



## Year 8 Geography Curriculum Overview

Geography is studied by all students in Year 8 over three lessons across the fortnight. The Year 8 Geography curriculum is based on three topics, each of which have a main enquiry based question. Year 8 builds on from year 7 by examining locations across the world. During the lessons many varied countries are explored linked to several key concepts such as uneven development in the world, natural disasters linked to plate tectonics as well as changing social, economic and political characteristics of nations across the world. By doing so students will gain appreciation of how interdependent countries as well as appreciating their unique geography – both human and geography.

| Term/Length of Time                                        | Outline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment/Teacher Feedback Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Homework and Literacy resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Autumn term<br><br><b>Why are we not all equally rich?</b> | <b>Why are we not all equally rich?</b><br><br>This topic focusses on the differences that exist in the world, particularly the concept of an uneven world in terms of levels of development. Students will investigate why the world is uneven, e.g. environmental, historical and economic reasons, this will lead to students being able to explore what this means for people living in these different locations, for example slum dwellers, sweatshop workers and persecuted groups of people. They will be able to put themselves in the shoes of other people as well as consider impacts on the environment. This will develop students empathy skills and through examining reasons for uneven development allow students to gain evaluative skills. Through addressing what can done to support development of countries students will | <b>Assessment</b><br>The topic will include two formal assessments:-<br><br>1) Rana Plaza factory collapse –after spending some lesson time investigating the impact of the fashion industry students will then learn about a textiles factory that collapsed in Bangladesh. The assessment will then ask students to complete an extended piece of writing regarding who they feel is to blame for the factory collapsing. Students will be allocated homework time to collect resources relevant for the assessment, e.g. pictures, maps, articles etc, they will then have one hour to complete the assessment in. | <b>Homework</b><br><br>A range of homework tasks will be set throughout this topic. This will include:-<br><br>Preparation for extended piece of writing, e.g. collecting images, maps, articles etc.<br><br>Revising spellings as per the key words on the students personal learning checklist.<br><br>Revision for end of topic test.<br><br><b>Optional homework tasks and Literacy resources</b><br><br>Oak continuity have video based lessons on the key concept of Development - <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a> |

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|  | <p>gain knowledge and understanding of concepts such as ethical trading and fair trade. Linked to careers whilst learning about how countries can be supported the role of aid agencies and their personnel will be examined.</p> | <p>During the lesson teachers will share with students the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test - this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge of places studied during the topic as well as definitions of key vocabulary. There will be a 4 mark question asking students to describe and explain an issue based on a photograph provided. The test will conclude with a 12 mark question where students will produce a piece of extended writing, This will be based on a statement provided where students will have to use evidence from the topic to decide to what extent they agree with the statement. The extended question will be awarded a band A-D.</p> | <p>The fairtrade foundation website has a wealth of information on what fairtrade is and aims to achieve, students could also get involved with some of the suggested projects.<br/> <a href="https://www.fairtrade.org.uk/">https://www.fairtrade.org.uk/</a></p> <p>A website called “good on you” has lots of information on fast fashion that students could use to explore the issue further.<br/> <a href="https://goodonyou.eco/what-is-fast-fashion/">https://goodonyou.eco/what-is-fast-fashion/</a></p> <p>Research the meaning of the Geography word of the week</p> <p>Read any of the “Horrible Geography books”.</p> <p>Read the novel “Prisoners of Geography” by Tim Marshall</p> |
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|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students will receive feedback on the geographical knowledge and understanding they have achieved as well as action points to improve their work further and in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Spring term<br><br><b>Can we profit from disasters?</b> | <b>Can we profit from disasters?</b><br><br>In this unit students will gain some experience of the travel and tourism option available at KS4. They will do this through exploring different types of tourist destinations linked to natural and human disasters and therefore examining the interdependence between disasters and the tourism industry. Students will investigate evidence for Geographical theories such as plate tectonics and explore locations at different scales from Mt Vesuvius in Europe, to earthquakes in Nepal in Asia and to larger scale disasters such as Yellowstone Super volcano. Students will use a range of skills for example planning and researching for tectonic tour as well as analysing resources such as graphs. At the same time developing their skills of justifying choices for example how to best manage disasters such as earthquakes. Careers linked to this topic will be examined including the role of a volcano vlogger. Whilst learning about how hazards are managed students will also examine the role of key groups of | The topic will include two formal assessments:-<br><br>1) Tectonics tour of the world<br>Students will have both lesson time and homework time to plan a tour for tourists to tectonically active areas of the world. This will include a description and explanation of the plate boundaries at each location, the attractions for tourists, as well as what can be done in those locations to reduce the risk of hazards. During the planning lessons teachers will share with students the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. | <b>Homework</b><br>A range of homework tasks will be set throughout this topic. This will include:-<br><br>Completion of tectonics tour of the world project.<br><br>Revising spellings as per the key words on the students personal learning checklist.<br><br>Revision for end of topic test.<br><br><b>Optional homework tasks and Literacy resources</b><br><br>Oak continuity have video based lessons on tectonics – <a href="https://continuityoak.org.uk/Lessons?r=2073">https://continuityoak.org.uk/Lessons?r=2073</a><br><br>BBC bitesize has revision resources for disasters and responses. <a href="https://www.bbc.co.uk/bitesize/courses/zgrmtrd">https://www.bbc.co.uk/bitesize/courses/zgrmtrd</a> |

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|  | <p>people such as governments, architects, engineers and seismologists.</p> | <p>Pupils will have allocated lesson time to respond to the teachers feedback.</p> <p>2) End of topic test - this will be completed under formal supervision within one allocated lesson. It will include multiple choice questions on knowledge of places studied during the topic as well as definitions of key vocabulary. There will be a 4 mark question asking students to describe and explain trends based on a graph provided. The test will conclude with a 12 mark question where students will produce a piece of extended writing, This will be based on a statement provided where students will have to use evidence from the topic to decide to what extent they agree with the statement. The extended question will be awarded a band A-D.</p> <p>Students will receive feedback on the geographical knowledge and understanding they have achieved as well as action points to improve their work further and in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> | <p>Watch in full the film called “The Impossible” – based on the 2004 Asia boxing day tsunami</p> <p>Read the novel “Can We Protect People From Natural Disasters”? (Earth Debates)</p> <p>Read any of the “Horrible Geography books”.</p> <p>Research the meaning of the Geography word of the week</p> |
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| <p>Summer term</p> <p><b>Why does a changing world matter?</b></p> | <p><b>Why does a changing world matter?</b></p> <p>This unit of work examines contemporary issues in changing nations of the world. This will range in scales from the UK where leaving the EU is very relevant to locations such as Dubai in the Middle East. Major nations of the world will be investigated such as India, Brazil and Japan and within all of these their changing Geography will be examined along with their changing cultures. International links will be made with our partner school in India and will provide students with the opportunity to develop communication skills at an international scale.</p> | <p>The topic will include two formal assessments:-</p> <p>1)Newspaper article on North Korea<br/>After spending a lesson examining North Korea students will then complete a newspaper article on the country. They will have both lesson time and homework to complete the article. The article should include both the physical and human features of the country, as well as the political features of the country. Students will make judgments on how the country might change in the future.</p> <p>During the planning lessons teachers will share with students the success criteria. The piece of work will be marked by the teacher with an attitude to learning grade awarded, as well as a band A-D. Students will receive feedback on the geographical knowledge and skills they have achieved as well as action points to improve their work further as well as in future pieces of work. Pupils will have allocated lesson time to respond to the teachers feedback.</p> | <p><b>Homework</b></p> <p>Completion of North Korea newspaper article</p> <p>Revising spellings as per the key words on the students personal learning checklist.</p> <p>Revision for end of topic test.</p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>Oak continuity have video based lessons on the Middle East –<br/><a href="https://continuityoak.org.uk/Lessons?r=2073">https://continuityoak.org.uk/Lessons?r=2073</a></p> <p>Research the meaning of the Geography word of the week</p> <p>Read Michael Palin’s book “Brazil”</p> <p>Read any of the “Horrible Geography books”.</p> <p>Read the novel “Prisoners of Geography” by Tim Marshall</p> |
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