



Geography Year 8 Curriculum overview for teachers

The below is intended to provide a simple overview of Year 8 Geography, the scheme of learning will provide the detailed exposition including literacy, SMSC, assessment, homework, learning activities and resources

Learning Focus	Assessments
<p>Weeks 1–7 (HT1): The Lithosphere</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none"> 1. Why do we need to study rocks? 2. How do these rocks affect our physical landscape? 3. How does geology affect how humans use the landscape? 4. What is the rock cycle? 5. What is weathering? 6. What type of bedrock does Lancaster have? 7. How does rock influence the landscape? <p><u>Key Assessment objectives / skills:</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • extend their locational knowledge and deepen their spatial awareness of the world’s countries. <p>Place Knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities, differences and links between places <p>Human and physical geography</p> <ul style="list-style-type: none"> • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> ○ physical geography relating to: geological timescales, rocks, weathering and soils ○ human geography relating to the use of natural resources • understand how human and physical processes interact to influence, and change landscapes, and how human activity relies on the effective functioning of natural systems <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • build on their knowledge of globes, maps and atlases • 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 	<p style="text-align: center;"><u>Assessment 1 (Oct)</u></p> <p style="text-align: center;"><u>“Geography from the ground up”:</u></p> <p>Pupils will identify major rock types, key features, key terms and complete skills work on graphs and maps.</p>



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<p>Weeks 8-14 (HT2): The Cryosphere</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) What are glaciers2.) What features do glacial landscapes have?3.) Why are glaciers melting, and what are the impacts?4.) What are the opportunities in glacial landscapes? <p><u>Key Assessment objectives / skills:</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's countries. <p>Place knowledge:</p> <ul style="list-style-type: none">• understand geographical similarities, differences, and the links between places through the study of their human and physical geography. <p>Human and physical geography:</p> <ul style="list-style-type: none">• understand ... the key processes in glaciation.• understand how human and physical processes interact to influence and change landscapes, the environment and climate. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none">• build on their knowledge of globes, maps and atlases and use these tools routinely in the classroom and field. interpret Ordnance Survey maps in the classroom ... including grid references and scale. <p>Skills:</p> <ul style="list-style-type: none">✓ write descriptively (AO1)✓ describe landscapes from photos (AO1)✓ compare maps (AO1)✓ identify trends (AO1)✓ complete bar charts (AO4)✓ use and interpret ground photos (AO4)✓ label atlas maps (AO4)✓ complete sketch maps use and interpret atlas maps (AO4)	<p><u>Assessment 2 (Dec)</u></p> <p><u>"The Cryosphere":</u></p> <p>We will test students knowledge and understanding of this unit. This will assess key words, graph skills and understanding of impacts, effects and responses.</p>
<p>Weeks 15-21 (HT3): Unequal World</p> <p><u>Learning enquiries:</u></p> <ol style="list-style-type: none">1.) How is population going to change?2.) How can we measure how good peoples lives are?3.) How can we measure development?4.) What are the physical and human causes of uneven development?5.) What are the causes and effects of migration? <p><u>Key Assessment objectives / skills:</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none">• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world.	<p><u>Assessment 3 (Feb)</u></p> <p><u>"Our Unequal World":</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>

<p>Particularly India and China.</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> • understand geographical similarities, differences, and the links between places <p>Human and physical geography:</p> <ul style="list-style-type: none"> • 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 and the use of natural resources • 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>Geographical skills and fieldwork:</p> <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 and in the field <p>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</p> <p>Skills:</p> <ul style="list-style-type: none"> ✓ label and annotate sketches (AO1) ✓ draw conclusions (AO3) ✓ use and interpret aerial photos (AO4) ✓ use, interpret and complete line graphs (AO4) ✓ use and interpret atlas maps (AO4) ✓ complete bar charts (AO4) ✓ use and interpret line graphs (AO4) ✓ complete and label diagrams (AO4) ✓ use and interpret ground and satellite photos (AO4) ✓ draw sketches from photos (AO4) ✓ use, interpret and complete choropleth maps (AO4) 	
<p>Weeks 22-28 (HT4): Coastal Landscapes</p> <p><u>Learning enquiries:</u></p> <ul style="list-style-type: none"> • What is the UK coastline like? • How do waves work? • What is coastal erosion, and what impacts does it have? • What are coastal landforms? • How do we use the coast? • How can we protect the coast? <p><u>Key Assessment objectives / skills:</u></p> <ul style="list-style-type: none"> • GCSE Unit 1 Section C: <i>Living with the physical environment</i>: students choose two out of three UK physical landscapes, from rivers, coasts and glacial. We have changed our choices to rivers and coasts at GCSE and we feel it is critical that students understand, on a basic level, how the local coastal environments were created and what they are used for. 	<p style="text-align: center;"><u>Assessment 4 (March)</u></p> <p style="text-align: center;"><u>“The Holderness Coastline”:</u></p> <p>A decision making exercise (DME) where pupils will draw well evidenced and informed conclusions about geographical questions and issues.</p>

<ul style="list-style-type: none"> • <i>KS3 PoS Human and physical geography</i>: students study aspects of glaciation, hydrology and coasts (having studied coasts at KS2). (AO1) Students also consider the interrelationship between physical and human environments (AO2) • Students will apply their knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (AO3) • <i>KS3 PoS Geographical skills and fieldwork</i>: students should develop OS mapwork skills (well covered in the studies of rivers, coasts and mountains) and engage in hypothetical field investigations (AO4) <p>Skills:</p> <ul style="list-style-type: none"> • describe landscape and land use from photos (AO1) • label and annotate maps and diagrams (AO1) • draw sketches from photos (AO4) • use and interpret OS maps (AO4) • use and interpret physical maps (AO4) • understand and use numerical data (AO4) • complete bar charts and line graphs (AO4) • use, interpret and complete physical maps and diagrams (AO4) 	
Weeks 29-35 (HT5-6): The Middle East	
<p><u>Learning enquiries:</u></p> <ul style="list-style-type: none"> • Where is the Middle East? • What is the human and physical geography like here? • Why is it an important region to study? • What conflicts exist here? • How has oil and tourism affected this region? <p><u>Key Assessment objectives / skills:</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on the Middle East's key physical and human characteristics, countries, and major cities <p>Place Knowledge</p> <ul style="list-style-type: none"> • understand similarities, differences and links between places through the study of human and physical geography <p>Human and physical geography</p> <ul style="list-style-type: none"> • understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: 	<p style="text-align: center;"><u>Assessment 5 (May)</u></p> <p style="text-align: center;"><u>“The Middle East”:</u></p> <p>A summative assessment to test the knowledge and skills learned in this unit</p>



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- physical geography relating to weather and climate
- human geography relating to population and urbanisation, international development, economic activity, and the use of natural resources

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom