

## Programme of study for Year 8

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
Other timescale: From:            To:	Other timescale: From:            To:	Other timescale: From:            To:	Other timescale: From:            To:	Other timescale: From:            To:	Other timescale: From:            To:
Topic / Big Question:  <b>Development</b> To define development  To compare development around the world  To understand where and why inequality occurs  Skills (students should be able to do):  Devising and reading graphs, understanding the distribution of AC, EDC and LIDC countries using maps empathy for different lifestyles, being able to compare different indicators of countries of varying levels of development  To understand the actions taken by individuals, governments and	Topic / Big Question:  <b>Development</b> continued  Skills (students should be able to do):  Looking at the physical and human geography of countries and how that can impact their level of development and the category they fit in to.  <b>Coastal Landforms:</b> Understanding features like cliffs, beaches, headlands, bays, and dunes. Erosion and Deposition: How waves and currents shape the coastline through processes of erosion (abrasion, attrition, hydraulic action) and deposition.	Topic / Big Question:  <b>Coasts</b> cont.  2. Wave Processes Types of Waves: Differences between constructive and destructive waves. Factors Influencing Waves: Wind speed, fetch, and tidal movements. 3. Coastal Management Human Impact: The role of human activity in shaping coasts, including urban development and tourism. Coastal Erosion and Protection: Strategies for managing coastal erosion (e.g., sea walls, groynes, beach nourishment).	Topic / Big Question:  <b>Plate tectonics</b>  Understanding the theory of plate tectonics  How volcanoes and earthquakes are linked to plate tectonics  The hazards for people associated with these events  How scientists attempt to predict, manage and prevent the hazards  Skills (students should be able to do):  Map skills, draw, annotate and be able to explain what happens at each of the plate boundaries. Be able to write a case study of specific events and be able to compare these in different countries	Topic / Big Question:  <b>What are the challenges and opportunities facing Africa?</b>  The physical and human geography of Africa  Africa's colonial history  Consider some of the challenges facing the continent  Consider some of the opportunities to develop and change  Skills (students should be able to do): numeracy, map skills, choropleth maps, thematic maps, population maps, climate graphs, sketch maps, empathy for different living styles.  <b>Why are Rivers important</b>	Topic / Big Question:  <b>Why are Rivers important/Project</b> Based Learning, linked to "Geography in the News"  Skills (students should be able to do): Understand how to conduct rivers fieldwork. River cross-sections, long profiles, using OS maps to identify river features  Skills (students should be able to do): investigative skills, linked to fieldwork and NEA that may be completed by students as part of A Level  <b>Exploring the Middle East</b>

<p>communities to aid development</p>			<p>analysing photos to aid understanding of the impacts of natural processes and how they can vary in countries with varying levels of development.</p>	<p>What rivers are and how water flows into them</p> <p>How weathering, erosion and transportation create river landforms</p> <p>Why rivers are important to people?</p>	<p>The physical and human geography of the Middle East.</p> <p>Climate and life in the Middle East</p> <p>Diversity in the Middle East</p>
<p>Key Learning Outcomes (students should know):</p> <p>Looking at the physical and human geography of countries and how that can impact their level of development and the category they fit in to.</p>	<p>Key Learning Outcomes (students should know):</p> <p>To gain an appreciation of the different ways of life in a range of countries and the inequalities that exist at a range of scales.</p>	<p>Key Learning Outcomes (students should know):</p> <p>About the continent of Asia, its diverse physical and human geography, how it is a continent of dynamic change and the changing relationship between Asia and the rest of the world.</p>	<p>Key Learning Outcomes (students should know):</p> <p>To provide students with an understanding of the Earth's dynamic processes and how they shape the planet's surface. It also helps students appreciate the significance of these processes in real-world contexts, such as natural hazards and resource distribution</p>	<p>Key Learning Outcomes (students should know):</p> <p>To introduce students to the continent of Africa so that they can further understand that it is a rich and diverse place that covers various aspects of the continent, including its geography, history, culture, and contemporary issues.</p>	<p>Key Learning Outcomes (students should know):</p> <p>What rivers are and how water flows into them. How weathering, erosion and transportation create river landforms. To identify river landforms on OS maps. Why rivers are important to people.</p> <p>About how to independently to research a topic. Understand that geography is a dynamic subject which is happening in the community they are part of.</p>

End of term 1 assessment to cover: Development		End of term 2 assessment to cover: Asia, plate tectonics		End of year assessment to cover: Asia, Africa, Development, Plate Tectonics and Rivers	
<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Continuing to build on developing the understanding and importance of students to see the bigger picture of the physical and human geography of countries and how that can impact their level of development and the category they fit in to.</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> The continuation of the topics covered within development will aid students understanding to a number of synoptic issues that</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Introduction of Geographical understanding outside UK (Asia) by developing students' understanding of both physical and human geography associated with EDC and LIDC's.</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> The Plate Tectonics topic is an introduction of Global Hazards which is studied at GCSE. This also gives students a taster of topics that will be studied at GCSE</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Further development of Geographical understanding outside UK (Africa) by developing students' understanding of both physical and human geography associated with LIDC's (comparing this to UK). The GCSE syllabus makes reference to Africa (this helps to support and also builds on their knowledge and understanding of other LIDCs).</p>	<p><b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Rivers continue the theme of using natural resources and how they feed into the human element of geography and ensuring basic needs can be met. In turn this can be linked to human geography and settlement. Also prepares students for the trip to the River Pang in curriculum week.</p> <p>This topic allows flexibility depending on current events around the world, reinforcing the concept that Geography is a 'live' subject. Also helps to build on thematical approaches and case studies that are taught at GCSE.</p>
Home – Learning: as and when decided by the class teacher in order to best support teaching and learning					

Reading / literacy: Key terms, academic literacy, model answers, ESQ's, text books, newspaper articles, websites, documentaries, TV news, report writing, differentiated activities

Numeracy: Graph skills linked to creating pie charts using real data

- Demonstrate an understanding of number, area and scale.
- Interpret tables of data

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

How do different groups earn a living in different parts of the world? (WRL)

Researching a presenting information (WRL)

- Learn about campaigning/protests
- Ethics: Increase awareness of where our products are from and made, link to wider world.
- Making informed choices.
- Interpret tables of data