



Year 8 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.*

Content:

Students will study an interesting combination of physical and human Geography through three driving questions – 'What is power and why do we want it?', 'How can the past inform our future?' and 'Are impacts always positive?'. Year 8 begins with 'What is power and why do we want it?' which investigates the impacts of global development on rich and poor countries. Measuring development and the development gap between different countries will be analysed and methods to 'close the gap' will be investigated through aid, fair trade and tourism. Students then proceed to learn about hostile environments, focusing on hot desert regions including the Thar Desert, India. The module will identify the causes of desertification, the impacts that climate and society have on these environments and what the future holds for these regions. This feeds into the final unit, 'Are impacts always positive?', where students will learn about ecosystems, climate change and sustainability. This project 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	Development and trade We explore the causes and effects of levels of development and how development of LICs could be improved. Measures of development are identified. We discover the impact of trade on LICs and HICs to close the development gap between rich and poor countries (Aid, fairtrade, tourism).	Regular peer and self-assessment Knowledge tests Formal assessment – Exam style end of unit test
	Term 2	Hostile Environments Students explore the location and history of the Thar Desert, India, the climate and characteristics and the impact of this on plant and animal life. Students will consider the idea of the Thar Desert as a resource. Students will look at the future of the Thar Desert, and the climate and issues associated with human activities such as farming, industry and energy. They will complete an assessment question based on evaluating management strategies to reduce desertification.	Regular peer and self-assessment Knowledge tests Formal assessment – Exam style end of unit test

		Coasts Students will study coasts, the processes which take place on the coastline and the erosional and depositional features which exist as a result of physical processes. They will learn about the management issues surrounding protecting the coastline and will investigate a case study of an area affected by coastal erosion.	
	Term 3	Climate Change/Sustainability Natural and human causes and effects are identified, before exploring the possible mitigation and adaptation strategies which might be required in the future. Students will then investigate the idea of sustainability and how this could improve the human ecological footprint on earth.	Regular peer and self-assessment Knowledge tests Decision making exercise Exam based on pre-released source material.

Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that 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. Learning of key words in glossary tests is an important part of the subject. 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.

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.

Connection to the JTFS Approach

Whole School Theme	How does Geography 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 coastal 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 SPaGST 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.