



Geography

Aims:

- *To inspire curiosity and fascination with the world around us both natural and human.*
- *To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.*
- *To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.*
- *To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.*
- *To allow students to gain a depth to their geographical knowledge of places in the locale and further afield, through the lenses of the common geographical themes and threads eg landforms and sequencing, wealth and inequality and opportunities and challenges.*

Content:

Students will study an interesting combination of physical and human Geography through three driving questions – 'What makes Britain Great?', 'What keeps me healthy?' and 'Who and what has changed the world?'. Year 8 begins with 'What makes Britain great?' which explores a range of physical processes and landscapes from around Britain, including how rivers, rocks, glaciers, and coastal processes have impacted on our surroundings. They also look at Britain from a Human lens – looking at how migration and different population densities makes Britain great. Students then proceed to learn about development and disease, by studying the Driving Question 'What Keeps Me Healthy?'. Students will analyse how aid can help to keep people healthy and the caveats of this. Students in HT4 will look at Ecosystems of the Tropical Rainforest and analyse their importance and future. In the final term students study the driving question 'Who and what has changed the world?' by investigating the phenomenon of globalisation and then climate change, and what humans have done to change the planet and how we can manage this. This unit aims to improve decision making skills and increase their understanding of the importance of being global citizens.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Physical processes and landscapes; How the physical processes in Britain's upland, valley, coastal areas impact on the shape of the land and create landforms and how flood hazards can be managed (Rivers and glaciers) What human factors make Britain great and different, including migration.	Regular peer and self assessment. – mini retrieval quizzes Knowledge tests and forms quizzes Formal assessed assessment on 'What makes Britain great?'
	Term 2	Development and disease. We explore the causes and effects of levels of development and how the development of LICs could be improved, and how health is impacted by development. Tropical Rainforests, Management and Sustainability and impact on our health	Regular peer and self assessment. Knowledge tests Formal assessment – Exam style end of unit test

Term 3	Globalisation and world issues – for example poverty and water issues. We also investigate climate change, causes and effects, before exploring the idea of sustainability and how this could improve the human ecological footprint on earth.	Regular peer and self assessment. – mini retrieval quizzes Knowledge tests and forms quizzes Formal assessed assessment on 'Who and What Has Changed the World?'
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Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that particular topic. There are a mixture of extended writing or exam based assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment for example using hinge questions.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative tasks to help reinforce core learning from the classroom. Learning key words will be set as part of homework and these will be tested in lesson time. Students will especially be encouraged to partake in wider reading especially around the globalisation unit and think about their everyday interactions.

Connection to the JTFS Approach

Whole School Theme	How does <i>Geography</i> support this?
STRIPE	All units inherently develop the STRIPE skills. The topics are enquiry based with discussion and debate which enable all the key skills to be developed and strengthened over time. Students are consistently asked to be effective participators and contribute ideas to help solve problems that are presented in lessons.
STEAM	STEAM is embedded throughout the units. A couple of examples are the mitigation of climate change and the responses to flood management.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the end of unit assessments, whereby SPaG will be allocated marks.
Numeracy	Maps and graphs are used throughout the units, which develop use of number. Some examples are climate graphs, pictograms and contour lines. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course.
SMSC, British Values and Citizenship	By studying different places in Year 8, students understand the role of the UK and other countries in the world. They also further their understanding of being global citizens. Development and Trade develops their understanding of how countries support each other and work together.