

Department	GEOGRAPHY
Key Stage	KEY STAGE 3 Y8
Year 8 Programme of study	September 2022 – July 2023

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
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 ecosystems - who eats who? Location of Biomes/characteristics</p> <hr/> <p>Tropical Rainforests -location, plants and animals, threats to the ecosystem</p> <hr/> <p>Savanna Grasslands -location, plants and animals, threats to the ecosystem</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>Students will complete two assessments in this unit. One based on rainforests and the other on Savannas. There will be skills based questions as well as higher level thinking questions about adaptations and threats to each ecosystem.</p> <p>The students will then receive a score of Mastering Securing Developing or Emerging based on their outcome.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>

Year 8 Autumn Term 2 (Nov-Dec)	Our Changing climate	<p>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.</p> <p>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.</p> <p>The students will again broaden their knowledge by looking at global weather events such as hurricanes that have impacts on the 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>Recording the weather Measuring weather Why is the weather so interchangeable? (air masses)</p> <p>Micro-climate field study</p>	<p>Place Change in the environment Environment Interconnection Sustainability</p>	<p>Students will complete two assessments in this unit. One will be based on a mini fieldwork enquiry about micro climates in our local area and the other at the end of this unit based on tropical storms, key terms and meanings from this unit of work as well as recalling knowledge from previous learning.</p> <p>The students will then receive a score of Mastering Securing Developing or Emerging based on their outcome.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students</p>

			<p>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>		
<p>Yr8</p> <p>Spring Term 1</p> <p>(Jan-Feb)</p>	<p>Population and Migration</p>	<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</p> <p>Measuring population</p>	<p>Place/Locational knowledge</p> <p>Change</p> <p>Environment</p> <p>Sustainability</p> <p>Cultural understanding and diversity</p>	<p>Students will complete an assessment based on knowledge and skills developed in this unit of work. There will also be some questions based on previous learning and skills to develop retention.</p> <p>The students will then receive a score of Mastering Securing Developing or Emerging based on their outcome.</p> <p>Within lessons teachers will use a variety of formative assessment methods to check</p>
			<p>UK towns and cities – population distribution link to settlement learning</p> <p>Land use in UK towns and cities</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		knowledge, skills and understanding of the students
Yr8 Spring Term 2 (Mar-Apr)	Development	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 these measures.	Development – what is it and how is it measured? How did the development gap grow?	Place/Locational knowledge Change Sustainability Cultural understanding and diversity	Students will complete one assessment based on development indicators and countries at different stages of development. Their second assessment for this unit will be presentation based on their country of study in Africa. The students will then receive a score of Mastering Securing Developing or Emerging based on their outcomes from these assessments and learning in lesson. Skills based questions will also be covered.
		Students will be able to compare countries at different stages of economic development and explain the reasons why.	Comparison of development in LIC's (Malawi) and HIC's (Singapore)		
		They will look at the causes of uneven development and the consequences of this. They will run a small campaign based on a chosen strategy that can help to reduce the development gap for example this year they will be looking at the red nose campaign and the benefits of this for poorer countries.	TNC Case Study		
		Globalisation and TNC's – students will look at what Globalisation is and some examples of TNC's. They will research into a named TNC for example Nike/MacDonalds and investigate what impacts organisations like this have on poorer less developed countries.		Place/Locational knowledge Change Sustainability Cultural understanding and diversity	Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the student's

Year 8 Summer Term (June- July)	Water on the Land – Coasts	In Summer term in Y7, 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	Students will complete one assessment based around coasts and at the end of the unit a summative assessment based on their learning from this year. The students will then receive a score of Mastering Securing Developing or Emerging based on their outcomes and learning in their lessons. Within lessons teachers will use a variety of formative assessment methods to check knowledge, skills and understanding of the students.
			Coastal Landforms		
			Coastal erosion and Management		
			Tourism in Coastal areas		