



Year 8 Geography PoS

Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond

Curriculum Intent

Provide students with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.

- Teach and re-establish students' geographical skills such as map work, interpretation of graphs and data in lessons.
- Provide extra-curricular opportunities clubs and trips for students within the year.
- Develop their understanding of geographical knowledge in lessons and regularly assess this through assessment tasks.
- Develop enquiry and fieldwork skills to enable students to investigate local issues.
- Student use creative skills in lessons and when completing homework tasks.
- Use the skill of empathy and decision-making during lesson activities.
- Regular use of independent, pair and group work.
- Develop student literacy and numeracy skills.
- Encourage curiosity about the world – physical and human processes. Students to develop an understanding that it is important to use the world sustainably and challenge injustice.
- Students are introduced to the important roles that decision makers, journalists, environmental pressure groups and leaders of countries would fulfil.

Clearly state the end points that students are building towards and the knowledge and skills required to reach them.

- Clear learning objectives and lesson outcomes.
- Students are aware of their pathways and have a clear understanding of their strengths and targets for improvement.
- Clearly structured assessments that test student understanding and identify gaps in knowledge and next steps.
- Regular use of peer/self-assessment and opportunities to reflect on understanding and progress.
- Building pathway to GCSE/ A Level Geography.

Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.



- Planned so that students have a variety of physical and human geography topics and understand connections.
- Provide students with geographical knowledge of a range of places and scales.
- Basic skills are taught and revisited throughout SofL. Students are encouraged to make synoptic links between topics of study.
- Students are introduced to a skill before being assessed on them.
- Topics taught are interlinked and reflected in a metacognitive approach.

Has high ambition for all students

- Regular use of extension/ stretch activities.
- Challenging assessment tasks are developed with a range of question type (GCSE-style assessments)
- Critical thinking skills are explored and developed.
- High expectations are apparent to students throughout the year.

Term	Topic	No. of Lessons	Assessment
Autumn 1	<p><u>Biomes</u></p> <p>Content: Students will learn what a biome is and the characteristics of different biomes. They will learn about the climate of the TRF and investigate how animals are adapted to live in the TRF. Students will learn about people who live in TRF too. They will then investigate the local and global threats to TRF. Students will consider different ways of using the TRF sustainably and justify which scheme they think is most sustainable. Students will also investigate Australia, the climate, people, and animals. They will consider the impact of invasive species, risk of bushfires and how these hazards can be managed.</p> <p><u>Skills:</u> research skills, interpreting data, drawing a climate graph, numeracy skills</p>	10	<p>H/W: Research how an animal is adapted to the TRF.</p> <p>H/W - What can we learn from Aboriginal people about sustainability.</p> <p>Assessment</p>
Autumn 2	<p><u>Natural resources</u></p> <p>Content: Students will learn what resources are and how they can be classified. They will learn about the SDG's and consider why these are important. Students will learn about fossil fuels and consider if our use of these is sustainable and the alternatives to fossil fuels. They will also reflect on their use of water and compare maps showing the distribution of this. Students will research places with water</p>	10	<p>H/W – Choose the 3 Sustainable Development Goals that you think are the most important to meet. Explain why you have chosen them.</p> <p>H/W- questionnaire – how wisely do you use water.</p>



	<p>issues – Aral Sea / Bolivia and West Bank. They will also investigate ways in which freshwater supply can be made more reliable.</p> <p>Skills: Interpretation of maps, interpreting data sets, making connections. Literacy skills – key terms. Collaboration, research skills.</p>		Assessment
Spring 1	<p><u>Population and urbanisation</u></p> <p>Students will explore how and why the world’s population has changed over time. They will also investigate how people are distributed throughout the world and learn about population structure and the factors that impact this. Students will also learn how countries can influence population – anti and pro-natalist strategies. They will also learn why people migrate from one place to another. Students will learn about urbanisation and how cities have grown. They will look in detail at cities in India – the opportunities and challenges of city growth. They will investigate what it is like to live in a slum and consider the ways in which slums can be improved.</p> <p>Skills: Interpreting data, using an atlas, locating places on maps, identifying trends from data. Population pyramids, interpreting a range of resources and research skills. Key term – literacy. Making decisions and writing a justification of choice.</p>	11	<p>H/W – Ageing population – how should the UK population deal with this issue?</p> <p>H/W – Interpreting population pyramids.</p> <p>Assessment – DME – How should slums in Mumbai be improved?</p>
Spring 2	<p><u>Coasts</u></p> <p>Students will consider the benefits and problems of living by the sea. They will learn how waves form and investigate how wave type and tides change the coast. Students will be introduced to key terminology and draw annotated diagrams to show how landforms are created by coastal erosion. They will also learn how material is moved along coasts by longshore drift and how landforms created by coastal deposition are created. Students will learn how coasts can impact people – e.g. coastal erosion and flooding and investigate how these issues can be managed.</p>	10	<p>H/W – Letter from farmer living on the Holderness Coast</p> <p>Assessment</p>



	<p>Skills: Literacy – use of key terms, interpretation of maps and photographs. Drawing annotated diagrams to show processes. Group work – collaboration.</p>		
Summer 1	<p>Glaciation and past climate change</p> <p>Content: Students will learn what a glacier is and how they form. Students will investigate how ice shapes the land and be able to explain how specific landforms are created. Students will investigate glacial hazards and consider which are the most hazardous. They will also consider the use of glaciated and post-glaciated environments. Students will also learn how icebergs form and investigate why the Titanic sunk. They will also learn about Antarctica, why the continent is important, how it is protected and possible future threats. Students will also have the opportunity to listen to a talk by Dr Bethan Davies (Royal Holloway University of London) about her time/experience in Antarctica and how glacial landscapes could change due to climate change. Finally, students will learn about past climate change and the evidence that suggests these changes occurred.</p> <p>Skills: annotated drawings, research skills, interpreting data, investigation of sources of evidence, evaluation, interpretation of photographs, making links.</p>	10	<p>H/W Which glacier hazard is more significant? H/W: Complete a newspaper article / PowerPoint investigating why the Titanic sunk.</p> <p>H/W – structured report on Antarctica</p> <p>Assessment</p>
Summer 2	<p>Ocean Issues</p> <p>Students will locate the main oceans and seas. They will investigate why plastic has become such an issue in oceans and research solutions to this issue. They will then investigate coral reefs – what these are, threats and ways in which they can be protected. If time allows students will also consider the importance of sustainable fishing.</p> <p>Skills: Making links between topics of study, collaboration, presentation skills, forming a judgement, maps skill, key terms – literacy, research skills.</p>	6	<p>H/W: Poster / PowerPoint on the issue of plastic pollution.</p> <p>H/W Presentation – speech on why coral reefs / sustainable fishing is important.</p>