How does climate vary across the world? How does drought affect people and the environment? How do hurricanes affect people and the environment?</p>	<p>Where does everyone live and why? How does population change over time? How can we describe the structure of the population? Can we control population? Why are people moving? Where do people migrate to? What is urbanisation? How can we see population on a map? What are the impacts of an ageing and youthful population? How is urbanisation changing lives of people in Karnataka?</p>	<p>Do continents fit together like a jigsaw puzzle? Where are the worlds Volcanos, earthquakes and mountain ranges? What is happening beneath our feet? What happens at plate boundaries? What happens during an earthquake? Can people manage the risks of living in an earthquake zone? What happened in the Nepal earthquake? How was the earthquake in Japan different to the one in Nepal?</p>	<p>What shapes our coastline? What is wearing away the coastline? What landforms are created by erosion? How does transportation change the coastline? How does deposition change the coastline? How has life on the Holderness coastline changed? What defences can be used to protect the coastline? What are the costs and benefits of these defences? What is happening on the Jurassic coast?</p>	<p>How is money spread around the world? How do we measure development? Why do we live in poverty? How can gender equality increase development? What is the physical landscape of Africa? How has Africa's past affected its future? What are the challenges and opportunities of population change in Africa? How developed are African countries? How are organisations helping? Does China want to help Africa develop?</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Short and long answer questions on content taught in the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid unit mini assessment to assess knowledge so far</li> <li>• Academic poster to answer the overall key learning intent: What is development and how is Africa affected?</li> </ul>