Year 8 Geography Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Africa • Urban • Resources • Tectonics • Economy • Coasts • Weather • Ecosystems • Development • Rivers	• The coast is shaped by a number of physical processes. • A growing percentage of the world's population lives in urban areas • Urban growth creates opportunities and challenges for cities in LICs and NEEs • Hot desert ecosystems have a range of distinctive characteristics • Areas on the fringe of hot deserts are at risk of desertification • There are global variations in economic development and quality of life • Various strategies exist for reducing the global development gap • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change • Natural hazards pose major risks to people and property • Earthquakes and volcanic eruptions are the result of physical processes • Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict • Different strategies can be used to increase energy supply	**<u>Cartographic skills</u>** **Atlas maps** • recognise and describe distributions and patterns of both human and physical features • maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them **OS Maps** • use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000 and other maps appropriate to the topic • use and understand coordinates – four and six-figure grid references • use and understand scale, distance and direction – measure straight and curved line distances using a variety of scales • use and understand gradient, contour and spot height • identify basic landscape features and describe their characteristics from map evidence • describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs • draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs. **Maps in association with photographs** • be able to compare maps • sketch maps: draw, label, understand and interpret • photographs: use and interpret ground, aerial and satellite photographs • describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs • draw sketches from photographs • label and annotate diagrams, maps, graphs, sketches and photographs. **<u>Graphical skills</u>**	• Population change can be of varied levels even within the same country. • Sub-surface processes which lead to volcanic eruptions. • Neo-colonialism. •	• Interpretation and analysis of data • Social understanding of the impact of poverty (empathy) • The link between the analysis of large scale biomes and local area	• Locational knowledge • Place knowledge • Human geography • Physical geography • Geographical skills	• Formal end of unit/topic assessment covering all units • Skills based questions and practice developing cartographic and graphic knowledge • Formative exam questions within lessons, focusing on developing skills using key command words. • Peer, self and whole class marking / DIRT • Online knowledge checks using Teams	• Links to Science in relation to geology • Links to Maths in utilising different graphical skills and interpretation of data. • Links to English in structuring answers to questions. • Links to Languages in understanding the variety in Europe.
Asia • Urban • Resources • Economy • Weather • Coasts • Ecosystems • Development • Climate change • Glaciers	• Sea level change influences coasts on different timescales • Coastal flooding is a significant and increasing risk for some coastlines. • Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict • Different strategies can be used to increase energy supply • There are global variations in economic development and quality of life • Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change • Climate change is the result of natural and human factors, and has a range of effects • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).		• All urban areas vary around the world, knowledge of LIC/NEE/HIC cities restricted to cities studied • Perception of the bigger connection of urban areas through globalisation. • Impacts of HEP can be long-term and impact things other than energy security. •	• Connection of ideas to wider geography • Social understanding of the impact of poverty (empathy)	• Locational knowledge • Place knowledge • Human geography • Physical geography • Geographical skills	• Formal end of unit/topic assessment covering all units • Skills based questions and practice developing cartographic and graphic knowledge • Formative exam questions within lessons, focusing on developing skills using key command words. • Peer, self and whole class marking / DIRT • Online knowledge checks using Teams	• Links to Maths in utilising different graphical skills and interpretation of data. • Links to English in structuring answers to questions. • Links to Philosophy on the social ethics of exploiting the world for profit/development

	• Monsoons develop as a result of particular physical conditions • Deforestation has economic and environmental impacts • Tropical rainforests need to be managed to be sustainable • Distinctive glacial landforms result from different physical processes •	• select and construct appropriate graphs and charts to present data, using appropriate scales • suggest an appropriate form of graphical representation for the data provided • plot information on graphs when axes and scales are provided • interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs. **<u>Formulate enquiry and argument identify questions and sequences of enquiry</u>** • write descriptively, analytically and critically • communicate their ideas effectively • develop an extended written argument • draw well-evidenced and informed conclusions about geographical questions and issues.					
Oceania & Antarctica • Urban • Development • Ecosystems • Economy • Weather • Climate change • Coasts	• Coastal flooding is a significant and increasing risk for some coastlines. • Distinctive coastal landforms are the result of rock type, structure and physical processes. • Different management strategies can be used to protect coastlines from the effects of physical processes • Urban change in cities leads to a variety of social, economic and environmental opportunities and challenges • Urban sustainability requires management of resources and transport • Food, water and energy are fundamental to human development • Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict • Climate change is the result of natural and human factors, and has a range of effects • Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).		• The geopolitical issues surrounding the division of Antarctica. • Regeneration can be viewed differently by various stakeholders. •	• Connection of ideas to wider geography • The link between the analysis of large scale biomes and local area	• Locational knowledge • Place knowledge • Human geography • Physical geography • Geographical skills	• Formal end of unit/topic assessment covering all units • Skills based questions and practice developing cartographic and graphic knowledge • Formative exam questions within lessons, focusing on developing skills using key command words. • Peer, self and whole class marking / DIRT • Online knowledge checks using Teams	• Links to Science in understanding components and interactions of ecosystems • Links to Science in knowledge of adaptations of both flora and fauna within different ecosystems • Links to Maths in utilising different graphical skills and interpretation of data. • Links to English in structuring answers to questions. • Links to Languages in understanding the variety in South America.