

CURRICULUM OVERVIEW 2018-19



Geography

Year 8

Success for All through Achievement, Challenge & Enjoyment



	<ul style="list-style-type: none"> • Map contours • OS maps • Identifying volcanic features on OS maps looking at how the earthquakes have shaped the land <p>UK and England:</p> <ul style="list-style-type: none"> • Identifying UK location in reaction to tectonics and understanding why we have small earthquakes <p>Assessments:</p> <ul style="list-style-type: none"> • Earthquake assessment 		
<p>Summer Term 1 /2</p>	<p><u>Half term 1</u></p> <p><u>Population:</u></p> <ul style="list-style-type: none"> • Population models • DTM model • Population pyramids • Push/ Pull migration • Population linked to levels of development • Case study examples of pro-natal and restricted birth policies • Causes of low/ medium/ high population densities • Patterns and changes in migration • Introduce political geography as an influence to population increase/ decline <p>Map skills:</p> <ul style="list-style-type: none"> • Looking at patterns and trends regarding population decline and increase • Using a range of different maps to scale- choropleth maps <p>UK and England:</p> <ul style="list-style-type: none"> • To understand population patterns across England and the UK has- how it has changed over time. Influence of internal and international migration <p>Assessments:</p> <ul style="list-style-type: none"> • Population assessment <p><u>Half term 2</u></p> <p><u>Flexi-zone</u></p> <ul style="list-style-type: none"> • End of year 8 assessment • DME: Volcanic eruptions/ managing population • Critical thinking • Potential trip...TBC <p>Maps Skills:</p> <ul style="list-style-type: none"> • Longitude 	<p>Extended writing comparing birth policies of 2 contrasting locations- causes/ impacts and responses.</p> <p>Discussions based on ethics and human rights.</p> <p>Consolidation of K/U and key geographical skills from the year.</p> <p>Encourage metacognition/ independence in organising and prioritising revision techniques for personalised learning.</p>	<ul style="list-style-type: none"> • Discuss learning at home • Talk geographically (use of specialist language) • Watching the news and weather • Active support with HW on google classroom • Discuss learning at home • Talk geographically (use of specialist language)

	<ul style="list-style-type: none"> • Latitude • 4 and 6 figure grid references • Map contours • OS maps • Identifying physical/ human features on OS maps looking at how humans have changed and integrated with natural landscapes <p>UK and England:</p> <ul style="list-style-type: none"> • Review and embed learning from all y8 topics delivered throughout the year. <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • End of year 8 assessment 	<p>Structured written work with differentiation opportunities provided.</p>	<ul style="list-style-type: none"> • Watching the news and weather • Active support with HW on google classroom
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