

Geography

Year group: 8

Department Curriculum Vision: Northwood Geographers are **globally minded** students with a **robust knowledge** and awareness of the human and physical processes that shape our world. Northwood Geographers share a **concern for the many dynamic inequalities** in the world, and cultivate a **passion for innovation and progress**. Northwood Geographers learn to **find their voice in the great debates** of our time, for example population growth, climate change, and resource security. They are able to **make sense of the world** they live in, and feel empowered to become a **proactive part** of shaping it.

	Autumn Term 1- Hazards	Autumn Term 2- Population
Content: (Know what...)	The structure of the earth including plate boundaries along with the impact they have on earth including: Tectonic hazards such as volcanoes and earthquakes - how they are made, the impacts and how countries react. Students will also look at tsunamis including case studies specifically to understand primary and secondary impacts. Finishing off by understanding the impacts of different events and how best to prepare and respond to them.	Students will learn concepts surrounding populations around the world. They will engage with key concepts such as birth rates and death rates along with understanding how these change in different contexts. Students will Understand the population situations of countries ranging from different levels of development (HIC, LIC, NEE) and how different population challenges can arise from their situations. THis includes population controls and ageing populations.
Skills: (know how...)	Interpreting images Categorising Map skills - global distribution Use of images / discussion Mathematical skills (logarithmic scale) Line graph Literacy- reading for comprehension Group/paired work Comparative skills	Reading of a variety of graphs including- Age-Population Pyramids, Line Graphs and other simple presentation forms. Use of numeracy. Map skills and locational knowledge to describe patterns on choropleth maps. Reading articles to extract key knowledge and content (Literacy) Interpreting photos and inference linking to the course.

Key vocabulary	Earthquake Tsunami Plate Boundary- Conservative Plate Boundary- Constructive Plate Boundary- Destructive Convection Currents Primary Effects Secondary Effects	Population density Population distribution Sparsely Populated Densely Populated Life expectancy Natural Increase Birth Rate Death Rate
Mid Term Assessment	Describing distribution and explain formation of natural hazard	Describe choropleth map and key terms quiz - Peer Marked
End Term Assessment	Test- Combination of short, medium and long essay questions. 35 marks in total	Test- Combination of short, medium and long answer PEEL questions. 35 marks in total
	Spring 1- Cold Environments	Spring 2- UK Through Time
Content: (Know what...)	Students will learn about the ecosystem of the cold environments including tundra and polar. They will engage with both physical and human elements. This includes understanding the climate and adaptations of animals in both ecosystems. They will look at human elements such as the development challenges and opportunities that exist in living in these environments with a focus on Svalbard. They will understand the impacts of economic activity like oil in the Arctic and how damaging it can be along with the threats and protection that exist within Antarctica.	Students will learn the journey of the UK through the history of the earth by starting the unit by looking at different timescales and how the UK has physically developed from 4 billion years ago to the development of humans. They will then look at how the rocks and glaciers of the UK have affected the landscape. Following from the MUA the students will then investigate the human side of the UK and understand how their economy has shifted over time from pre-industrial through industrial to post-industrial understanding the change of jobs and the opportunities and challenges that has presented. Finally students will understand the UK economy today through investigating the North-South Divide and how to solve it.

Skills: (Know how...)	- Climate graph interpretation - Map interpretation of different types (choropleth, standard political) - Interpretation of figures/images - Literacy skills -Reading for comprehension - Judgement and persuasive writing skills - Fact sorting with evaluation - Numeracy including interpretation and use of different mathematics skills.	-Use of Geology and Choropleth Maps -Numeracy of time periods and different year amounts (millions, billions) in context of time -Interpretation of OS maps /Contour lines (optional aspect of lesson) -Interpretation of flow line maps, line graphs, bar graphs and other data presentation -Simple Numeracy -Literacy (reading for comprehension) - Persuasive and PEEL writing to assess success of different solutions
Key vocabulary	Ecosystem Adaptation Climate Albedo Habitat Opportunity to develop Challenges to develop Tundra	Geology Glacier Weathering Erosion (Abrasion) Infrastructure Globalisation Primary Jobs Secondary Jobs Tertiary Jobs
Mid Term Assessment	Describe map and explain question (7 marks)	Short answer (MC/Fill in the blanks) medium question-Describe and explain (physical side of unit)
End Term Assessment	Final Test- Including image/map interpretation, short answer (multiple Choice), medium (describe and explain) and long answer question with persuasive writing (PEEL) 35 marks in total	Final Test- Key terms sorting, short answer questions (MC), Medium question- Explain and describe finished by an extended answer PEEL question- Evaluating key concept. 35 marks in total

	Summer 1- End of year exam and Coasts	Summer 2 - Coasts and Geo Skills- Fieldwork + GIS Unit
Content: (Know what...)	End of year exam Students will take part in multiple revision sessions where they will be shown how to effectively to revise the content, concepts and key words from all content taught in Geography this year. This will help identify any misconceptions. Students will then sit an end of year cumulative assessment in class. Time will be spent addressing misconceptions after the assessment. Students will engage with the concept of the coast, a seminal topic within Geography. They will understand the physical processes of erosion, deposition and transportation. They will learn how these processes work to create distinctive landforms around the UK such as spits, bays, beaches and stacks. Students will learn how humans have adapted and manage the coastline to limit the potential impact of changes and how effective they have become.	Coasts Students will engage with the concept of the coast, a seminal topic within Geography. They will understand the physical processes of erosion, deposition and transportation. They will learn how these processes work to create distinctive landforms around the UK such as spits, bays, beaches and stacks. Students will learn how humans have adapted and manage the coastline to limit the potential impact of changes and how effective they have become. Geo skills Students in this mini unit will engage with a human fieldwork activity where they will investigate how the quality of the environment changes the further away from school they get. This will entail them completing fieldwork activities in class and for homework and selecting locations to investigate. They will then create a graph about their results and come to a conclusion.
Skills: (Know how...)	Know how to effectively revise To read and use OS map Photo interpretation Literacy and reading for meaning Group and paired work (collaboration) Annotating and diagram drawing	-To create graphs and data presentation methods - To complete a variety of qualitative and quantitative fieldwork skills -Group and paired work -Analysing trend of data presentation -To apply layers of data on top of each other to identify trends (GIS)
Key vocabulary	Erosion- Abrasion Erosion- Attrition Erosion- Hydraulic Action Deposition	Geographic Information Systems Quantitative Data Qualitative Data Data Presentation

	Longshore Drift Coastal Management Constructive Waves Destructive Waves	Data Collection Choropleth Map Traffic Count Environmental Quality Assessment.
Mid Term Assessment	Key concept gap fill + Explain landform formation question	Fieldwork knowledge quiz
End Term Assessment	Final Test- Including image/map interpretation, short answer (multiple Choice), medium (describe and explain) and long answer question with persuasive writing (PEEL)	Fieldwork report- Summarising the findings to their human investigation and analysis of bar graph.
Additional information		
Homework	Variety of tasks including: Posters, reading activities, key term quizzes, revision, fieldwork assignments. Use BBC Bitesize or seneca learning to recap the content taught in class. Use the glossaries given at the beginning of topics to make flashcards on key words or quiz yourself / ask a family member to quiz you on these.	
Extra curricular and enrichment opportunities	Debate club.	
Useful links that will support learning	https://www.bbc.co.uk/bitesize/subjects/zrw76sg	
How parents can support learning	Ask their child to explain to them the key terms/vocabulary. Ask them to explain how a concept or term links to their learning. Or what examples they have learnt in each unit and to give details.	