**Bishop Rawstorne Academy – Geography Curriculum Area**

**Year 8 Curriculum - Knowledge and Skills**

|  |  |  |
| --- | --- | --- |
| **Year 8 unit of work** | **National Curriculum statement - Knowledge** | **National Curriculum statement - Skills** |
| **Factfulness** | * extend locational knowledge and deepen spatial awareness of the world’s countries using maps of the world to focus on Africa and Asia (including China and India). * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to international development; and economic activity. * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present * 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 | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length * use Geographical Information Systems (GIS) to view, analyse and interpret places and data |
| **Rainforest** | * understand how geographical processes interact to create distinctive human and physical landscapes that change over time * become aware of increasingly complex geographical systems in the world * understand geographical similarities, differences and links between places through the study of human and physical geography of a region. | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Impossible Places** | * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: rocks, weathering and soils; and weather and climate * 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 | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * use Geographical Information Systems (GIS) to view, analyse and interpret places and data * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Crime** | * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation * understand how human and physical processes interact to influence and change landscapes. | * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom * interpret thematic mapping and photographs * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length * use Geographical Information Systems (GIS) to view, analyse and interpret places and data |
| **Rivers** | * 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 * physical geography relating to hydrology | * develop contextual knowledge of the location including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. * build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom |
| **Place** | * extend locational knowledge and deepen spatial awareness of the world’s countries using maps of the world, focusing on key physical and human characteristics, and major cities * understand geographical similarities, differences and links between places through the study of human and physical geography of a region. * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in 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 | * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |
| **Coasts** | * understand how geographical processes interact to create distinctive human and physical landscapes that change over time * understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to hydrology and coasts | * interpret Ordnance Survey maps in the classroom and the field, including using 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 * use fieldwork on the Formby field trip to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length |