


Department	GEOGRAPHY	 <b>HeathPark</b> EVERY PUPIL ALWAYS IN FOCUS
Key Stage	KEY STAGE 3	
Year 8 Programme of study	September 2022 – July 2023 (then new KS3 programme)	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Year 8 Autumn Term 1 (Sept-Oct)	Exploring Ecosystems	<p>By locating key biomes using map skills, interpreting images and coming up with impacts and solutions, Students will continue to develop their physical geography knowledge and skills in this unit.</p> <p>By the end their knowledge should be in depth about the tropical rainforest and savanna grasslands including what plants and animals are like, how they have adapted, the threats to the biomes and have knowledge on strategies that can be used to manage these issues.</p>	<p>Small scale who eats who? Location of Biomes/characteristics</p>	<p>Space/Locational knowledge</p> <p>Place</p> <p>Interconnection between places and people (physical and human)</p> <p>Changes in the environment</p> <p>Sustainability</p>	<p>2 CATs (Note: Common assessment tasks may be in the form of written assessments with a variety of questions to assess knowledge and skills, presentations, enquiry-based write ups, longer extended writing pieces)</p> <p>Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge,</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions: KS3 Geography BBC Bitesize website</p> <p>Horrible Geography: Perishing Poles Anita Ganeri</p> <p>Horrible Geography: Bloomin rainforests Anita Ganeri</p> <p>Horrible Geography: Desperate</p>
			<p>Tropical Rainforests -location, plants and animals, threats to the ecosystem</p>			
			<p>Savanna Grasslands -location, plants and animals, threats to the ecosystem</p>			

					skills and understanding of the students	deserts Anita Ganeri :
Year 8 Autumn Term 2 (Nov-Dec)	Our Changing climate	Students will gain an understanding of what makes the weather how it is, how we can interpret the weather as well as measure and record. They will be able to explain why the weather is interchangeable in the UK and the factors that affect this.	Recording the weather Measuring weather Why is the weather so interchangeable? (air masses)	Place Change in the environment Environment Interconnection Sustainability	2 CATs Skills based questions will also be covered. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books. Additional reading suggestions: KS3 Geography BBC Bitesize website Horrible Geography: Stormy Weather Anita Ganeri  No-one is too small to make a difference – Great Thunberg
		Students will then develop that knowledge further by looking at extreme weather events. They will be able to explain the differences between expected and extreme weather as well as backing up with real life events that have occurred. The students will again broaden their knowledge by looking at global weather events such as hurricanes that have impacts on the	Micro-climate field study			

		<p>environment and people, developing their disciplinary knowledge on interconnections.</p> <p>A major topic of the world is global climate change. By the end of the unit, students will be able to explain in depth the cause of enhanced global warming, the impacts and strategies to how this problem could be solved.</p>	<p>Hurricanes (Tropical Storms)</p>	<p>Place</p> <p>Change</p> <p>Environment</p> <p>Interconnection physical and human</p> <p>Sustainability</p>		
			<p>Global climate change -how is earth changing? Is it us? What can we do?</p>			
Yr8 Spring Term 1 (Jan-Feb)	Population and Migration	<p>In this unit students will study the population of the world and events that have shaped different populations. They will examine how population has grown and the reasons for this. They will be able to explain why people have settled in places and how this has influenced and shaped the population and culture of the UK.</p>	<p>World distribution Measuring population</p>	<p>Place/Locational knowledge</p> <p>Change</p> <p>Environment</p> <p>Sustainability</p> <p>Cultural understanding and diversity</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p>
			<p>UK towns and cities – population distribution link to settlement learning Land use in UK towns and cities</p>			<p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills</p>

		They will also be able to explain where people have migrated from over the years to the UK and the impacts that this has had.	Migration into the UK – causes, impacts and management		and understanding of the students	billion years: Martin Jenkins
Yr8 Spring Term 2 (Mar-Apr)	Development	<p>This unit goes into why countries and continents are poorer than others, as how this looks in the world. Students will be able to explain what measures can be used when comparing development of countries, be able to explain the positives and negatives of of these measures.</p> <p>Students will be able to compare countries at different stages of economic development and explain the reasons why.</p> <p>Students will be able to talk in detail about the</p>	<p>Development – what is it and how is it measured? How did the development gap grow?</p> <p>Comparison of development in LIC's(Malawi) and HIC's (Singapore)</p>	<p>Place/Locational knowledge</p> <p>Change</p> <p>Sustainability</p> <p>Cultural understanding and diversity</p>	<p>2 CATs</p> <p>Skills based questions will also be covered.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>	<p>In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.</p> <p>Additional reading suggestions: KS3 Geography BBC Bitesize website</p>

		geography of Africa including its physical and political geography. They will complete a project based on one country in Africa in detail.	Africa Case Study			
Year 8 Summer Term 1 (May-Jun)	Water on the Land – Rivers	The students by the end of the unit will be able to talk and write about the changing river landscapes and the processes that shape them, how these landscapes interact with humans and the issues they cause as well as the management strategies that can be used to adapt to the issues in the UK and Bangladesh.	Locating Rivers Water Cycle Journey of a river	Place  Interconnection between places and people (physical and human)	2 CATS  Skills based questions will also be covered.	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.
			River processes and River Landforms (include rock types)	Changes in the environment  Sustainability	Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	Additional reading suggestions:  KS3 Geography BBC Bitesize website  Canoeing the Congo: The first source-to sea-descent of the Congo River – Phil Harwood
			Flooding events in the UK			Horrible Geography: Raging Rivers Anita Ganeri  When the rivers run dry: Fred Pearce

Year 8 Summer Term 2 (June- July)	Water on the Land – Coasts	In Summer term 1, students studied the first part of this unit on rivers. They learnt the basic terminology and processes of water moving to do with rivers. The students by the end of this unit on Coastal landscapes, will be able to talk and write about the changing coastal landscapes and the processes that shape them, how these landscapes interact with humans and the issues they cause as well as the management strategies that can be used to adapt to the issues in the UK along the coastline. They will also link it to the previous unit of earning a living in the UK and will look at the benefits of tourism in coastal areas.	UK Coastal areas Coastal Processes	Place  Interconnection between places and people (physical and human)  Changes in the environment  Sustainability	2 CATs  Skills based questions will also be covered.  Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students	In lesson time we will be reading from the Oxford Geog.1, 2, 3 series of books.  Additional reading suggestions:  KS3 Geography BBC Bitesize website  Horrible Geography: Cracking Coasts Anita Ganeri
			Coastal Landforms			
			Coastal erosion and Management			
			Tourism in Coastal areas			