Year 8 Geography Curriculum Rationale

The Geography KS3 curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it. The curriculum is designed to cover both Human and Physical aspects of Geography and directly ties into or feeds from the national curriculum. The intention is to inspire student's curiosity about how and why the world works in the way it does and to act as a solid grounding for the teaching of Geography at GCSE and A level. This means that students will have some precise background knowledge of certain topics by the end of Year 9, that they will have practised and applied Geography skills that the national curriculum deems as essential and students will have had the opportunity to improve their ability to break down questions and attempt exam questions which prepare them for future academic studies.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Ecosystems (Physical and Human)	Students will learn the function and components of ecosystems, the role of the nutrient cycle & energy flows through this system. The following series of lessons will cover the location, structure, evolution of and threats to the Tropical rainforest with case studies examining it's overuse and management. The curriculum will the move to contrast the TRF to an Polar ecosystem and introduce the ecology of the Arctic, it's use	Year 8 begins with Ecosystems. This ties back into KS2 learning (for those from CCS Green theme) with most primary schools having done some basic learning on the tropical rainforests. Students will apply their learning from the Weather & Climate unit in Yr7 to analyse the concept of climate zones and to breakdown climate graphs for different climate zones. This unit provides the	Informal tests at the start of lessons - FORMS, whiteboards and back of books etc. at the start of most lessons. Assessment 1 - mid unit quiz. Short answer questions and skills based. Assessment 2 - FORMS quiz and	Link to national curriculum: Place knowledge – students look at the Amazon rainforest and contrast this against the Arctic in terms of environment, ecology & peoples as part of this unit. Physical Geography – role of soils, rocks and climate in the interactions of an ecosystem are directly covered. The interaction of human and	Discussion, videos, reading and the involvement of all the HPL traits. But in particular: Linking between key concepts, skills and places will be a regular feature in Geography. Students should be able to apply skills covered in the Mapskills unit to Coasts, Climate change and the Globalisation lessons. There will be recall of places such as parts of the UK, continents, oceans and seas which come up again and again.	<u>In the news:</u> Encourage students to download the BBC news app and to regularly keep up to date with news about people, places and the environment. Discuss any topics that come up. <u>Watch:</u> Watch BBC series such as Blue Planet, Frozen planet II or Volcano Live or 'Race across the World' Watch films such as "Queen of Katwe", "Encanto", ""Boy who harnessed the Wind" or "The impossible" and

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	by humans and the potential threats and management of this biome.	opportunity to build on learning in the globalisation unit and the effects of our more globalised world on the environment as students dive into the consequences of human activity in two contrasting environments – the tropical rainforest & the polar regions. Further building on soils and geology comes in Unit 3 of Year 8 when we look at geomorphic processes shaping landscapes. Continuing development of Unit 1 knowledge from Yr7 – Mapskills, line graphs, choropleth maps and photo analysis as part of	longer answer question.	physical processes to change landscapes and environments – threats & management aspects of both the TRF and Arctic ecosystem.	Students should also spot how processed often tie together e.g. the links between the Weather & Climate unit and the Coastal processes OR how the globalisation and economy units also relate to the consequences discussed in the Climate change topic. Meta Thinking – how and why the world works in the way it does. Students will often be presented with some big picture questions to get them to develop their own curiosity to know the answers. Questions like where does all the sand on a beach come from, who made my clothes and why was it	discuss the places presented. Each week the Geography Team highlight the programmes you can watch on the BBC, Channel 4 and ITV that connect with Geography – check out our 'GoogleBox posters' Online: To try some Kahoot quizzes or Gimkit quizzes to improve their knowledge about places of the world. Listen: Listen to Podcasts such as "How to invent a country" to give some background to the culture, history and formation of countries. Other useful podcasts like "Mapping the Future", "Will AI kill

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		investigating the world's biomes			cheaper to make them thousands of miles away? What makes weather and why is Britain so wet are big open questions we will want our students to ask and then investigate as part of this year. Analysing – Students will need to analyse evidence from a wide range of sources in Geography. These can include interrogating graphical, numerical, cartographic information as well as photos, cartoons, tables and text with information and data about the world around. Students will need to think critically about the evidence they are given and work with precision in selecting the most useful information	development" and "What planet are we on?" are all available on BBC Sounds. <u>Read:</u> Join a magazine subscription such as Wideworld or even National Geographic to learn about and appreciate the wider world. We have a great range of books that can extend and excite our students. For a full list speak with your teacher but some of the following titles are also available in the English reading room and tie in with some of topics in KS3 including:
Population & Development (Human focus)	Students learn about world population distribution, the growth of world population and the factors which control it, population structure and the demographic transition model followed by the causes and consequences of ageing and youthful populations. This half	Students move onto looking at the geographies of demographics and the spread of the human population around the globe before then transitioning onto examining the quality of life for some of these populations and how and why they might vary, how	Assessment 3 – mid unit multiple choice FORMS quiz assessment to check knowledge and understanding.	Link to national curriculum: Place knowledge – students contrast the development levels of ACs, EDCs & LIDCs. Students look closely at Nairobi, Kenya with Kibera slum example.		

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	of the unit finishes with a look at the different types of population policies and a discussion of China's attempt at controlling it's population through the one child policy. The second half of this unit focuses on the development of countries, how this is measured, the causes and consequences of poverty and the attempts to alleviate this. The unit finishes by returning to issues of population and tying the two together by looking at the causes and impact of refugees and asylum seekers.	development is measured and what solutions can be applied to alleviate it. The two topics naturally run together and the cross over between the two topics comes as we look at how population structure is affected by development and how development alters population looking at the cross over lesson with the Demographic transition model. Within the wider SOW this lesson will draw on some of what year 8 studied in Yr7 looking at the economy, globalisation and trade and this is also cross over with the Yr8 History unit	Assessment 4 – FORMS quiz with longer written answer.	Human Geography – population is covered directly in this unit as is the concept of international development in the second half. Location knowledge – the first few lessons includes the use of maps & statistics to extend pupils spatial awareness of the world's countries. Focus on Africa within some of this unit's lessons.	to address their chosen topic. The HPL skills of critical analysis and precision come up repeatedly in Geography.	

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		looking at reformation and the Industrial revolution which has a impact on quality of life and is often a marker for the final stages of development. This unit will then act as a foundation for Yr9 teaching of SuperPowers when pupils investigate which countries have influence over others and why. Population size, level of development & stability as well as cultural factors all play a role in understanding this. Skills cross over – graphical work and choropleth maps of population density, use of satellite				

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		images to examine the importance of physical factors in controlling where populations are distributed are all tied back to the Mapskills learnt in Yr7 and then built upon in the context of demographics.				
Fantastic landscapes & Geomorphic processes (Physical focus)	Students end the year by returning to a physical unit and examine some of the most fantastic landscapes that are found around the planet and within the UK. A basic understanding of geomorphic processes is taught though river landscapes, glaciation and glacial landscapes, arid environments and limestone scenery.	This unit looks at the processes which have shaped the earth. The students cover rivers, coasts, ice, deserts and wind as well tectonics and some recap on the role of geology and soil types. The first lesson will call on students knowledge of place (ties back to Yr7 skills lessons and atlas work). The geomorphic processes have	Assessment 5 – END of YEAR exam (mixture of short and longer answer questions out of 50 and covering the full breadth of the content covered this year. Assessment 6 – Short answer FORMS quiz	Link to national curriculum: Physical Geography – geologic timescales & plate tectonics in continental drift lesson, weathering, glaciation, some aspects of hydrology & rocks. Locational knowledge – students will use		

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	The unit also covers continental drift and the formation of fold mountains around the planet. The unit should give students a better understanding of places around the world as well as the processes (erosion, transportation, weathering and deposition by wind, water and ice) which have helped to shape those locations.	some cross over with the first lessons on ecosystems (nutrient cycles with soil) and also with the weather and climate lessons in Yr7 looking at the role of water in shaping rock. This unit build place knowledge as well as understanding of physical processes which will then act as a foundation for Yr9 which looks at hazards so recalls some understanding of tectonics and rivers when exploring the threats posed by flooding and earthquakes.		maps to locate the landform systems that the study and this covers landscapes found in several locations including North/South America, Asia, Europe & Africa		