

Geography Curriculum: Year 8

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Map Skills/The Rise of Nigeria	Disney Ecosystems	The Urban World	Tectonics	Superpowers	Coasts
	Why this and why now?	The map skills section of the unit is a short 5 lesson long unit to recap map and geographical skills. This aims to ensure basic skills are established and any misconceptions can be addressed. The following unit (Rise of Nigeria) aims to investigate a specific part of the world (Nigeria) with a focus on economic geography. Students will have a prior understanding of human geography and this unit will further investigate this aspect of the subject. Students will already have an understanding of impacts and this unit will continue to build on this and encourage students to make links	Students have previously learnt about climate and why certain places have a certain climate. This unit aims to build on this knowledge and apply it to biomes and ecosystems. Students will use their knowledge of climate to understand why this can lead to different ecosystems around the world. They will also be able to make links between different climates and adaptations. Students will be able to use their knowledge of physical processes to learn the specific processes and systems that take place in an ecosystem (e.g. the nutrient cycle). They will also continue to make links between humans and the environment and understand this fragile connection. This unit is ideal to be taught during autumn/winter months as leaves can be collected for inhouse fieldwork without causing damage to the environment (picking leaves off plants)	Students have previously learnt about population change and settlement growth. This unit will further investigate settlements and population change with a focus on urban environments. Students will continue to describe and explain changes. Students will also continue to extend their knowledge and understanding of human geography concepts and how/why changes have taken place over time. Students will continue to extend their case study knowledge with specific facts and figures. Students will continue to develop their points, supported with evidence, and offer detailed conclusions	Students have a good understanding of physical processes and their links to human activity and impacts. This unit aims to continue developing their knowledge of physical processes with a focus on tectonic activity. Students will develop their understanding of natural systems and how they have shaped the earth, including landscapes, hazards and human planning. Students will continue to learn specific case studies and the use of facts and figures. Students will also develop their understanding of the links between physical and human geography	Students understand development and economic geography as well as the importance of natural resources. They also understand how development can impact the population. This unit aims to investigate why some countries have specific significance in our world (e.g. technology advances in Japan, manufacturing and global trade in China). Students will require aspects from previous units to develop their understanding of a variety of geographical concepts. This unit aims to extend their knowledge of specific examples/case studies and their ability to apply these examples to human geography concepts	Students have previously studied natural processes and landforms with a focus on rivers. This unit aims to develop their understanding of physical processes and landforms with a more complex focus on coastal zones. They will also continue to develop their understanding of the links between natural environments and human activity and how people can have an impact on fragile systems. Students will continue to look at global issues causes, impacts and potential solutions. The understanding of human planning for natural hazards will also continue to broaden and deepen
	What is the essential knowledge that needs to be remembered?	To understand how and why countries develop over time (with a specific focus on Nigeria). To explain how development can impact people's lives. To make links between development and quality of life. To understand	To describe how biomes are distributed around the world and why they are located in specific areas. To make links between climate and adaptations – human, plants and animals. To identify and explain the impacts humans	To explain how and why urban environments have changed over time. To be able to categorise factors into positives and negatives, social, economic and environmental. To identify challenges within urban	To describe the structure of the earth and the theory of plate tectonics. To describe and explain the different plate movements and the hazards/landforms they create. To make links between natural processes	To understand why certain countries have global significance for specific reasons: <ul style="list-style-type: none"> How the USA impacts our everyday lives 	To accurately use key geographical terminology. To be able to describe the different physical processes at coastal zones and explain how these processes create landforms and influence landscape changes. To be

		why TNCs invest in countries such as Nigeria. To explain how countries can develop their economy through their resources. To investigate what issues can hinder development in Nigeria (e.g. terrorism, disease, rapid population growth)	can cause on different ecosystems and what solutions there may be. To understand why environments are fragile and what future issues may be created (e.g. desertification)	areas and how they can be reduced or resolved. To explain why planning is required in urban areas to reduce environmental and social issues	and hazards. To investigate specific examples of different hazards, and categorise their impacts. To explain why people live in tectonic areas and acknowledge the positives of living in these areas	<ul style="list-style-type: none"> Why China's economy has boosted due to manufacturing and the impacts of this Why political aspects have secured Russia as a superpower How development in India can create social problems such as the development of squatter settlements Why the EU was created How crime in France has created social tensions How Germany's wind energy revolution is pioneering Why Japan are so technologically advanced 	able to explain any links between the physical processes and human activity (including settlements, tourism, sea level rise etc.). To apply learning to specific named examples.
	What is the assessment intent and how will you assess?	Students will be assessed twice – extended writing piece on Shell in Nigeria and an end of unit assessment. The aim of the extended writing piece is for students to use facts and figures, develop their points and make specific links. This will consolidate the prior learning within the unit. The end of unit assessment will be a consolidation of learning throughout the whole unit and include geographical skills (e.g. map reading and numeracy). Consistent retrieval practice throughout unit	Students will be assessed twice – key piece and end of unit assessment. The aim of the key piece is to consolidate learning about distribution, characteristics, issues and solutions, with a focus on hot deserts. The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	Students will be assessed through written pieces throughout the unit which will show students understanding. Students will show understanding through developing their points that should be supported with specific examples, facts and figures. The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	Students will be assessed consistently throughout the unit, with a focus on making links between natural processes and hazard impacts. Students will need to identify why impacts can vary. The end of unit assessment will be a consolidation of learning throughout the whole unit. Consistent retrieval practice throughout unit	Assessment will be focused around discussion and challenging questioning. Written pieces to assess that students develop their points and opinions using evidence. Consistent retrieval practice throughout unit	Key term quizzes throughout unit to emphasise importance of the use of these terms and to ensure they are fully understood and therefore used accurately. End of unit assessment to consolidate learning and understanding. Consistent retrieval practice throughout unit
	What does the end point look like?	Students will understand why countries develop and how this can have an impact on the standard of living and quality of life of the population. Students should	Students will further their locational knowledge and be able to accurately describe the distribution of biomes. Students will be able to explain how the climate	Students will have a further understanding of human geography concepts. Students will be able to explain changes over time and identify issues in urban	Students will have a further extensive understanding of natural processes and the impacts they can have on both physical (hazards, landforms etc) and human	Students will have a further extensive understanding of human geography concepts and the diversity of different countries. They will also broaden their understanding	Students should be able to make a clear link between physical processes and landforms; make links between human activity and coastal environments and;

		be able to develop their points in detail and refer to specific examples, facts and figures. Students should be able to offer detailed conclusions and make links between impacts	influences the distribution of biomes. Students should be able to describe adaptations of people, plants and/or animals in certain biomes. Students should be able to identify impacts within ecosystems	environments. Students should be able to develop their points and explain how issues can be reduced through planning. Students should be able to make detailed conclusions and make future predictions	(economic factors, planning etc) geography. Students will have further knowledge of specific places around the world and what life is like in tectonic areas. Students should be confident in categorising impacts and using case study facts and opinions to develop their points	and knowledge of countries around the world and an understanding of why they are significant for differing reasons	use key terminology accurately. Students will have continued to develop their understanding of earth processes
	How does it cover the NC?	<p>Locational Knowledge: 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 their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</p> <p>Human Geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>Human and Physical Geography: how human activity relies on effective functioning of natural systems</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on environmental regions, including polar and hot deserts</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of physical geography of a region within Africa, and of a region within Asia</p> <p>Physical Geography: rocks and soil, weather and climate</p> <p>Human Geography: international development, economic activity, the use of natural resources</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p>Fieldwork: use fieldwork to collect, analyse and draw conclusions from</p>	<p>Locational Knowledge: key human characteristics of major cities</p> <p>Human Geography: population and urbanisation</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes and environments; and how human activity relies on effective functioning of natural systems</p>	<p>Place Knowledge: understand geographical similarities, differences and links between places through the study of physical geography of a region</p> <p>Physical Geography: geological timescales and plate tectonics</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems</p>	<p>Locational Knowledge: 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)</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography</p> <p>Human Geography: ; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>Human and Physical Geography: how human activity relies on effective functioning of natural systems</p>	<p>Physical Geography: coasts, rocks, weathering and soils</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change the landscape and environment; and how human activity relies on effective functioning of natural systems</p>

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