



Curriculum Overview: Geography

Year group 8

What your child will learn each half term

This overview shows the key topics, skills, and knowledge your child will be learning in **Geography** in **Year 8**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework
HT 1-2	Unit 1 - Can the development gap be closed?	<p>Knowledge: 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</p> <p>Learning Journey</p> <ul style="list-style-type: none"> • What is development? • How does population growth affect development? • What is the demographic transition model? • How does economic activity change with development? • How did the development gap grow? • What are the consequences of uneven development? • How does gender inequality impact development? • How can the SDGs close the development gap? • How can Fairtrade close the development gap? • Evaluate the impact of trade and aid in closing the development gap. 	<p>Knowledge: Globes- locational</p> <p>Geographical skills: Map skills – choropleth map of HDI.</p> <p>Demographic Transition Model</p> <p>Population pyramids</p>	<p>Knowledge check - Retrieval activities in class and Seneca learning quizzes</p> <p>Short written tasks - Demonstrating geographical skills and knowledge: Key words,</p> <p>End Of Unit assessment (summative) – Consolidate geographical skills and application of knowledge and understanding. Complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> • Unit Booklet homework tasks (paper) • Seneca Learning Assignments (digital)
<p>Key vocabulary for this unit development, development gap, sustainable development, High Income Country (HIC), Low Income Country (LIC), Newly Emerging Economy (NEE), Gross National Income (GNI), Human Development Index (HDI), economic activity, primary industries, secondary industries, tertiary industries, quaternary industries, trade, fairtrade, aid</p>					

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2	Unit 2 – Is Russia a prisoner of geography?	<p>Knowledge: Locational knowledge, spatial awareness of the world's countries using maps of the world to focus on Russia, focusing on environmental regions, including polar regions, key physical and human characteristics, countries and major cities. key processes in human geography relating to: population and; economic activity the use of natural resources. understanding how human and physical processes interact to influence, and change landscapes, environments; and how human activity relies on effective functioning of natural systems</p> <p>Learning Journey</p> <ul style="list-style-type: none"> • What is the Geography of Russia? • What is the climate of Russia like? • Biomes: How have plants and animals adapted? • How is the population of Russia distributed? • What are Russia's Arctic ambitions? • What is Russia's role in world energy resources? • Is Russia a prisoner of geography? 	<p>Geographical skills:</p> <p>Atlas skills -using an Atlas to locate key physical and human features of the UK.</p> <p>Map skills – OS maps GIS topological maps of the UK Using choropleth maps to identify population distribution in the UK.</p> <p>Graphical skills: Using line graphs to identify how economic activity has changed within the UK</p>	<p>Knowledge check - Retrieval activities in class and Seneca learning quizzes</p> <p>Short written tasks - Demonstrating geographical skills and application of knowledge and understanding: Key words, population distribution. Climate and how plants and animals have adapted. Russia's impact on energy and the Arctic</p> <p>Longer written task Evaluating if Russia is a prisoner of geography.</p> <p>End Of Unit assessment (summative) – Consolidate geographical skills complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> • Unit Booklet homework tasks (paper) • Seneca Learning Assignments (digital)
<p>Key vocabulary for this unit: biome, climate, climate change, continental climate, development, energy security, fossil fuels, permafrost, population density, densely populated, sparsely populated.</p>					

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework
3	Unit 3 Cryosphere - how does ice change the world?	<p>Knowledge: Physical geography relating to: the change in climate from the Ice Age to the present; and glaciation. 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>Learning journey</p> <ul style="list-style-type: none"> • What was the Earth like 20,000 years ago? • How do glaciers shape the land? • How are landforms created by glacial erosion? • How are landforms created by glacial deposition? • Glaciated Valley: Lake District. • Do glaciers matter? 	<p>Geographical skills:</p> <p>Map skills – topological maps. OS Maps, GIS Aerial photographs, satellite images Thematic map: distribution of ice</p>	<p>Knowledge check - Retrieval activities in class and Seneca learning quizzes</p> <p>Short written tasks - Demonstrating geographical skills and knowledge: Key words, Landform formation Causes of flooding How flooding is managed</p> <p>End Of Unit assessment (summative) – Consolidate geographical skills and knowledge and understanding</p> <p>complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> • Unit Booklet homework tasks (paper) • Seneca Learning Assignments (digital)
<p>Key vocabulary for this unit: Abrasion, arête, corrie. Crevasses, drumlins, erratics, fjords, glacier, glaciologist, hanging valley, ice age ice sheet, moraine, misfit river, plucking, pyramidal peak, ribbon lake, snout, striations, tarn, U-shaped valley, zone of ablation zone of accumulation</p>					

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework
4	Unit 4 – What happens when the land meets the sea?	<p>key processes in physical geography relating to coasts. understand how human and physical processes interact to influence, and change landscapes, environments</p> <ul style="list-style-type: none"> • What shapes the coastline? • What is the difference between constructive and destructive waves? • What are coastal processes? • How are erosional landforms formed? • What is longshore drift? • How are depositional landforms formed? • What hard engineering strategies are used to protect the coastline? • What hard engineering strategies are used to protect the coastline? • How is the coastline managed on the Fylde coast? • How is the coastline managed on the Fylde coast? • What hazards are there at the coastline? • Why is the Great Barrier Reef one of the natural wonders of the world? 	<p>Geographical skills:</p> <p>Map skills – geological maps of the UK. OS Maps, GIS, satellite imagery</p> <p>.</p>	<p>Knowledge check - Retrieval activities in class and Seneca learning quizzes</p> <p>Short written tasks - Demonstrating geographical skills and knowledge: Key words, Landform formation How coastal erosion and flooding is managed.</p> <p>Longer written task Project/Presentation</p> <p>End Of Year assessment (summative) – Consolidate geographical skills and knowledge on content delivered in Year 8</p> <p>Complete a self-assessment on Teams</p>	<ul style="list-style-type: none"> • Unit Booklet homework tasks (paper) • Seneca Learning Assignments (digital)
<p>Key vocabulary for this unit: coast, coastal engineers; hard and soft engineering; erosion, solution, hydraulic action, longshore drift, headland Bay, beach, caves, arches, stacks, stumps, sediment, groynes, sea walls, rip-rap/rock armour, beach nourishment; sustainability; social, economic; environmental</p>					

Half term	What we are learning	Key knowledge	Key skills	How we will assess learning in this unit	Homework
5-6	<p>Unit 5 How is Asia transforming?</p> <p>Unit 6 Fieldwork Investigation at LSA</p>	<p>Knowledge: Locational knowledge spatial awareness of the world's countries using maps of the world to focus on Russia, focusing on environmental regions, including polar regions, key physical and human characteristics, countries and major cities. key processes in human geography relating to population; economic activity the use of natural resources.</p> <p>Learning journey</p> <ul style="list-style-type: none"> • What is the geography of Asia? • How is India a country of contrasts? • What is the physical geography of India? • What are the characteristics of India's population? • What are the opportunities and challenges of living in Mumbai? • What is the physical geography of China? • How has the population of China changed? • Is China a Superpower? 	<p>Geographical skills:</p> <p>Map skills – topological maps. Thematic maps GIS Ariel photographs, satellite images Thematic map: distribution of population, precipitation.</p>	<p>Knowledge check - Retrieval activities in class and Seneca learning quizzes</p> <p>Short written tasks - Demonstrating geographical skills and knowledge: Key words, How physical and human geography interact.</p> <p>Longer written task Fieldwork Investigation at LSA</p>	<ul style="list-style-type: none"> • Unit Booklet homework tasks (paper) • Seneca Learning Assignments (digital)
<p>Key vocabulary for this unit: human geography, physical geography, population pyramid, rural-urban migration, informal settlement, urbanisation, globalisation, communism, trans-national corporation, super-power.</p>					