

Geography Year 8

The Geography curriculum is planned so that it inspires a curiosity and fascination about the world and its people. Throughout KS3 and KS4 students are equipped with knowledge about diverse places, people, resources and natural and human environments. Whilst nurturing geographical skills that will enable students to become active participants in the future of our planet. Geography also allows individuals to think critically and refine their ability to express their opinions.

Curriculum overview:

All groups in the current year 8 have 2 different teachers. They will study different units with their 2 respective teachers. As a result, they will be studying these 2 units simultaneously, and will have covered all the units in depth by the end of the year.

| | Autumn term: | Spring: | Summer: |
|--------------------|--|--|--|
| Half term 1 | <p>Beautiful Brazil</p> <p>This unit explores the climate, structure and function of the Amazon Rainforest as well as adaptations of species (plant and animal) within the forest, before moving on to the causes and effects of deforestation. The unit is completed by looking at the long-term future survival of the forest and will involve decision making and justification of viewpoints.</p> | <p>Rambling Rivers</p> <p>The Rivers unit begins with the location of the world's key rivers and the cities that sit upon them, before exploring the UK's key rivers. New geographical learning will be introduced through the study of the Hydrological Cycle and its processes, and the key terms used when studying river basins and profiles. River processes will be explored to show the formation of waterfalls, using the Niagara Falls as an example, as well as the theories and processes behind river meanders. From a human perspective the similar/different causes and impacts of flooding at both local and global scales will be explored as well as the flood protection schemes developed and implemented.</p> | <p>Should India Go To Space</p> <p>This unit is the first focused look at levels of development through the study of one country – India. Key measures of development are introduced, and India is compared with other countries. The concept of poverty is introduced through the study of Indian cities, with a focus on Bangalore. This is then compared with life across rural areas of India culminating in a study of causes and effects of rural urban migration. The future for India's development is studied through looking at evidence to support India having a space program.</p> |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |

| | | | | | | |
|-------------|---|---|--|--|--|--|
| | Biomes Ecosystems Latitude Low Pressure Distribution Climate Precipitation Temperature Adaptation Emergent Canopy | Under Canopy Forest Floor Deforestation Afforestation Social Economic Environmental Stakeholders | Input Output Source Mouth Condensation Evaporation Precipitation Transpiration Interception Groundwater Surface Flow Tributary Watershed Confluence | Global Development LICs NEEs Gross Domestic Product Literacy Birth rate Death rate Natural Increase | Urban Social classes Migration Rural Push/pull factors Sustainable Quality Population density Global National Sub-Continent Poverty | |
| Half term 2 | Vulnerable World This unit will act as an introduction to some of the major human impacts on the Environment. Issues such as energy usage, oil extraction, waste, water misuse, water scarcity and conflicts, plastic pollution and deforestation will be studied as well as solutions to climate change. It will give a broad overview to these issues, asking students to consider their own impact on the environment and possible solutions. | | Channel Drainage Basin Erosion Transport Deposition Plunge Pool Gorge Meander Cliff Slip-off Slope Reservoir Dredging | | Superpowers This unit explores the physical, human, and environmental geography of China and compares its level of development and future with other countries from around the world. The physical landscape and climate are studied to identify where and why people live where they do. They key focus of the unit is on the development side looking at China's use of energy, its impact on global climate and the future direction that development in China is taking. | |
| | Important vocabulary: | | Important vocabulary: | | Important vocabulary: | |
| | Continent Asia Ocean Climate Tourism Environment Social Economic Sustainable | Impact Ecotourism Pollution Renewable Non-renewable energy Scarcity Development | | | Asia Northern Hemisphere Physical Human Environmental Climate Relief Landscape Urban Development Sustainable Pollution | Rural Province Trade Economy Superpower Compare Contrast HICs LICs NEEs Consumption Communism |

Key staff contact:

Mrs J Rowland: Faculty Leader – j.rowland@fi.coastandvale.academy

What are our curriculum aims for your child in year 8?

- 🏆 Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
- 🏆 Interpret Ordnance Survey maps in the classroom and the field, including grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
- 🏆 Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.
- 🏆 Analyse, interpret and explain a range of graphs, charts, and tables.
- 🏆 Develop skills to present geographical data in a variety of ways.

How can I help my child be successful in Geography?

- 🏆 Encourage your child to frequently read or watch the local, national, and global news.
- 🏆 Explore the key vocabulary often with our child to help them transfer it to long term memory.
- 🏆 Look at different maps of local areas, the UK, and the globe.
- 🏆 If you travel anywhere, encourage your child to use a road map and be the map keeper.
- 🏆 Practice tricky spellings together.
- 🏆 Compare and contrast development in two newly emerging economies.
- 🏆 Explore current environmental issues.
- 🏆 Discover the physical and human geography associated with rivers.

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

In Geography we value the importance of providing students with feedback that enables the to progress. We therefore provide formative feedback that requires a response from our students. This may be a short response to correct an error or a longer response to improve a section of an extended piece of work. Students will complete this work in green pen and are then able to reflect clearly on where they have made progress.

To give students the time to practice extended writing pieces, we set, mark, and give feedback at least once per unit of work. This provides a clear demonstration of the skills that the students have gained and those that still require work. This is used, along with their classwork and feedback, to inform reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.