

Medium Term Planning Document: Geography Year 8 2024-25

Curriculum Intent:

The geography curriculum aims to inspire curiosity in pupils about the world and its people, developing a passion for the subject and the fascination to explore relevant, topical issues further. Geography provides pupils with a knowledge of natural and human environments through a broad and varied curriculum and a deep understanding of the Earth's physical and human processes. The geography curriculum prepares students for each stage of their academic journey, but also the world beyond the classroom by ensuring that they are able to think like geographers, using geographical knowledge to make sense of the world around them.

We also aim to develop character values within the students through teaching about diverse cultures and topical issues that require a tolerant approach to investigating contrasting opinions. With the issue of sustainability more significant in our world than ever, and a key thread throughout geographical topics, students learn to respect the importance of the world we live in and the need to protect it.

A strong geography curriculum will include the development of knowledge and key skills including the use of maps, numerical and statistical skills and fieldwork opportunities. This is developed throughout Key Stage 3 to Key Stage 5, building on prior learning in each stage. The geography curriculum takes a thematic approach to introduce pupils to a variety of places, concepts, processes and issues, using up to date case studies as examples of what is happening in the world.

'Why This, Why Now?'

- We begin Year 8 with an Ecosystems topic which has been designed to contribute to a curriculum with breadth and depth and have relevance to the students. We study temperate ecosystems so that students gain a local understanding and then we look at Oceans because of their importance to other areas of geography, including climate for example. This allows students to further develop their understanding when they learn about Tropical Rainforests and cold environments in Year 9, and then a further case study on the Amazon Rainforest in Year 12.
- We move on to study coasts in Year 8, which builds upon the processes that students studied in their Year 7 rivers topic, including processes of erosion, transportation and deposition for example. It develops students' understanding of sea's impact on the coastline, linking to the climate change topic that is studied in Year 9, allowing students to consider the impacts of sea level rise on natural and human processes.
- Next, we study a unit on Tectonics, where students develop an understanding of the geology of the earth that they gained in Year 7. This will be further developed in Year 11 when students study natural hazards.
- We move on to look at population and migration. They study how populations change over time and reasons for this, which links to development factors and indicators studied in Year 7. They learn how the migration of people can have positive and negative effects on countries and link it to current world situations and case studies. This is then developed in Year 9 when students look at life in an Emerging Economy and consider the reasons why people move within countries.
- There is now a new topic of East Africa studied at the end of Year 8 which pulls together their learning from the previous two years. The physical and human features of Eastern Africa, population distribution across different countries in the region links to coasts, rivers and population topics. They focus on the uses of, and conflict over the River Nile which closely links to development from Year 7. Also, population, climate and trade in Kenya links to development.

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Geography	Year 8 – Half Term 1		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Ecosystems: Temperate	Lesson 1: What and where are the world biomes? <i>To examine the location and characteristics of biomes across the world</i>		
	Lesson 2: What can survive in the temperate forests? <i>To describe the characteristics of the UKs deciduous forest</i>		
	Lesson 3: How biodiverse is Britain? <i>To discuss the levels of biodiversity in Britain and the factors that can increase or decrease these levels in temperate forests</i>		
	Lesson 4: Should we reintroduce wild wolves to the UK? <i>To evaluate the steps that can be taken to increase biodiversity</i>		
	Lesson 5: Should we reintroduce wild wolves to the UK? <i>To consider a range of stakeholder views to make a decision about the introduction of species in the UK</i>		
	Lesson 6: How have we impacted biodiversity and animal adaptations? <i>To evaluate the impact of human actions such as industrialisation and deforestation on the biodiversity of the UK</i>		
Ecosystems: Oceans	Lesson 1: Where are the world's Oceans and why are they important? <i>To explain the reasons why Oceans are important</i>		
	Lesson 2: What is the structure of the Ocean? <i>To explain the key characteristics of different layers in the Ocean</i>		

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	<p>Lesson 3: What ecosystems are found within the Ocean biome? <i>To describe key characteristics of a range of Ocean ecosystems</i></p>		
	<p>Lesson 4: What adaptations to plants and animals have in coral reefs? <i>To explain the adaptations of wildlife found in coral reefs</i></p>		
	<p>Lesson 5: Should Timor L'este encourage tourism? <i>To explain the threats to coral reefs and decide whether Timor L'este should encourage tourism</i></p>		
	<p>Lesson 6: Why are the Oceans threatened? <i>To analyse the reasons why the Oceans are in danger</i></p>		
	<p>Lesson 7: How can we protect the Oceans? <i>To evaluate ways in which the Ocean can be conserved</i></p>		
	<p>Key Words: Temperate, Deciduous, Ecosystem, Biome, Biotic, Abiotic, Climate, Biodiversity, Interdependent, Drought, Climate Change, Litter, Nutrient Cycle, Rewilding, Adaptation, Urbanisation, Sustainability, Thermohaline, Symbiosis, Mitigation, Conservation</p>		

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Geography		Year 8 – Half Term 2	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Coasts	Lesson 1: Types of waves <i>Characteristics of types of waves and how they affect the coastline.</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	https://continuityoak.org.uk/Lessons?r=308 Geography > Year 8 > Coasts > Lesson 2 What are the factors that influence waves?
	Lesson 2: How does erosion affect the coast? <i>The impact of erosion along the coast and formation of landforms.</i>		https://continuityoak.org.uk/Lessons?r=309 Geography > Year 8 > Coasts > Lesson 3 How do waves shape the land?
	Lesson 3: Caves, arches, stacks and stumps <i>The formation of erosional landforms.</i>		https://continuityoak.org.uk/Lessons?r=310 Geography > Year 8 > Coasts > Lesson 5 What are the processes that lead to the formation of stacks?
	Lesson 4: Longshore Drift <i>Explain the process of longshore drift and how it affects the rate of erosion.</i>		https://continuityoak.org.uk/Lessons?r=311 Geography > Year 8 > Coasts > Lesson 6 What is longshore drift?
	Lesson 5: Depositional landforms (spits, bars, tombolos) <i>To explain and analyse the depositional processes that affect the coastline.</i>		https://continuityoak.org.uk/Lessons?r=312 Geography > Year 8 > Coasts > Lesson 7 How do spits form?
	Lesson 6: Why do we need to manage the coastline? <i>Explain problems that occur in coastal areas and why it is important to protect them.</i>		https://continuityoak.org.uk/Lessons?r=313 Geography > Year 8 > Coasts > Lesson 8 How do we prevent coastal erosion?
	Lesson 7: How we protect the coast. <i>Explain different ways we manage coastlines to prevent effects of erosion.</i>		https://continuityoak.org.uk/Lessons?r=315 Geography > Year 8 > Coasts > Lesson 10 Should hard engineering have been used at Mappleton?
	Lesson 8: Should we manage the Holderness coast? <i>Learn about and make a decision on how the Holderness coast should be managed.</i>		

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	<p>Lesson 9: How has the Holderness coast been managed? <i>To evaluate effectiveness of coastal management strategies along the Holderness coast.</i></p>		<p>https://continuityoak.org.uk/Lessons?r=316 Geography > Year 8 > Coasts > Lesson 11 What are the conflicts related to coastal management along the Holderness Coast?</p>
	<p>Key Words: constructive, destructive, swash, backwash, concordant, discordant, headlands, bays, hydraulic action, abrasion, longshore drift, sediment, deposition, megacity, soft engineering, hard engineering</p>		

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

Geography		Year 8 – Half Term 3	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Tectonics	Lesson 1: What is the structure of the earth? <i>To identify and describe key features of the earth's structure</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	What is the structure of the earth
	Lesson 2: Why does the earth's crust move? <i>To explain how and why the earth's plates move</i>		How do the earth's plates move
	Lesson 3: What happens at different plate boundaries? <i>To explain the processes and landforms that occur at different plate boundaries</i>		What are the different plate boundaries
	Lesson 4: What are the different types of volcano? <i>To analyse the differences between volcanoes and explain why these exist</i>		What are composite and shield volcanoes
	Lesson 5: What were the impacts of the Icelandic eruption? <i>To assess the impacts of a volcanic eruption</i>		
	Lesson 6: How can we manage volcanic eruptions? <i>To analyse the preparation and responses to a volcanic eruption in an LIC</i>		How can we predict, protect and prepare for volcanic eruptions
	Lesson 7: Why do people live near to volcanoes? <i>To explain the economic benefits of living in areas at risk of tectonic hazards</i>		What are the positive and negative impacts of volcanoes
	Lesson 8: What are the impacts of earthquakes? <i>To compare the impacts of earthquakes in two contrasting countries</i>		What happened in the 2010 Haiti earthquake
	Lesson 9: How can building design reduce the impacts of earthquakes? <i>To explain the features of earthquake proof buildings</i>		How can we prepare and protect against the impact
	Lesson 10: How should San Francisco prepare for an earthquake? <i>To make a geographical decision about how people should prepare for an earthquake</i>		Haiti Earthquake example Where is Haiti and what is it like What happened in the 2010 Haiti Earthquake

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	Lesson 11: What were the causes and effects of the Boxing Day Tsunami? <i>To explain the causes and effects of a tsunami</i>		<u>What are Tsunamis and how do they form</u>
	Keywords: Geology, Convection Currents, Inner Core, Outer Core, Mantle, Crust, Oceanic, Continental, Volcano, Earthquake, Constructive, Destructive, Collision, Conservative, Lava, Magma, Pyroclastic Flow, Shield, Composite, Geothermal, Cross Bracing		

Geography		Year 8 – Half Term 4	
Topic		Formative Assessments?	Link(s) to an example lesson
Population and Migration	Lesson 1: Where does the world’s population live? <i>Explain the reasons for the world’s population distribution</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	What are the factors that influence population distribution
	Lesson 2: How is the world’s population changing? <i>Explain the causes and consequence of population change.</i>		What are the potential consequences of over population
	Lesson 3: Demographic Transition Model <i>Explain why birth and death rates vary in countries with different development</i>		How do population structures change over time
	Lesson 4: Population Pyramids <i>Explain how population structures change over time and the issues associated with this.</i>		What do population pyramids show
	Lesson 5: Factors affecting population structure <i>Explain why population structures vary in different countries.</i>		
	Lesson 6: Ageing and youthful populations <i>Explain the issues around different population structures including ageing and youthful.</i>		What are the impacts of an ageing population
	Lesson 7: What is a migrant <i>Explain what a migrant is and why people migrate to different countries.</i>		What is migration
	Lesson 8: Why do people move from Poland to the UK <i>Why do people move from Europe to UK and the impacts of this for source and host countries.</i>		How are Mexico and the USA linked
	Lesson 9: Why do people make dangerous journeys? <i>Why do people make dangerous journeys and the impacts and perceptions of this.</i>		What factors influence migration
Key Words: Population distribution, sparsely populated, densely populated, megacity, population explosion, birth rate, death rate, infant mortality, life expectancy, natural increase, overpopulation, young dependents, elderly dependents, economically active, HIC, LIC, NEE, contraception, ageing population, youthful population, migrant, immigrant, emigrant, refugee, asylum seeker, economic migrant, source country, host country			

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Summative Assessment:

Pupil End of Year Assessments will take place at the start of half term 6. These will cover all content taught in the first 5 half terms. This assessment will inform pupil Rank Order in the subject. As well as the content listed below, there is an expectation that staff will work with pupils to improve knowledge in areas of weakness identified in the summative assessments. This may include in school and out of school intervention, and collaborative and independent study.

Geography	Year 7 – Half Term 6		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
East Africa	Lesson 1: What are Africa’s human and physical features? <i>To identify human and physical features of Africa</i>	Bell work Mini whiteboards checking for understanding Peer/self-assessment	Lesson 1 Where is Africa + Human and Physical features
	Lesson 2: What factors have influenced Africa’s population distribution? <i>To explain the reasons why Africa’s population distribution is uneven</i>		Lesson 2 How is the population distributed in Africa and what factors influence this?
	Lesson 3: The Nile’s Delta <i>To describe some of the key features of the River Nile</i>		
	Lesson 4: Why is the Nile so important? <i>To explain the uses of the River Nile</i>		Lesson 4 Why is the Nile so amazing?
	Lesson 5: Why has there been conflict over the Nile? <i>To explain the causes of conflict over the Nile</i>		Why are there disputes over the use of the River Nile?
	Lesson 6: How have Kenya’s physical features influenced its population? <i>To explain how the physical landscape can influence population</i>		Lesson 9 What is Kenya like?
	Lesson 7: What is Kenya’s climate like? <i>To describe and explain Kenya’s climate using climate graphs</i>		
	Lesson 8: What are Kenya’s trade links with the rest of the world? <i>To explain the importance of Kenya as an exporter</i>		
	Key Words: Megacity, population density, climate, precipitation, altitude, import, export, tertiary sector, relief, delta, irrigation, distributaries		