

YEAR 8 Overview - Geography

Rationale: In Year 8, students move on from exploring their own country and look at areas further afield including Russia, Asia & China. We continue to follow the strands of physical, human and environmental geography. We also introduce the different types of Geography which we will be studying over the following three years. We build on work started in in Year 7 and aim to engage our students and develop their knowledge and understanding of the world around them. It is evident that many of our students have very little experience of the wider world so we try to broaden their horizons. The Geography Curriculum has been designed and produced by the staff of the Geography department to try and inspire a curiosity and fascination about the world and its people.

Intent	Implementation	Impact
<ul style="list-style-type: none"> • To meet the needs of our students • To enable all students to progress and achieve their potential • To develop literacy and numeracy skills alongside geographical skills • A broad and balanced curriculum which covers physical, human and environmental geography and introduced students to a variety of places • Successful learners who show a love of Geography, and seek to make good progress and achieve their potential • Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Pupils need to know that we are all Geography • A sense of freedom and flexibility to cover world events as and when they take place, e.g. COP • Geography is an inherently interesting, challenging and useful subject in its own right 	<ul style="list-style-type: none"> • Two hours a week with the same teacher • Units have been chosen to be a mixture of human, physical and environmental geography • Knowledge and skills are developed through the teaching of these units • Builds on prior knowledge from primary school and follows the National Curriculum • Units are adapted (adaptive teaching) to meet the needs of all ability learners • The teaching of literacy and numeracy is embedded throughout the curriculum • Time is allowed for revision and retrieval of knowledge and skills • Sequencing of units is consistent across KS3 to build on skills from earlier units • Lessons have been created by member of the Geography department using published resources and lessons of their own design • Homework is in the process of being built into the schemes to consolidate learning • PowerPoints are structured to follow a sequence of lessons but individual staff will adapt their teaching according to the needs of their group. 	<p>Formative assessments include:</p> <ul style="list-style-type: none"> • Common assessments, progress tests for units and end of year exams • Student response to specific targets set by teacher • Self and peer assessment • Student voice feedback – questionnaire • Continuous review of the curriculum by staff and students following each unit <p>Assessment data will provide information on progression</p> <p>The purpose of the assessments is to assess student progress, inform parents and to make effective judgements on grades and setting.</p>

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Natural Resources In this unit we shall investigate the different elements that make up our planet and how soils are formed and used in our everyday lives. We study deforestation and how areas are under threat, e.g. The Sahel. We study how the world uses natural resources like oil and gas and understand the difference between renewable and non-renewable resources.</p> <p>Prior learning to be revisited Climate zones Biomes Water cycle</p> <p>How will learning from this unit be developed in the next unit? Trading of oil and gas (Middle East – Y9) Climate Change (Y9) Population – pressure on the world’s natural resources</p> <p>1 2 4 6</p>	<p>Russia We learn where Russia is located and explore the physical and human geography of Russia, such as the weather and climate of Russia and how this affects where the population is distributed. We conclude the unit by investigating the global connections Russia has</p> <p>Prior learning to be revisited. Mapping skills Mountains Latitude and Longitude Weather & Climate Climate graphs</p> <p>How will learning from this unit be developed in the next unit? Links to Asia (part of Russia is in Asia) Conflict in the Middle East (Y9)</p> <p>1 2 4 6 8</p>	<p>Asia & China We investigate the diverse physical and human geography of Asia and how this leads to Asia being considered a continent of change. We consider how Asia is connected with the rest of the world.</p> <p>Prior learning to be revisited Continents of the world Population Weather and Climate Mapping skills</p> <p>How will learning from this unit be developed in the next unit? Examples of Natural hazards in Asia Links to Development in Y9 Links to Asia (part of Middle East unit in Y9)</p> <p>1 2 4 6 8</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p>Coasts We shall develop an understanding of how erosion deposition and transportation create and change coastal landforms over time. We discuss how the coast is used by people and how this leads to different coastal management strategies. We continue to practice our map skills by identifying different coastal landforms.</p> <p>Prior learning to be revisited Physical Geography Links to Rivers in Y7 with types of erosion</p> <p>How will learning from this unit be developed in the next unit? Coasts in GCSE Population – why people live around the coastline</p> <p>1 2 4 6</p>	<p>Population In this unit we explore the distribution and density of populations globally and how this has changed over time. We investigate how countries try to modify their population characteristics. Migration and the affect this has, on areas such as the countryside and cities is also investigated.</p> <p>Prior learning to be revisited Human features (city etc) Russia unit</p> <p>How will learning from this unit be developed in the next unit? Population DTM (GCSE) Development (Y9)</p> <p>1 2 6</p>	<p>Global Issues In this unit we explore issues that concern many of us throughout the world. Issues will include: -Plastics in the ocean -Disease -Cholera and John Snow -Conflict -Species loss/ extinction</p> <p>1 2 4 6 8</p>

No.	<ul style="list-style-type: none"> • Cross Curricular Link • Literacy • Numeracy • highlighted in topics 	
1	Literacy and Oracy	Different types of writing, e.g. report, postcard, tweet. Students present work and read text aloud.
2	Numeracy	Students interpret data from tables and graphs provided. Students present data in different forms, e.g. climate graphs, pie charts, bar charts.
3	RSE **	
4	SMSC /CITIZENSHIP*	Comparisons of how people live, e.g. comparing life in LIDC, EDC and AC's. Role of women in society, religions found in differing countries.
5	Digital Competency	
6	Careers	Look at careers linked to particular aspects studied, e.g. cartographers when looking at maps.
7	Enterprise	
8	Economic Understanding	Looking different types of jobs, why some countries are richer than others.
9	Appreciation of Sports and the Arts	