Geography
Year 8
Curriculum Overview

Intent: *By the end of the year...* students will be able to further develop skills and knowledge acquired from year 7. By the end of year 8 students will be able to consider the issues surrounding climate change and how polar regions are impacted. To understand key features of the coast and identify patterns of population distribution. To explore the geography of Asia. To have an opportunity to experience local fieldwork.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
				Assessment 2		
	Assessment 1					
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	**Climate Change** Students will consider the causes and consequences of climate change at different scales	**Glaciation and Polar Regions** Students will be able to understand how ice shapes our landscapes. Explore the impacts of climate change on polar regions.	**Coasts** Be able to understand how coastal landscapes are formed.	**Global Population** Consider the issues surrounding the world's growing population.	**Spotlight on Asia** To explore the human and physical Geography of Asia.	**Urban fieldwork** Be able to conduct small scale fieldwork.
Additional support links:	Link	Link	Link	Link	Link	Link 1 Link 2
Knowledge: Included here is the specific knowledge your child will learn in detail	• Two human causes of climate change • One natural cause of climate change • The local, national and global consequences of climate change • What the greenhouse effect is • Investigate how climate change can be managed	• Glacial landforms (x 3), e.g. corrie, arete and pyramidal peak. • 2.Case study on impacts (social, economic, environmental) of melting polar ice (e.g Russia / Arctic/ Antarctic) (linked to climate change). • Some links made to Russia • What is a 'polar region', key characteristics. • Latitude and longitude. • Where are glaciers found (map). • How is a glacier is formed? • Glacial processes, e.g. plucking, abrasion and freeze-thaw.	• Coastal processes – erosion, transportation and deposition • Coastal landforms – Headland/bay, cave/arch/stack/stump • Weathering and mass movement • Depositional landforms e.g. beach, spit • Coastal erosion • Management of the coast • Island formation and importance • Coasts and climate change • Case study of a coastal area	• Causes of global population increase. • Analysis of population pyramids, using them to explain how a population will change in the future. • Describe how a named country has used a population policy and evaluate the impacts that it had. • Impacts of overpopulation. • population distribution. • Migration - push/pull factors, types of migration and migrants, impacts. • Ageing populations. • UK population.	• Social, Economic and Environmental Impacts of rapid urbanisation on a named megacity. • Causes and consequences of flooding. • Case study of a flood event on a named river. • Energy use. • Monsoon climate • Palm oil. • Tectonic hazards. • Other content at centre discretion.	One fieldwork technique that can be used in an investigation linked to the human Geography of the local area e.g. traffic or pedestrian count, land use, environmental quality survey, questionnaires. More than one fieldwork technique that can be used to investigate the human geography of the local area
Skills: Included here is the specific skills your child will learn in detail	• Labelling maps or diagrams • Completion and interpretation of a scatter graph	• Identifying glacial landforms from an image. • Extended writing / decision making linked to case study. • Map skills, o identifying key lines of longitude and latitude. o identifying glacial areas on a map. o Annotating and sequencing glacial processes. o Annotating and sequencing glacial landforms.	• Annotating and sequencing coastal landforms • Identifying coastal landforms on OS maps - using OS map skills including gird references, contours, symbols, direction, scale.	• Interpret population pyramids. • Answer a 'to what extent' question.	• Proportional circles map showing megacity distribution and population. • Interpreting GIS	• Using a number of mathematical skills – mean, median, mode and range. • Be able to complete, draw and interpret compound bar graphs.
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.	For all key words and definitions refer to knowledge organisers below.