



Subject: GEOGRAPHY

Year Group	YEAR 8					
Subject intent	<p>The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.</p> <p>Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.</p> <p>Geographical skills are embedded within units of work throughout all key stages. Students develop their cartographic, graphical, ICT and GIS skills. Fieldwork enquiries enable students to apply their skills, knowledge and understanding within both human and physical Geography.</p> <p>Geography bridges the curriculum from the physical process in Science, creativity in English to the quantitative skills of Mathematics. Students are able to use these connections to excel in the wider world.</p>					
Subject Implementation	AUTUMN 1: BUSINESS BOOM	AUTUMN 2: WILD WEATHER	SPRING 1: RAGING RIVERS	SPRING 2: CLIMATE CRISIS	SUMMER 1: DEVELOPMENT DILEMMAS	SUMMER 2: COLLAPSING COASTLINES
Knowledge	<ul style="list-style-type: none"> ■ Introduction to the UK Economy (inc. sectors of industry) ■ Farming in the UK ■ Intensive Farming in the UK ■ Building a New Factory ■ Tourism in the UK ■ Trading with the world ■ Heathrow Airport Expansion ■ Globalisation and TNCs 	<ul style="list-style-type: none"> ■ Weather Forecast ■ Factors Affecting Climate ■ Rain and Clouds ■ Climate in the UK ■ Formation and Distribution of Tropical Storms ■ Measuring Tropical Storms ■ New Orleans and Hurricane Katrina ■ Managing Tropical Storms 	<ul style="list-style-type: none"> ■ Introduction to Rivers ■ Water Cycle and Drainage Basin ■ River Processes (inc. erosion, deposition and transportation) ■ River Long Profile ■ Formation of Waterfalls ■ Formation of Meanders ■ Causes of Flooding ■ Impacts of Flooding ■ Fieldwork: Infiltration Investigation 	<ul style="list-style-type: none"> ■ Earth's Climate in the Past ■ Causes of Climate Change ■ Earth's Climate Today ■ Greenhouse Effect ■ Impacts of Climate Change on Bangladesh ■ Managing Climate Change 	<ul style="list-style-type: none"> ■ Introduction to Development ■ Measuring Development ■ Democratic Republic of the Congo ■ Causes of Uneven Development in the DRC ■ Bottom-Up Development Projects in the DRC ■ Top-Down Development Projects in the DRC ■ Coltan Mining in the DRC 	<ul style="list-style-type: none"> ■ Waves ■ Coastal Processes ■ Headlands and Bays ■ Headland Features of Erosion ■ Longshore Drift and Spits ■ Managing the UK Coastline ■ Rising Sea Levels and Coastal Flooding



Skills	<ul style="list-style-type: none"> ■ Map reading ■ OS Map skills ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Interpreting pie charts ■ Extended writing 	<ul style="list-style-type: none"> ■ Interpreting satellite imagery ■ Photographic inference ■ Drawing diagrams ■ Interpreting bar charts ■ GIS ■ Data presentation 	<ul style="list-style-type: none"> ■ Map reading ■ OS Map skills ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Fieldwork ■ Data collection ■ Data presentation ■ Designing a methodology 	<ul style="list-style-type: none"> ■ Map reading ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Extended writing 	<ul style="list-style-type: none"> ■ Map reading ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Extended writing 	<ul style="list-style-type: none"> ■ Map reading ■ OS Map skills ■ Decision-making exercise ■ Interpreting graphs ■ Photographic inference ■ Extended writing
Subject Impact	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments. 	<p>Pupils have a secure understanding of:</p> <ul style="list-style-type: none"> ■ The key ideas taught within the module ■ Linking each topic to prior learning, are self-reflective and resilient in learning ■ Demonstrating key themes within the curriculum ■ How to improve their learning and capitalise on opportunities to use feedback, written or oral, to improve. ■ They can analyse strengths and weaknesses of arguments and form their own judgement. ■ They can make reference to external sources to support their arguments.
Assessment	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests. 	<ul style="list-style-type: none"> ■ Formative and summative assessments. ■ Memory Platforms for retrieval practice. ■ End of Topic tests.