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| **Year 8 Curriculum Overview [2023-2024]** **Geography** |
|  **Autumn Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT1****HT2****HT3** | Global population distributionPopulation growthPopulation StructurePopulation ChangeMigrationEvidence for climate changeNatural causes of climate changeHuman causes of climate changeEffects of climate changeManaging the effects of climate changeThe water cycleThe profile of a riverRiver landformsRiver flooding  | * To describe the current pattern of population distribution
* To explain the human and physical factors that have influenced this pattern
* To explain why the world’s population is increasing
* To understand natural increase and explain why rates are high in developing and emerging countries
* To explain the potential consequences of overpopulation. To categorise these into social, economic and environmental.
* Explain how the Demographic Transition Model the link between development and population change.
* To analyse population pyramids and explain how they show the age/structure of a country’s population
* Investigate different population growth control strategies e.g. one child policy in China
* To explain how an ageing population can have positive and negative impacts – UK case study.
* To define migration
* To define the different types of migration
* Impacts of urban to rural migration in emerging countries
* Investigation into current migration issues in Europe
* To explain what climate change is
* To evaluate the evidence for climate change – ice cores, paintings, diary extracts, tree rings and temperature data.
* Explain the natural causes of climate change – suns pots, volcanic eruptions and orbital patterns
* Describe and explain the greenhouse effect
* Explain what the enhanced greenhouse effect is
* Explain how human activity has created this – agriculture, burning fossil fuels as examples.
* Understand that climate change will have a range of impacts on local, national and international scales.
* Evaluate the potential effects

Explain the problems that these effects are going to have on humankind.* Explain how we can mitigate the effects – international agreements, carbon capture, alternate energy and planting trees
* Explain how we manage the effects – changes to farming, flood management and water conservation.
* Describe and explain the water cycle
* Identify and locate the main features of a drainage basin
* Describe how the long and cross profile of a river change from source to mouth
* Explain how erosion, deposition and transportation create river landforms e.g. waterfalls, meanders and floodplains
* Explain the causes of river flooding
* Explain the social, environmental and economic effects of flooding
* Explain the responses to flooding
* UK case study of 2019 flooding in the north – west
* Pakistan 2022 case study
* Comparing the effects and responses of differing development levels
 | KS2 prior knowledgeWeather and climate – Year 7Weather and climate Year 7 | Description and explanation-based writingDescription and explanation-based writingKey vocabularyDescription and explanation-based writing | * Map analysis
* Data analysis
* Analytical skills

Map analysisData analysisAnalytical skillsMap analysisData analysisAnalytical skillsMap analysisData analysisAnalytical skills | MCQ’sFormative assessment throughoutSummative assessment at the end of the unitMCQ’sFormative assessment throughoutSummative assessment at the end of the unitMCQ’sFormative assessment throughoutSummative assessment at the end of the unit |
| **Year 8 Curriculum Overview 2023-2024**  **Geography** |
| **Spring****Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
|  **HT4****HT5** | The structure of the earthPlate boundariesVolcanoesEarthquakes Living with the riskReducing the risk | * Explain the layers of the earth – inner core, core, mantle and crust
* Explain the theory of continental drift
* Explain the different ways the earth’s crust moves - constructive, conservative, collision and destructive
* Explain the differences between shield and composite volcanoes
* Mount Nyriragongo case study.
* What is an earthquake?
* Syria/Turkey case study
* Explain the benefits of living in areas on plate margins
* Explain how we monitor, predict, protect and plan to reduce the risk
 | Year 7 development unit | * Key vocabulary
* Description based writing
* Explanation based writing
 | * Map analysis
* Decision making
 | MCQ’sFormative assessment throughoutSummative assessment at the end of the unit |
| **Year 8 Curriculum Overview 2023/2024** **Geography** |
| **Summer** **Term** | **Knowledge & Understanding** | **Literacy Skills****Opportunities for****developing** **literacy skills** | **Employability Skills****[if any]** | **Assessment Opportunities** |
| **Composites** | **Components****[KEY concepts & subject specific vocab]** | **Formal Retrieval****[if any]** |
| **HT6** | The geography of the Middle East | * Describe the location of the Middle East
* Describe the climate of the Middle East
* Describe population distribution across the region
* Investigate how developed the Middle East region is
* Explain and understand the factors causing the crisis in Yemen
* How can the crisis in Yemen be dealt with?
* Explain how the UK is connected to the Middle East
* Explain how important oil is the to the development of the region
* Explain how tourism is becoming a boom industry in the UAE
 |  Weather and climate Year 7Development Year 7Continents Year 7Year 8 population | * Key vocabulary
* Description based writing
* Explanation based writing
 | * Interpreting patterns
* Decision making skills
 | MCQ’sFormative assessment throughoutSummative assessment at the end of the unit |