



Year 8 Geography

Subject Leader: Mrs Karon Quested

“Geography explains the past, illuminates the present prepares us for the future. What could be more important than that?”

Michael Palin 2007

The Geography department aims to inspire young people to consider their own place in the world, their values, links and responsibilities to other people and the environment. Through our well balanced and ambitious curriculum we provide opportunities to investigate global issues; important events, and the importance of a sustainable future.

Through our high expectations and aspirations for all of our students, we aim to develop the knowledge; understanding and geographical skills of all pupils. We promote creative learning, discussion and questioning within our themed based curriculum, encouraging students to ask relevant questions and make informed decisions about real life issues on a variety of scales.

Topics to be covered in Year 8

	Term 1		Term 2		Term 3	
Topics to be covered	DISCOVERING ASIA CHINA Location Physical features characteristics, Human features rural to urban migration, Mount Everest DME, TNC's and globalisation. INDIA Physical features Human Features Globalisation Urbanisation Monsoon Middle East	EXAMINING THE MIDDLE EAST Location Human Features Opportunities and challenges Human Tourism Sustainability Physical features Deserts Desertification	EXPLORING OCEANIA Features and attractions Location Mapping Biomes Physical features Opportunities and challenges Glaciers Aborigines Cultural geography	WORLD WEATHER The water cycle, Types of rainfall, extreme weather events	LOCAL FIELDWORK PROJECT Fieldwork: Does the school have a microclimate	COMPARING THE AMERICAS Mapping North America vs South America Opportunities and Challenges Physical features Biomes Human features
Key vocabulary	Manufacturing Extreme environment Altitude Sweat shop Push Pull factors Rural- Urban Migration Newly Emerging Economy, High Income Country, Low Income Country	Sustainability, rainwater harvesting, Tourism, drought, renewable energy	Biome, Aboriginal person, Opal, crevasse, buttress roots, drip tips, canopy, emergent trees, Lianas	Anticyclones, Depressions, meteorology, tornadoes, adaptation, mitigation, tornadoes, Prediction preparation, protection	Microclimate, data collection, presentation, hypothesis, temperature, anemometer, thermometer	Favela, National Migration, GNI, Tourism, squatter settlement, illegal cartels, pacification, Push pull factors, rural to urban migration, Globalisation
Skills to be developed	Interpreting photos, relating photographs to geographical ideas and maps. Extended writing. Selecting and sorting data. Interpreting maps and graphs.	Locating places. Latitude and Longitude compass points OS Symbols Grid references measuring distance. Outlining processes. Extended writing. Analysis of text.	Investigation and appreciation of new cultures, interpreting text and photographs. Graphical analysis. Sequencing processes, annotation of photographs and diagrams. Projects with a focus upon countries within Oceania.	Using equipment and recording results. Drawing and interpreting graphs and diagrams, sequencing processes, evaluating impacts.	Fieldwork techniques and observational skills to study the weather within the school grounds. Writing up experiments, presenting data, analysing data, forming appropriate conclusions from evidence.	Comparison of a HIC and a NEE. Investigating problems and solutions in Rio. Interpreting sources Extended writing, debating.

	Term 1	Term 2	Term 3
Opportunities for revisiting previous learning	Regular low stakes recall quizzes to activate prior learning. Please see colour coding of themes running through the curriculum.		
When will formal assessment of progress take place?	Home work and classwork set in every topic to assess each AO to make up final flightpath grade AO1 - knowledge AO2-Understanding AO3-Application/Justification/evaluation AO4 – Skills Mid Term assessment week 12	End of year assessment on all topics	

Year 8 Useful Resources

Website Links:

www.bbc.co.uk

www.nationalgeographic.com/

www.aqa.org.uk/subjects/geography/gcse/geography-8035

www.gcsepod.com/

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

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