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| **Year 8 – Geography** | | | | | |
| **Curriculum intent** | The year 8 curriculum is based on extending and deepening geographical knowledge and processes from a local to a global scale. This starts with students expanding their knowledge on the key physical landscapes of the UK which is an island. This is then followed by the study of human landscapes have changed in the UK and globally allowing students to see the similarities and differences of these processes on different scales. This will then allow our students to move on to the interactions between humans and the physical landscape by discussing issues of global biomes and hazards. The use of fieldwork to then investigate these geographical processes on a smaller scale will deepen students understanding of the similarities and differences that humans face in responding to these processes and the responses that can be implemented when discussing the processes of urbanisation, counter urbanisation and regeneration. | | | | |
|  | **Topic 1**  **Exploring Coasts** | **Topic 2**  **Exploring Cities** | **Topic 3**  **Exploring Ecosystems** | **Topic 4**  **Exploring Hazards** | **Topic 5**  **Exploring Fieldwork** |
| **Knowledge** | * Geomorphic processes that shape the coastline. * The influence of geology on the landforms found at the coastline. * The different landforms created by geomorphic processes along the coast. * The threats that face communities along the UK coast. * The different management strategies that can be found along the Dorset coast. | * The changing pattern of urbanisation since the 1950’s. * Push and pull factors for urban to rural migration. * Urbanisation patterns in the UK and urban deprivation. * The growth and regeneration of Manchester. * The challenges and opportunities in Mumbai. * The challenges and opportunities in London. * The challenges and opportunities in Rio de Janeiro. | * The distribution and the characteristics of global ecosystems. * The features, adaptations, challenges and opportunities of the desert. * The features, adaptations, challenges and opportunities of the Tropical Rainforest. * The features, adaptations, challenges and opportunities of the polar regions. * The advantages and disadvantages of sustainable management strategies for global ecosystems. | * Tectonic plate theory and the movement of tectonic plates. * Japan 2011 earthquake and tsunami – study of an earthquake in a developed country. * The mitigation of tectonic hazards in countries at different levels of development. * Iceland 2010 – study of a volcanic eruption in a developed country. * The dangers of weather and how this can impact on different people. * Hurricane Katrina, the events and the impacts on people, the economy and the environment. * Cumbria flooding, the events and the impacts on people, the economy and the environment. | * Application of Exploring Cities. * The structure of a geographical investigation. * The different types of data collection methods and their benefits and disadvantages. * How to select appropriate data collection methods and construct a hypothesis. * How to construct an investigation and conduct it, including introduction, methodology, analysis, conclusion and evaluation. * A decision-making based activity based on the land use opposite school. |
| **Skills / Procedural Knowledge** | Ordnance Survey  Maps in association with photographs | Atlas  Maps in association with photographs.  Graphical skills  Statistical skills | Atlas  Maps in association with photographs.  Graphical skills  Statistical skills | Atlas Maps  Ordnance Survey Maps  Maps in association with photographs  Use of qualitative and quantitative data. | Formulate enquiry and argument  Statistical Skills |
| **Assessments** | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Explain the process of longshore drift.  Discuss the advantages and disadvantages of hard and soft engineering. | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Assess the challenges created by urbanisation in a named city. | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  How can development in tropical rainforests create economic advantages but at a cost to the environment? | End of topic exam  Multiple Choice  Key words and definitions  Skills Question  Extended Writing  Assess the extent to which tropical storms have effects on people and the environment. | Multiple Choice  Skills Question  Fieldwork Write up – Analysis, Conclusion and Evaluation.  Decision Making Activity – Should we build a Nando’s outside of school? |
| **Enrichment** | [Virtual fieldtrip along the Dorset coastline.](C://Users/JessicaHeap/Downloads/20929-a-virtual-field-trip-to-evaluate-coastal-protection-me_1.pdf) | [GIS Tours of the World’s megacities.](https://www.google.com/earth/education/) | [Protecting Tropical Rainforests](https://www.rainforestfoundationuk.org/education-pack) |  | [Virtual Fieldwork](https://visualisation.soton.ac.uk/) |