



Bishop Rawstone Academy – Geography Curriculum Area

Year 8 Curriculum - Knowledge and Skills

Year 8 unit of work	National Curriculum statement - Knowledge	National Curriculum statement - Skills
Who wants to be a billionaire?	<ul style="list-style-type: none"> • become aware of increasingly complex geographical systems in the world • extend locational knowledge and deepen 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 • 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 in the primary, secondary, tertiary and quaternary sectors 	<ul style="list-style-type: none"> • 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
Risky world	<ul style="list-style-type: none"> • 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, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to plate tectonics; rocks, weathering and soils; weather and climate; and hydrology • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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 	
China today	<ul style="list-style-type: none"> extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world, focusing on environmental regions, including deserts, 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 within Asia 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 	<ul style="list-style-type: none"> 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. build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom
Glaciation and geological timescales	<ul style="list-style-type: none"> 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, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales; the change in climate from the Ice Age to the present; and glaciation 	<ul style="list-style-type: none"> 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
New India	<ul style="list-style-type: none"> extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world, focusing on environmental regions, including deserts, key physical and human characteristics, and major cities 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia • 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 	<ul style="list-style-type: none"> • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
Natural resources	<ul style="list-style-type: none"> • become aware of increasingly complex geographical systems in the world • extend locational knowledge and deepen 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 • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources 	<ul style="list-style-type: none"> • 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
Coasts	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Mapping festivals	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• interpret Ordnance Survey maps in the classroom, 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• 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
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