

# Curriculum Overview – Year 8 Geography

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<b>Population and Development</b>	<ul style="list-style-type: none"> <li>To understand how global population has changed and how global population is distributed</li> <li>To be able to use key words (birth rate, death rate, life expectancy, natural increase/decrease)</li> <li>To differentiate between the different types of migration e.g. economic migrant</li> <li>To understand the reasons behind migration (push/pull factors) and migrations impact (origin/host country)</li> <li>To understand what is meant by development and ways in which we can measure development e.g. HDI</li> </ul>	<ul style="list-style-type: none"> <li>Using a range of maps and graphs to describe trends in population growth</li> <li>Working as part of a team to research different migration patterns</li> <li>To plan, create and present research in a class presentation</li> <li>Interpreting sources and graphs and applying their knowledge to explain patterns/trends</li> <li>Complete extended writing</li> <li>Complete evaluative writing</li> </ul>	<ul style="list-style-type: none"> <li>Group presentation</li> <li>End of topic assessment</li> </ul>	<ul style="list-style-type: none"> <li>Learning key terms</li> <li>Research tasks</li> <li>Extended writing, such as diary extracts</li> </ul>	<p><b>Awareness and gratitude:</b> That they live in a developed country, not all countries have the same quality of life.</p> <p><b>Empathy and compassion:</b> For the hardships faced by people around the world, such as asylum seekers.</p> <ul style="list-style-type: none"> <li>Dignity of God's people</li> <li>Dignity of the human person</li> <li>Solidarity</li> <li>Personal</li> <li>Cultural</li> <li>Social</li> <li>History</li> <li>English</li> <li>Maths</li> </ul>	<p><b>KS3 links</b> Builds on from the settlement topic from year 7</p> <p><b>KS4 links</b> Foundations for economic development topic Links to urban challenges Global pattern of urban change Economic development and quality of life Reducing the development gap</p>

	<ul style="list-style-type: none"> <li>To be able to explain why there are inequalities in development</li> <li>To consider how we can reduce the development gap e.g. bottom up/top down and fair trade</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li>-Population distribution</li> <li>-Sparsely populated</li> <li>-Densely populated</li> <li>-Life expectancy</li> <li>-Birth rate/death rate</li> <li>-Infant mortality</li> <li>-Economic migrant</li> <li>-Refugee</li> <li>-HDI</li> <li>-GNI</li> </ul>				<ul style="list-style-type: none"> <li>Demographer</li> <li>Aid worker</li> <li>Charity sector</li> <li>Policy advisor</li> <li>Migration officer</li> </ul>	<p><b>KS5 links</b></p> <p>Population and environment topic</p>
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**Autumn Term 2**

<p><b>Weather and Climate</b></p>	<ul style="list-style-type: none"> <li>To be able to determine the difference between weather and climate</li> <li>To be able to explain how latitude impacts global temperature</li> <li>To understand why the UK has unpredictable climate</li> <li>To be able to explain how air mass can contribute to weather and climate</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting maps- by describing distribution</li> <li>Interpreting climate graphs to describe weather in certain locations</li> <li>Using data to plot own climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>Group poster</li> <li>End of topic assessment</li> </ul>	<ul style="list-style-type: none"> <li>Learning key terms</li> <li>Research tasks</li> <li>Extended writing, such as newspaper articles</li> </ul>	<p><b>Appreciation and awareness:</b></p> <p>Of the huge impacts, extreme weather has on people's lives in other parts of the world in comparison to UK weather</p> <p><b>Empathy and compassion:</b></p> <p>To consider how it must feel to be impacted by extreme weather and how this</p>	<p><b>KS3 links</b></p> <p>Foundation for the next year 8 topic- 'ecosystems'</p> <p>Builds on the year 7 topic of the water cycle</p> <p><b>KS4 links</b></p> <p>Foundation for the extreme weather hazards topic</p>
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	<ul style="list-style-type: none"> <li>• To be able to explain the two main types of rainfall (relief/convectional)</li> <li>• To be able to explain the formation of a hurricane and have case study knowledge of a recent hurricane</li> <li>• To be able to define and explain the distribution, effects and responses to droughts</li> <li>• To be able to define and explain the distribution, effects and responses to monsoons</li> </ul> <p><b>Key terms:</b>          -Climate          -Latitude          -Air mass          -Humid          -Relief rainfall          -Convectional rainfall          -Altitude          -Hurricane          -Drought          -Monsoon</p>	<ul style="list-style-type: none"> <li>• Using mathematical skills to work our averages</li> <li>• Using Atlas' to compare countries weather and make assumptions</li> <li>• To complete evaluative writing on global issues</li> </ul>			<p>struggle is often more challenging for low-income countries</p> <p><b>Listening and attentive:</b>          Evaluating how certain extreme weathers e.g. monsoons can 'give' and 'take' life</p> <ul style="list-style-type: none"> <li>○ Care for creation</li> <li>○ Dignity of God's people</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ Art</li> <li>○ Science - biology</li> <li>○ English</li> <li>○ Maths</li> <li>○ Meteorologist</li> <li>○ Weather forecaster</li> <li>○ Journalist</li> <li>○ NGO and Charity work</li> </ul>	<p>Extreme weather in the UK and tropical storms</p> <p>Links to ecosystems GCSE topic</p> <p><b>KS5 links</b></p> <p>Links to water and the carbon cycle topic</p>
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Spring Term 1

<p><b>Brilliant Brazil- Ecosystems and Urban Challenges</b></p>	<ul style="list-style-type: none"> <li>• To be able to describe the global distribution of rainforests</li> <li>• To use knowledge from weather and climate topic to explain the equatorial climate</li> <li>• To learn in depth regional knowledge about Brazil</li> <li>• To understand why there are high levels of biodiversity in rainforests</li> <li>• To explain how plants and animals have adapted to the equatorial climate</li> <li>• To explore the causes and effects of deforestation in the Amazon rainforest</li> <li>• To evaluate the management strategies of deforestation</li> <li>• To understand how economic development can impact settlement growth and gain knowledge on Favelas</li> <li>• To evaluate quality of life in favelas</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting and comparing climate graphs</li> <li>• Using map skills to plot the worlds biomes and describe their distribution</li> <li>• Reading/interpreting a variety of maps and graphs</li> <li>• Using debate to evaluate the topic of deforestation management</li> <li>• To analyse photographs to provide information on quality of life</li> <li>• To complete evaluative extended writing</li> <li>• Research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Group debate</li> <li>• End of topic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Learning key terms</li> <li>• Research tasks</li> <li>• Extended writing, such as a letter to the President of Brazil evaluating the impacts of deforestation</li> </ul>	<p><b>United in harmony:</b> when we consider the global impact of deforestation</p> <p><b>Discerning and joyful:</b> at the vast biodiversity found in tropical rainforests</p> <p><b>Leading others in pursuit of justice:</b> The power of activism on global issues such as deforestation</p> <p><b>Dignity of the human person</b> When considering those who live in favelas</p> <ul style="list-style-type: none"> <li>○ <b>Dignity of God’s people</b></li> <li>○ <b>Community and participation</b></li> <li>○ <b>Care for creation</b></li> <li>○ <b>Peace and reconciliation</b></li> <li>○ <b>Solidarity</b></li> <li>○ <b>Personal</b></li> <li>○ <b>Social</b></li> <li>○ <b>Moral</b></li> <li>○ <b>Cultural</b></li> <li>○ <b>Science - biology</b></li> <li>○ <b>Maths</b></li> <li>○ <b>English</b></li> </ul>	<p><b>KS3 links</b></p> <p>Builds on the knowledge of weather and climate</p> <p>Builds on the knowledge of settlement</p> <p><b>KS4 links</b></p> <p>Creates a foundation for ecosystems and tropical rainforest topic</p> <p>Links to the urban challenges in Lagos and informal settlement topic</p> <p><b>KS5 links</b></p> <p>Links to Amazon rainforest case study</p>
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	<p>Key terms:</p> <ul style="list-style-type: none"> <li>-Equatorial climate</li> <li>-Ecosystem</li> <li>-Biodiversity</li> <li>-Adaptation</li> <li>-Deforestation</li> <li>-Informal settlements</li> <li>-Quality of life</li> </ul>				<ul style="list-style-type: none"> <li>○ Biologist</li> <li>○ Environmentalist</li> <li>○ Law</li> <li>○ Town Planning</li> <li>○ Research</li> </ul>	
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**Spring Term 2**

<p><b>Hot Deserts- Opportunity and Challenges</b></p>	<ul style="list-style-type: none"> <li>• To be able to describe the global distribution of hot deserts</li> <li>• To be able to describe the characteristics of hot deserts</li> <li>• To be able describe the climate of hot deserts</li> <li>• To explain how plants and animals have adapted to hot desert climates</li> <li>• To understand that deserts have both challenges and opportunities</li> <li>• To analyse how climate change will affect hot deserts</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting and comparing climate graphs</li> <li>• Using map skills to plot the worlds biomes and describe their distribution</li> <li>• Reading/interpreting a variety of maps and graphs</li> <li>• To complete evaluative extended writing</li> <li>• Research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Group debate</li> <li>• End of topic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Learning key terms</li> <li>• Research tasks</li> <li>• Creative activities exploring animal adaptations</li> </ul>	<p><b>Discerning and Joyful:</b> Reflection on the beauty of the diversity of world and its ecosystems</p> <p><b>Faith-filled and hopeful:</b> Thinking of ways to combat the issues caused by man’s destruction of ecosystems</p> <ul style="list-style-type: none"> <li>○ Community and participation</li> <li>○ Care for creation</li> <li>○ Solidarity</li> <li>○ Personal</li> <li>○ Social</li> <li>○ Moral</li> <li>○ Cultural</li> <li>○ Science – biology</li> <li>○ English</li> </ul>	<p><b>KS3 links</b></p> <p>Builds on knowledge of weather and climate</p> <p>Builds on knowledge of adaptations</p> <p><b>KS4 links</b></p> <p>Creates a foundation for ecosystems and hot desert topic</p>
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	Key terms: -Arid -Ecosystem -Biodiversity -Adaptation -Drought -Climate change				<ul style="list-style-type: none"> <li>○ Maths</li> <li>○ Biologist</li> <li>○ Environmentalist</li> <li>○ Environmental law</li> <li>○ Researcher</li> </ul>	
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<b>Summer Term 1</b>
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<b>Coasts: landscapes and hazards</b>	<ul style="list-style-type: none"> <li>• To understand what coasts/coastlines are and why they are important, especially in the context of the UK</li> <li>• To use key concepts to explain wave movement: fetch, swash, and backwash</li> <li>• To explain the transportation of sediment via longshore drift</li> <li>• To recognise and draw diagrams of coastal landforms created via the process of longshore drift</li> <li>• To understand how the sea attacks the coast and different types of erosion</li> <li>• To recognise and draw diagrams of erosional coastal landforms</li> </ul>	<ul style="list-style-type: none"> <li>• Using research and map skills to consider which countries will have a large fetch</li> <li>• Creating geographical diagrams to show the formation of coastal landforms</li> <li>• To use teamwork and decision-making skills to decide how the Norfolk coastline should be managed</li> <li>• To predict and investigate the issue of mass movement</li> </ul>	<ul style="list-style-type: none"> <li>• End of topic assessment</li> <li>• Decision-making task</li> </ul>	<ul style="list-style-type: none"> <li>• Learning key terms</li> <li>• Research tasks</li> <li>• Drawing sequenced diagrams of coastal landscapes</li> </ul>	<p><b>Appreciation and awareness:</b> Of the beautiful landscapes and landforms found along coastlines in the UK</p> <p><b>Compassion and Grateful:</b> For others around the world at risk of coastal flooding. How that in the UK we are fortunate in that we can use management to protect against the increased risks of coastal flooding</p> <p><b>Listening and attentive-</b> Applying knowledge learnt to current issues in a variety of case studies</p>	<p><b>KS3 links</b></p> <p>Links to settlement</p> <p>Links to rivers and flooding management</p> <p><b>KS4 links</b></p> <p>Basis for coast topic including processes, landforms, management</p> <p><b>KS5 links</b></p> <p>Basis for coastal systems A-level</p>
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- To learn how the coast is weathered and how this can contribute to mass movement
- To consider how coastal hazards can impact people and the environment
- To learn ways in which we can manage the coast- hard/soft engineering and a variety of management methods
- To use decision making to evaluate which management method would be most suitable to a coastal protection case study
- To understand how global warming is increasing the risk of coastal flooding and how wealth can impact a countries effects and responses

Key terms:

- Coastline
- Fetch
- Swash
- Backwash
- Long-shore drift
- Erosion

- Community and participation
- Care for creation
- Solidarity
- Social
- Moral
- Cultural
- Science – physics
- History
- English
- Maths
- Environmentalist
- Human rights
- Coastal management
- Environmental law
- Researcher

	-Hydraulic action -Abrasion -Mass movement -Hard engineering -Soft engineering					
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**Summer Term 2**

<b>Fast Fashion</b>	<ul style="list-style-type: none"> <li>● To recognise how fashion relates to geography and to understand the factors that influence fashion around the world</li> <li>● To define globalisation and consider the impact of globalisation for HIC/LICs</li> <li>● To understand what is meant by fast fashion and why we are producing more clothes than in the past</li> <li>● To be able to explain the social and environmental impacts of fast fashion</li> <li>● To understand the true cost of fast fashion: issue of child labour and the Dhaka factory collapse</li> </ul>	<ul style="list-style-type: none"> <li>● Applying content to GCSE style questions</li> <li>● Extended writing answering evaluative questions</li> <li>● Research and creativity in geography</li> <li>● Reading articles- summarising and extracting information</li> <li>● Mathematical skills</li> <li>● Reading distribution maps</li> </ul>	<ul style="list-style-type: none"> <li>● End of topic assessment</li> <li>● Decision-making task</li> </ul>	<ul style="list-style-type: none"> <li>● Learning key terms</li> <li>● Research tasks</li> <li>● New article task</li> </ul>	<p><b>United in Harmony-</b> As consumers what can we do to help the issue of fast fashion</p> <p><b>Listening and attentive-</b> Considering the impact, we as consumers have on those working in fashion production</p> <p><b>Compassion and empathy-</b> The true cost of fashion, the negative impacts this has on people and the environment</p> <ul style="list-style-type: none"> <li>○ Dignity of God’s people</li> <li>○ Dignity of work</li> <li>○ Community and participation</li> <li>○ Care for creation</li> <li>○ Solidarity</li> <li>○ Social</li> </ul>	<p><b>KS3 links</b></p> <p>Builds on population and development topic</p> <p><b>KS4 links</b></p> <p>Links to the economic development topic</p> <p>Links to resources topic</p> <p><b>KS5 links</b></p> <p>Links to the population and environment topic</p>
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	<ul style="list-style-type: none"> <li>● To recognise how us as consumers, TNCs and governments can respond to the impacts of fast fashion</li> <li>● To identify the changes of the fashion industry over time and predict how this may change in the future</li> <li>● To understand why the international division of labour</li> <li>● To explain the impacts of the outsourcing of the fashion industry</li> </ul> <p>Key terms:</p> <ul style="list-style-type: none"> <li>-Fast fashion</li> <li>-Globalisation</li> <li>-Transnational Corporations</li> <li>-HIC</li> <li>-LIC</li> <li>-Labour</li> <li>-Working conditions</li> <li>-Outsourcing</li> </ul>				<ul style="list-style-type: none"> <li>○ Moral</li> <li>○ Cultural</li> <li>○ Personal</li> <li>○ History</li> <li>○ English</li> <li>○ Maths</li> <li>○ Environmentalist</li> <li>○ Human rights</li> <li>○ Business</li> <li>○ Journalist</li> <li>○ Phycologist</li> <li>○ Researcher</li> </ul>	
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