



Year 8 Geography Curriculum						
	Autumn Term		Spring Term		Summer Term	
	HT 1	HT2	HT3	HT4	HT5	HT6
<b>Key Concepts</b>	<p><b>Our Restless Earth</b></p> <p>This includes plate tectonic theory, plate margins and the causes of volcanoes, earthquakes and tsunamis, living in tectonic areas and management of tectonic hazards. The impact and responses to volcanoes and tsunamis will also be a focus.</p>	<p><b>Russia – a Prisoner of Geography?</b></p> <p>Students will explore key physical and human features of Russia including climate and biomes, adaptations in polar environments as well as the challenges (and opportunities) linked to climate change, population distribution and resources. In addition, the invasion of Crimea will also be a focus.</p>	<p><b>How are cities changing?</b></p> <p>The global pattern of urbanisation will be investigated and linked to previous studies on levels of development. Detailed place-based studies will focus on Newcastle and Mumbai, including challenges and opportunities in living in these contrasting major cities as well as their regeneration and redevelopment. In addition, the goals of sustainable development will be explored through investigation into sustainable urban</p>	<p><b>Our Frozen Planet</b></p> <p>As part of Our Frozen Planet we investigate ice on planet Earth. This will include a history of glaciation and an exploration of how physical landscapes of the UK were shaped by ice. The opportunities and challenges of human ice of the Lake District will be investigated as well as consideration of a sustainable future of the area. In addition, human activity and future sustainability in Antarctica will be covered.</p>	<p><b>Africa is not a country</b></p> <p>As part of Africa is not a country, students will investigate the physical characteristics of the vast continent, including climate, biomes and adaptations. In addition, they will investigate a variety of issues impacting upon the natural and human geography of the continent. These include unequal development, human activities in the Sahara Desert, desertification and urban growth alongside exploring water security and conflict and misconceptions about</p>	<p><b>The Geography of Conflict</b></p> <p>During the Geography of Conflict students will explore issues linked to conflict over resources as well as the impacts of the Syrian Civil War.</p> <p><b>How can we develop our geographical enquiry skills?</b></p> <p>Students complete an local fieldwork enquiry based around plastic and sustainability.</p>



			living, including examples.		Africa's past, present and future.	
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<p><b>Knowledge &amp; Understanding (National Curriculum)</b> <i>Skills are across the whole year.</i></p>	<p>Physical geography relating to: geological timescales and plate tectonics; Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to plate tectonics.</p> <p>Understand how human and physical</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Russia, focusing on the environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries (Asia - India and the Middle East) including key human characteristics and major cities (Newcastle, Mumbai, Dubai)</p> <p>Understand, through the use of detailed place-based exemplars at a variety of scales, human geography relating to: population</p>	<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales weathering; weather and climate, including the change in climate from the Ice Age to the present; and glaciation.</p> <p>Human geography relating to: economic activity, natural</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, focusing on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities,</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa.</p> <p>Human geography relating to population, international development and the use of natural resources</p> <p>British values – mutual respect (equality, respect)</p>



	<p>processes interact to influence and change landscapes, environments.</p> <p>British values – mutual respect (equality, respect)</p>	<p>Physical geography relating to: weather and climate.</p> <p>Human geography relating to: population, natural resources.</p>	<p>and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors and sustainability.</p> <p>British values – mutual respect (equality, respect)</p>	<p>resources and sustainability.</p> <p>Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>Understand how human and physical processes interact to influence and change the climate; and how human activity relies on the effective</p>	<p>differences and links between places through the study of the human and physical geography of a region in Africa</p> <p>Physical geography relating to weather and climate, hydrology.</p> <p>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>Understand how human and physical processes interact to influence and change the climate; and how human activity relies</p>	<p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>
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<b>Skills</b>	<p><b>R</b> <i>Develop RESILIENCE</i></p>	Tackling challenging extended writing tasks in a timely manner and incorporating complex subject specific vocabulary
	<p><b>A</b> <i>Possess AMBITION</i></p>	Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.
	<p><b>I</b> <i>Demonstrate INTEGRITY</i></p>	Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.
	<p><b>S</b> <i>Embed Self-Discovery</i></p>	Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics. 16 week Final Countdown revision schedule
	<p><b>E</b> <i>Display EMPATHY</i></p>	Understanding and having compassion when learning about more complex and ethically challenging topics.



<b>Curriculum Links</b>	History – historical causes of the development gap, specifically colonialization, conflict in Crimea, urban change in the UK linked to deindustrialisation,	Science – geology and timescales (tectonic activity, glaciation), climate and biomes, adaptation in polar and hot deserts energy, plastic, climate change.	RE - conflict			
<b>Assessment</b>	Knowledge check – Year 7 content  Curriculum checkpoint – Restless Earth	Knowledge check - Locational knowledge  Curriculum checkpoint - Restless Earth and Russia	Knowledge check - Restless Earth  Curriculum checkpoint - Russia and changing cities	Knowledge check - Russia  Curriculum checkpoint - Changing cities and Frozen Planet	Knowledge check - Changing cities  Curriculum checkpoint - Africa and Frozen Planet	Knowledge check - Africa and Frozen Planet  Curriculum checkpoint - Year 8 content
<b>Aspirations &amp; Careers</b>	See each lesson PPT . .					