## **CURRICULUM OVERVIEW 2018-19**



## Geography Year 8



## **Curriculum Overview 2018-19**

Year group: 8 BRITISH VALUES/ SMSC are inherent themes to be integrated throughout all geographical topics where appropriate

Subject: Geography
Periods per week: 1

Term	Topics studied	Extended learning opportunities	How parents could
Term	Add dates and any assessments	(homework, controlled assessments,	support students
	included	field work, trips etc.)	Support Students
Autumn	Half term 1	Homework:	- Discuss Isomina
Term 1/2	Embedding key skills		<ul> <li>Discuss learning at home</li> </ul>
Tellii 1 / Z	Rivers:	River processes	
	Drainage basin	Produce government leaflet     Produce government leaflet	Talk
	_	on flooding	geographically
	Physical landscapes     Case Studies as Bases at landscapes		(use of specialist
	Case Study e.g. Boscastle		language)
	Causes of flooding		Watching the
	Effects of flooding		news and weather
	Responses to flooding		
	Mary at 201		<ul> <li>Active support with HW on</li> </ul>
	Map skills:		
	Identifying key river		google classroom
	features on a map- looking		
	at how river processes		
	have shaped the		
	landscape		
	<ul> <li>Using a range of maps to</li> </ul>		
	scale		
	LUZ and English		
	UK and England:		
	Using local/ national		
	examples to give context to		
	processes and key river		
	features		
	Assessments:		
	Rivers assessment		
	Half term 2		
	<u>Development:</u>	Key development indicators	Discuss learning
	<ul> <li>Development indicators</li> </ul>	Case studies	at home
	<ul> <li>Causes of low/ medium/</li> </ul>	• Case studies	• Talk
	high developed areas		geographically
	<ul> <li>Factors contributing to low/</li> </ul>		(use of specialist
	high development		language)
	DTM- population pyramids		Watching the
	Case study example of		news and
	High/ medium and low		weather
	developed locations in the		Active support
	world		with HW on
	Introduce political		google classroom
	geography as a barrier to		
	development		
	Levels of development     Levels of development		
	across the world		
	Map skills:		1
	Looking at patterns and		
	trends regarding		
	development indicators-		
	what environmental/		
	settlement factors help to		

	develop a country/ region or hold it back  Using a range of maps to scale  UK and England:  To understand the level of development England and the UK has- how it has changed over time  Assessments:  Development assessment		
Spring	Half torm 1		
Spring Term 1 / 2	Half term 1  Tectonics:  Theory of plate tectonics  Mapping the plates  Where volcanoes are found  Types of volcanoes  Study of 2 contrasting volcanic eruptions in contrasted parts of the world.	Extended writing comparing plate boundaries/ causes/ impacts and responses of 2 contrasting volcanic case studies.	<ul> <li>Discuss learning at home</li> <li>Talk geographically (use of specialist language)</li> <li>Watching the news and weather</li> <li>Active support with HW on google classroom</li> </ul>
	<ul> <li>Maps Skills:</li> <li>Longitude</li> <li>Latitude</li> <li>4 and 6 figure grid references</li> <li>Map contours</li> <li>OS maps</li> <li>Identifying volcanic features on OS maps looking at how the volcanoes have shaped the land</li> </ul>		
	UK and England:  • Identifying UK location in reaction to tectonics and understanding why we have no active volcanoes		
	Assessments:		
	Volcano assessment  Half term 2		
	Earthquakes:		
	<ul> <li>Link back to the theory of plate tectonics/ Mapping the plates</li> <li>Where earthquakes are</li> </ul>	Extended writing comparing plate boundaries/ causes/ impacts and responses of 2 contrasting earthquake case studies.	<ul><li>Discuss learning at home</li><li>Talk geographically</li></ul>
	found Types of earthquakes Study of 2 contrasting earthquakes in contrasted parts of the world.		(use of specialist language)  • Watching the news and weather
	Maps Skills:      Longitude     Latitude     4 and 6 figure grid     references		Active support     with HW on     google classroom
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## Map contours OS maps Identifying volcanic features on OS maps looking at how the earthquakes have shaped the land UK and England: Identifying UK location in reaction to tectonics and understanding why we have small earthquakes Assessments: Earthquake assessment Summer Half term 1 Term 1 /2 Discuss learning Extended writing comparing birth Population: at home policies of 2 contrasting locations-Population models Talk causes/ impacts and responses. DTM model geographically Population pyramids (use of specialist Discussions based on ethics and language) Push/ Pull migration human rights. Watching the Population linked to levels news and of development weather Case study examples of pro-natal and restricted Active support with HW on birth policies google classroom Causes of low/ medium/ high population densities Patterns and changes in migration Introduce political geography as an influence to population increase/ decline Map skills: Looking at patterns and trends regarding population decline and increase Using a range of different maps to scale- choropleth maps UK and England: To understand population patterns across England and the UK has- how it has changed over time. Influence of internal and international migration Assessments: Population assessment Half term 2 Flexi-zone End of year 8 assessment Consolidation of K/U and key Discuss learning DME: Volcanic eruptions/ geographical skills from the year. at home managing population Talk Critical thinking Encourage metacognition/ geographically independence in organising and Potential trip...TBC (use of specialist prioritising revision techniques for language) personalised learning. Maps Skills:

Longitude

<ul> <li>Latitude</li> <li>4 and 6 figure grid references</li> <li>Map contours</li> <li>OS maps</li> <li>Identifying physical/ hum features on OS maps looking at how humans have changed and integrated with natural landscapes</li> </ul>	Structured written work with differentiation opportunities provided.	<ul> <li>Watching the news and weather</li> <li>Active support with HW on google classroom</li> </ul>
UK and England:  • Review and embed learning from all y8 topic delivered throughout the year.		
Assessments:  • End of year 8 assessme	nt	