



## Intent for the Year 8 Geography Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

The curriculum aims to provide increasing challenge throughout KS3 with a wide variety of topics taught in 8-12 lesson units. There is a mixture of local and global themes with some themes. Country/continent studies will embed key themes. There is also a strong cross curricular element for example, rocks and energy part of the Science KS3 curriculum and Russia taught in History.

The school's **international links** are supported through topics on China and Africa.

**Global goals** are integrated within Geography and will be specifically referenced in lessons.

Three themes are weaved into the curriculum - change, impact and inequality through the study of human, physical and environmental geography.

**Character education** is regularly referenced - in particular, Geography is all about developing "curiosity" about the world we live in. You need to be determined and resilient to be a successful geographer! We are the Curiosity department. Many lessons will start with an image to stimulate discussion and curiosity around topics in Geography helping them become **confident Geographers**.

We want students to **think like geographers** and have a sense of **curiosity** about the world they live in. To think like a geographer.

**Purpose of study.** A high-quality geography education should inspire in pupils a **curiosity** and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Implementation: There is a timetable split with History – students will receive one lesson of Geography per week in one half term then two lessons a week in the next half term. For this reason, different classes will be at different stages of the curriculum during the year depending on the number of lessons they have received.**

### Careers:

**Examples include the met Office for weather and Climate and IT careers in GIS in the fieldwork unit.**

**Curriculum adaptations as a result of the pandemic :** We have a renewed focus on language, reading and key terms. Students will receive a key term sheet at the start of topics and will be tested on understanding and spelling.

Geography has set up a curiosity library and we will be encouraging students to take books home for wider reading.

We have built in key skills throughout the year to fill gaps from lost learning in Year 6 and 7.

Term	Enquiry/Topic/Unit: What is going to be taught?	Key Outcomes: What will students have achieved by completing this scheme of learning?	Character Education: How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	Assessment: Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?	Vocabulary: What are the key words for this topic/unit that students must know?	Home-Learning: What homework will be set and why (e.g. consolidate/extend)? How will this be marked?
1a	Population	6-7 lessons.  Within this topic students study the key processes relating to population growth and distribution. They have briefly studied these themes in Geography and You in Year 7 and within the Africa/Kenya case studies.	A sense of being a global citizen – responsibility. Enquiry based topic – curiosity. Students are encouraged to ask questions. The challenge of studying a new topic – resilience.	<b>Summative:</b> End of unit assessment on population. Also tested in Assessment Weeks. The year 8 assessments will have a higher proportion of levelled questions in comparison to Year 7.	Aged/Ageing population  Birth rate Death rate Densely populated Development Emigrant Fertile farmland	Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online textbook and an assessment task OR a



		<p>We examine how population change interacts to influence and change environments, and climate, and how human activity relies on the effective functioning of natural systems - linking back to the theme of sustainability.</p> <p>Students will need to interpret a wide range of geographical information including maps and graphs. Again, skills work that builds on the work in Year 7.</p> <p>The unit starts with an overview of global population change over time then examines global population distribution and the reasons for these differences.,</p> <p>It then looks at the impact of population growth and development on resources and the environment (a theme developed in Resources in year 9)</p>	<p>Considering how our actions impact others – compassion. Considering new ways to see the world and presenting information – creative.</p>	<p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries.</p>	<p>Fertility rate GNI per person Human geography Hunter-gatherer Immigrant Industrial Revolution Life expectancy Natural increase or decrease Natural resources Physical geography Population Population density Population distribution Population pyramid Replacement fertility rate Sparsely populated Sustainable Young population</p>	<p>Geography in the News quiz. Kerboodle tasks can be monitored and fed back into addressing common mistakes or misunderstandings of content.</p>
<b>1b</b>	Rivers	<p>8 lessons.</p> <p>This unit is from Geog.1 which we largely use in year 7 e but we have developed our own resources to stretch students. Of the three main UK Landscapes units; coasts, Rivers and Glacial; glacial is the only one that we do not study in more depth at GCSE so we use it as a year 7 topic.</p> <p>Students study how geographical processes such as erosion interact to create distinctive human and physical landscapes (such as flood plains). They study how these landscapes are dynamic.</p> <p>Students will examine how we rely on the effective functioning of river systems and use place specific examples to understand hydrology.</p> <p>Common to all units in Year 8 we use a range of maps and skills alongside OS maps.90</p>	<p>A sense of being a global citizen – responsibility. Enquiry based topic – curiosity. Students are encouraged to ask questions. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and presenting information – creative.</p>	<p><b>Summative:</b> End of unit assessment on rivers. Also tested in Assessment Weeks.</p> <p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries. This unit has a lot of key terminology which will be tested regularly.</p> <p>Assessment week will be at the end of this unit and will examine Rivers and Population.</p>	<p>Bedload Confluence Embankment Flash flood Flood Flood defences Floodplain Fresh water Gorge Groundwater Infiltration Long profile Meander Mouth Oxbow lake Permeable River basin Sediment Source Tributary Water cycle Water table Watershed V-shaped valley</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online textbook and an assessment task OR a Geography in the News quiz.</p>
<b>2a</b>	Weather and Climate	<p>10 lessons.</p> <p>Students have been introduced to some aspects of Weather and Climate in Year 7 but this is a more</p>	<p>A sense of being a global citizen – responsibility.</p>	<p><b>Summative:</b> End of unit assessment on weather and</p>	<p>Coriolis effect Depression Frontal rainfall</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some</p>



		<p>detailed topic that covers the key processes involved in our weather and climate alongside a study of the key features of the UK's weather.</p> <p>Students will need to interpret a variety of maps, satellite images, climate graphs and weather data.</p> <p>We are looking at building up links with the Met Office so may possibly have increased specialist input alongside an introduction to careers in this field.</p> <p>This topic sets up students for a unit on Climate Change later in the year.</p> <p>We are very keen to give students a stronger sense of their responsibilities as global citizens throughout KS3 and this topic will introduce students to how our activity impacts on weather and climate.</p>	<p>Enquiry based topic – curiosity. Students are encouraged to ask questions. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and presenting information – creative.</p>	<p>climate. Also tested in Assessment Weeks.</p> <p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries. This unit has a lot of key terminology which will be tested regularly.</p>	<p>Global atmospheric circulation High air pressure Isobars Latitude Low air pressure Prevailing winds Relief rainfall Tropical cyclone Troposphere Warm front Water vapour Weather Wind</p>	<p>reading of the online textbook and an assessment task OR a Geography in the News quiz.</p>
<b>2b</b>	Fieldwork and GIS	<p>This topic may move from this slot depending on the nature of the Year 8 fieldwork. In the past we have visited Steart Marshes and Rodway farm but the farm visit is less applicable to the units we now study in year 8*. I am developing a field trip that will be set up to introduce students to the skills that are used in GCSE fieldwork.</p> <p>Students have been introduced to GIS in the Year 7 unit on maps and mapping.</p> <p>In this unit they will need to use fieldwork to collect, analyse and draw conclusions from geographical data and interpret information from a wide variety of sources including maps and GIS.</p> <p>They will write up their data from their fieldwork in a structured way that will help them with future fieldwork investigations but also with investigations in science.</p> <p>The plan is to take Year 8 to Exmoor; adapting the booklet to make it relevant for this topic and others from Year 8 including climate change.</p>	<p>Enquiry based topic – curiosity. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and presenting information – creative.</p>	<p><b>Summative:</b> End of unit assessment on fieldwork and GIS Also tested in Assessment Weeks.</p> <p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries. The unit will include fieldwork write up.</p>	<p>Analysis Base map Conclusion Crime hotspot Data Enquiry question Evaluation Field sketch Fieldwork Fieldwork report GIS GPS collar Heatmap Human geography Hypothesis Infiltration Insulated Latitude Longitude Physical geography Postcode Primary data Qualitative data Quantitative data Rate Secondary data</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online textbook and an assessment task OR a Geography in the News quiz.</p>
<b>3a</b>	Urbanisation	<p>8 Lessons</p> <p>This topic links to strands that run throughout KS3 and KS4 - students were introduced to inequality between rural and urban areas in Year 7 (Geography...and you) and spatial differences in population density in Population (1st</p>	<p>A sense of being a global citizen – responsibility. Enquiry based topic – curiosity. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion.</p>	<p><b>Summative:</b> End of unit assessment on urbanisation. Also tested in Assessment Weeks.</p> <p><b>Formative:</b> Lesson Kerboodle assessments and regular formative</p>	<p>Brownfield site Conurbation Counter-urbanisation De-industrialisation Development Economy Farming Industrialisation</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online textbook and an assessment task OR a</p>



		<p>topic in year 8). These themes are picked up again in International Development in year 9 and in Urban issues at GCSE.</p> <p>Through this investigation students develop knowledge of globally significant places and how they provide a geographical context for understanding urbanisation and sustainability. This includes examining how Bridgwater has changed over time as well as a range of globally significant cities.</p> <p>Through these examples students will understand the key processes in urbanisation and what makes cities more sustainable.</p> <p>Links to environmental geography include an examination of sustainable cities.</p>	<p>Considering new ways to see the world and of presenting information – creative.</p>	<p>feedback in class including the use of recall starters and plenaries. This unit has a lot of key terminology which will be tested regularly.</p>	<p>Industrial Revolution Industry Infrastructure Megacity Pull factors Push factors Regeneration Rural area Rural-urban migration Settlement Slums Squatter settlement Suburbs Sustainable Urban area Urban sprawl</p>	<p>Geography in the News quiz.</p>
<b>3b</b>	Climate change	<p>6 lessons</p> <p>A unit that examines changing climate, the impacts of these changes and how these impacts will affect human populations and natural environments. It builds on the topic of Weather and Climate studied earlier in year 8 and will support student understanding of topics such as resources and international development in Year 9.</p> <p>Students will study the key processes involved in the change in climate from the Ice Age to the present. They will examine how human and natural processes influence the climate, and how human activity relies on the effective functioning of the climate system.</p> <p>They will look at adaptations to and the mitigation of climate change and how effective international action can be taken. This helps students with their developing picture of global scale inter-relationships and their place in this world.</p>	<p>A sense of being a global citizen – responsibility. Enquiry based topic – curiosity. Students are encouraged to ask questions. The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and of presenting information – creative.</p>	<p><b>Summative:</b> End of unit assessment on climate change. Also tested in Assessment Weeks.</p> <p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries. This unit has a lot of key terminology which will be tested regularly.</p> <p>The assessment week assessment will test student understanding of topics across the academic year.</p>	<p>Adapt Atmosphere Carbon dioxide Carbon neutral Climate change Drought Emissions Flood Fossil fuels Global warming Greenhouse gases Hemisphere Ice sheet Little Ice Age Methane Milankovitch cycles Ocean sediment Orbit Quaternary period Radiometric dating Renewable resource Renewables Sunspots Tree rings</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online textbook and an assessment task OR a Geography in the News quiz.</p>
<b>3b</b>	Asia/ China	<p>12-14 lessons.</p> <p>a synoptic unit drawing on the themes that have been covered throughout Year 8.</p>	<p>A sense of being a global citizen – responsibility. Enquiry based topic – curiosity. Students are encouraged to ask questions.</p>	<p><b>Summative:</b> End of unit assessment on weather and climate. Also tested in Assessment Weeks.</p>	<p>Ageing population Agribusiness BRI Capitalism Carbon dioxide</p>	<p>Homework is set once every three lessons and will either be a Kerboodle task involving some reading of the online</p>



		<p>China is a great study because of the links that Haygrove School has with Chinese Schools and Knowle Hall.</p> <p>Students will develop knowledge of Asia, its physical and human characteristics, environmental regions (linking back to ecosystems and biomes studied in Africa and forward to units in year 9 on The Middle East and Russia,</p> <p>They will draw on Population and Urbanisation when examining population, population density and the study of Chinese megacities.</p> <p>In order to do this they will need to draw on the geographical skills base including the interpretation of maps, photos and satellite images.</p> <p>The case study on China includes studying inequalities between the megacities of Shenzhen and life in rural China.</p> <p>Students develop their communication skills, including through extended writing.</p>	<p>The challenge of studying a new topic – resilience. Considering how our actions impact others – compassion. Considering new ways to see the world and of presenting information – creative.</p>	<p><b>Formative:</b> Lesson Kerboodle assessments and regular formative feedback in class including the use of recall starters and plenaries. This unit has a lot of key terminology which will be tested regularly.</p>	<p>Communism Democracy Desert Desertification Han Chinese Hukou Industrialisation Infrastructure Light industry Megacity Megalopolis Monsoon rains One-child policy One-party state Plateau Population density Population distribution PRC Relief Remittances Renewables Special economic zone Urbanisation</p>	<p>textbook and an assessment task OR a Geography in the News quiz.</p>
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Impact: We use Oxford resources alongside our own materials to ensure students receive an ambitious, progressive and stimulating curriculum that meets the demands of the national Curriculum (below) and that ensures geography plays a full role in the school achieving its mission statement.

The Year 8 curriculum increases the complexity of geography studied. By now students are seeing more of the wider picture we foster in the subject and are able to apply their geographical skills and understanding to a broad range of topics.