

# Geography



**Year 8**

**Curriculum Map**



## Year 8 – Autumn Term

### UK Water Landscapes

### Africa

<b>Prior Learning</b>	<p><b>UK Water Landscapes</b> - Pupils have studied the major physical features of the UK in year 7 - half term 2 so they are aware of some rivers and the seas around the nations of the UK. This is revised and consolidated. They should have some awareness of rivers and coasts from key stage 2. They should have some awareness of the water cycle from key stage 2.</p> <p><b>Africa</b> - Pupils have learned the location of the continent and its surrounding oceans in year 7 – half term 1. They are aware of some of the challenges in urban areas through the wonderful world topic in Year 7 in half term 1, as they focused on Nigeria’s slums in Lagos. They have also learned that much of Africa is made up of NEEs (Newly Emerging Economies) and LICs (Low Income Countries) in the Globalisation topic in half term 3. Pupils will apply their learning from half term 1 of year 8 about features of rivers (e.g. confluence, tributary, source, mouth) when they study the River Nile.</p>
<b>What will I learn?</b>	<p><b>UK Water Landscapes</b> - Pupils gain a sense of the beauty and range of water landscapes of the UK. Pupils learn about rocks and major physical processes (weathering, erosion, transportation, and deposition) and how they create various landforms and hazards e.g. local river flooding. Conflict in coastal areas is explored. OS map skills are applied to coastal landscapes. We investigate the 2021 Dorset cliff collapse as an example of mass movement.</p> <p><b>Africa</b> - Pupils’ misconceptions of Africa are challenged e.g. all Africa is poor, and they are shown the range of physical landscapes (biomes e.g. adaptation of species to hot deserts, grasslands etc), countries (the sheer variety) and levels of development (HIC/LIC/NEE). Pupils study human geography issues such as conflict over water (the River Nile) and human challenges like farming and nomadic life; as well as environmental challenges like deforestation. Pupils apply their Atlas skills to this topic.</p>
<b>How will I be assessed?</b>	<p><b>UK Water Landscapes</b> - Formative: Essay on “Explain the 2020 Seatown cliff collapse” – assessing their knowledge and understanding of coastal processes, rock types, wave types, cliff collapse and mass movement. Summative: Topic test covering rivers and coasts (where pupils are assessed on their knowledge, understanding and skills).</p> <p><b>Africa</b> - Formative: Decision making essay “Should countries be allowed to dam rivers which flow into other countries?” to assess their knowledge and understanding of conflict over water on the River Nile in a piece of extended writing. Summative: Topic test covering Africa where pupils are assessed on their knowledge, understanding and skills.</p>
<b>Next Steps</b>	<p><b>UK Water Landscapes</b> - The learning about the parts of the river is applied in the Africa topic when studying the Nile. The learning about physical processes (weathering, erosion, transportation and deposition) is applied in half term 3 when pupils move on to study Glaciation. At GCSE this further supports Paper One: Section C (Coastal and Glacial landscapes in the UK).</p> <p><b>Africa</b> - Their initial awareness of biomes is explored in more depth in the Ecosystems module year 8 - half term 6. They also study the population of African nations e.g. Mali in half term 5.</p>
<b>Opportunities for Independent Learning</b>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search ‘FisherMoreGeog’ on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the year 8 Africa and year 8 UK Water Landscapes (rivers and coasts) quizlet quizzes.</p> <p>Pupils are encouraged to research African nations for homework.</p> <p>Pupils can play games online to practise these skills and knowledge.</p>

	<ul style="list-style-type: none"> <li>• UK water landscapes (physical features of the UK): <a href="https://www.geoguessr.com/seterra/en/vgp/3248">https://www.geoguessr.com/seterra/en/vgp/3248</a></li> <li>• Countries of Africa: <a href="https://www.geoguessr.com/seterra/en/vgp/3163">https://www.geoguessr.com/seterra/en/vgp/3163</a></li> <li>• Physical features of Africa: <a href="https://www.geoguessr.com/seterra/en/vgp/3450">https://www.geoguessr.com/seterra/en/vgp/3450</a></li> </ul>
<p><b>Personal Development and CEIAG</b></p>	<p>Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life during the <b>Africa</b> topic, including their knowledge of, and respect for, different people’s faiths, feelings and values and willingness to reflect on their experiences. Also through exploring the biomes of <b>Africa</b> and the variety of beautiful <b>UK water landscapes (rivers and coasts)</b>, they develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Through the <b>Africa</b> topic, by looking at conflict over water on the River Nile they develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Through the use of decision-making formative assessment in the <b>Africa</b> topic we promote a willingness to participate in cooperating well with others and being able to resolve conflicts effectively through debates and construction of a balanced argument which looks at the source of conflict.</p> <p>The study of the history of <b>Africa</b> and of human evolution allows for an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. By dispelling stereotypical misconceptions of <b>Africa</b>, they can show respect and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>Careers links</b> Travel and tourism, Politics, Cartography, Navigation, Engineering, Leisure</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features.</p> <p>Pupils learn about the variety of beautiful water landscapes and landforms in the UK and there is emphasis on recognising the diversity and location of these, and reinforcement of UK geographical knowledge e.g. nations and seas.</p> <p>We use up to date Atlases in the <b>Africa</b> topic and we use local examples of rivers and national examples of coasts – OS Map skills are practiced through the coast’s element of <b>UK water landscapes</b>.</p> <p><u>Suggested reading books related to these topics:</u> The Scramble for Africa–Thomas Pakenham Canoeing in the Congo – Phil Harwood Horrible Geography: Cracking coasts (and Raging rivers) – Anita Ganeri</p>

	<p><b>Year 8 – Spring Term</b> <b>Geological Timescales and Glaciation</b> <b>Russia and Life in Cold Environments</b></p>
<p><b>Prior Learning</b></p>	<p><b>Geological Timescales and Glaciation</b> - Pupils have identified upland areas of the UK in year 7 in the UK Geography topic. They have studied physical processes of weathering, erosion, transportation and deposition in half term of year 8.</p> <p><b>Russia and Life in Cold Environments</b> - Pupils have learned the location of the continents and surrounding oceans of Europe and Asia in the Wonderful World topic in half term 1 of year 7, and developed their Atlas skills. They have been introduced to the concept of biomes and nomadic culture in the year 8 half term 2 Africa topic.</p>

<p><b>What will I learn?</b></p>	<p><b>Geological Timescales and Glaciation</b> - Pupils learn about the timing of the history of the evolution of species of Life on Earth, according to the fossil record in the Geological timescale. In the Glaciation topic, pupils study the processes and the formation of some landforms of glacial erosion e.g. corries, aretes, pyramidal peaks, U shaped valleys, hanging valleys, ribbon lakes. OS map skills are applied to glacial landscapes and students are taught how to recognise features in maps and photographs. Economic activity and conflict over land use in glacial landscapes in the UK are explored.</p> <p><b>Russia and Life in Cold Environments</b> - Pupils learn about the major physical features of Russia (rivers, seas, mountain ranges, plains, plateaus) and consolidate their Atlas skills through this topic. They explore social issues in Russia e.g. invasion of Ukraine and how satellite imagery is used; as well as looking at nomadic life in Siberia. They study the climate, plants, soils and animals of the Tundra ecosystem.</p>
<p><b>How will I be assessed?</b></p>	<p><b>Geological Timescales and Glaciation</b> - Formative: Essay on “Explain the formation of a corrie” – assessing their knowledge of glacial erosion and weathering processes and their understanding of the sequence of events. Summative: Topic test covering glaciation where pupils will be assessed on their knowledge, understanding, interpretation skills and OS map skills.</p> <p><b>Russia and Life in Cold Environments</b> - Formative: Topic test covering Russia where pupils will be assessed on their knowledge, understanding, interpretation skills and skills – inc. Atlas maps, graphs and tables. Summative: Decision making essay “Explain which type of cold environment you think is under the greatest level of threat from human activity and why you think this” to assess their understanding and ability to form a judgement.</p>
<p><b>Next Steps</b></p>	<p><b>Geological Timescales and Glaciation</b> - The learning about geological timescales is applied in the Limestone topic in Year 8 HT6 when looking at ‘carboniferous’ limestone in Malham and fossils. At GCSE this further supports Paper One: Section C (Coastal and Glacial landscapes in the UK). The brief learning about historic Tundra in the UK and Europe is developed in the study of modern-day Tundra landscapes in Russia and Alaska (as a cold environment which is threatened) in half term 4.</p> <p><b>Russia and Life in Cold Environments</b> - Their initial awareness of biomes is explored in more depth in the Ecosystems module year 8 half term. They also study the declining population of Russia in half term 5.</p>
<p><b>Opportunities for Independent Learning</b></p>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search ‘FisherMoreGeog’ on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the year 8 Glaciation and year 8 Russia Quizlet quizzes. Pupils are encouraged to research facts about Russia for homework. Pupils can play games online to practise these skills and knowledge. Russia’s neighbouring countries: <a href="https://www.geoguessr.com/seterra/en/vgp/3192">https://www.geoguessr.com/seterra/en/vgp/3192</a> Russia’s cities: <a href="https://www.geoguessr.com/seterra/en/vgp/3114">https://www.geoguessr.com/seterra/en/vgp/3114</a></p>
<p><b>Personal Development and CEIAG</b></p>	<p>Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life during the <b>Russia</b> topic, including their knowledge of, and respect for, different people’s faiths, feelings and values and willingness to reflect on their experiences. Also, through exploring the biomes of <b>Russia</b> they develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Through the <b>Russia</b> topic, by looking at conflict in Ukraine they develop an interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>Through the use of decision-making in the <b>Life in cold environments and conflict in UK glaciated areas</b> topics we promote a willingness to participate in cooperating well with others and being able to resolve conflicts effectively through debates and construction of a balanced argument which looks at the source of conflict.</p>

	<p>By studying nomadic life of Nenets in Siberian <b>Russia</b>, they can show respect and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p><b>Careers links</b> Travel and tourism, Politics, Cartography, Navigation, Engineering, Leisure, Ecology</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features. Pupils learn about the variety of landscapes in Russia and glacial landforms in the UK and experience reinforcement of UK geographical knowledge e.g. upland areas. We use up to date Atlases in the <b>Russia</b> topic and we use regional examples of glacial environments e.g. the Lake District. OS Map skills are practiced through the <b>glaciation</b> topic.</p> <p>There are opportunities to visit glaciated landscapes in the enrichment week in Year 8 with the proposed visit to Malham, a limestone landscape, shaped by glacial processes. It will show them about rock type and properties.</p> <p><u>Suggested reading books related to these topics:</u> Horrible Geography: Perilous poles – Anita Ganeri Prisoners of Geography – Tim Marshall The Last Bear – Hannah Gold Shackleton – Ben Saunders The Ice Man - Alan Parkinson Extreme Survival - Alan Parkinson Race to the Pole - Mike Gould Northern Lights – Philip Pullman</p>

	<p><b>Year 8 – Summer Term</b></p> <p><b>Population (includes Migration and a study of population and environmental issues in China)</b></p> <p><b>Ecosystems</b></p> <p><b>Limestone</b></p>
<p><b>Prior Learning</b></p>	<p><b>Population</b> - Pupils have used the phrases ‘urban’ and ‘rural’ in Settlement in year 7 – half term 6. Pupils have seen that population can be unevenly distributed e.g. in Russia in year 8 half term 4. Pupils are aware that people are sometimes forced to migrate (move) between countries e.g. Syrian refugee crisis year 7 half term 4.</p> <p><b>Ecosystems</b> - Pupils have learned the names and some features of all of the biomes in year 8 half term 2 Africa and in half term 4 Russia and Life in cold environments. They are aware of some of the challenges in rainforests through the wonderful world topic in year 7 half term 1, as they focused on Amazonian deforestation in South America for 2 lessons. They are aware that species are often highly adapted to particular biomes e.g. tundra/polar and hot desert species.</p> <p><b>Limestone</b> - Pupils have studied Geological Timescales in year 8 half term 3 and know that rock is formed over millions of years. They are aware that limestone is permeable, well jointed and affected by chemical weathering/solution in year 8 half term 1.</p>
<p><b>What will I learn?</b></p>	<p><b>Population</b> - Pupils study why demographic factors such as Birth Rates, Death Rates, Infant Mortality Rates and Life Expectancy vary by levels of development (LIC/NEE/HIC) and how to interpret census data on population pyramids. They study the Demographic Transition Model and development. They explore the reasons for population density and distribution in China and the environmental impact.</p> <p><b>Ecosystems</b> - Pupils learn the reasons for the global distribution of biomes and will focus on the climate, soils, plants and animals of the TDF (temperate deciduous forests) and</p>

	<p>TRF (tropical rainforests). They will learn about producers, consumers and decomposers in food chains. They explore the challenges faced in TRF.</p> <p><b>Limestone</b> - Pupils learn how limestone is formed and how the features of a limestone landscape e.g. Malham are created and shaped by the properties of the rock.</p>
<p><b>How will I be assessed?</b></p>	<p><b>Population</b> - Formative: Essay on Environmental Issues and Solutions in China. Summative: Topic test covering Population where pupils will be assessed on their knowledge, skills and interpretative skills e.g. graphs.</p> <p><b>Ecosystems</b> - Formative: Essay about species adaptations of plants in the rainforest.</p> <p><b>Limestone</b> - Formative: Fieldwork related to the Malham trip.</p>
<p><b>Next Steps</b></p>	<p><b>Population</b> - The learning about levels of development is applied in year 9 in Planet in Peril and when studying impacts of Natural Hazards and Weather Hazards. Migration is revisited when studying development and urban change in NEE cities e.g. Rio in year 9. At GCSE this further supports Paper Two: Section B (Changing economic world).</p> <p><b>Ecosystems</b> - Their initial awareness of the TRF and its ecological value is revisited in year 9 in the Planet in Peril topic when we study the impact of illegal drug production in South America upon the rainforest ecosystem.</p> <p><b>Limestone</b> - This topic provides an opportunity for fieldwork and helps provide them with their first out of school experience of fieldwork in geography. This supports their understanding at GCSE for paper three.</p>
<p><b>Opportunities for Independent Learning</b></p>	<p>Pupils are provided with access to knowledge organisers and Quizlet quizzes designed by the department which match the keyword glossaries and quizzes. Search 'FisherMoreGeog' on <a href="http://www.quizlet.com">www.quizlet.com</a> to find the Y8 Population, Ecosystems and Limestone Quizlet quizzes.</p> <p>Pupils are encouraged to participate in Fieldwork in Malham for enrichment. Pupils can visit these websites online to extend their knowledge.</p> <ul style="list-style-type: none"> <li>• Development: <a href="https://www.gapminder.org/resources/">https://www.gapminder.org/resources/</a></li> <li>• Migration: <a href="https://www.bbc.co.uk/programmes/p018gm4j">https://www.bbc.co.uk/programmes/p018gm4j</a></li> <li>• China: <a href="https://www.youtube.com/watch?v=78caWjL-Klo">https://www.youtube.com/watch?v=78caWjL-Klo</a></li> </ul> <p>Limestone: <a href="https://www.internetgeography.net/topics/limestone-case-study-malham-the-yorkshire-dales/">https://www.internetgeography.net/topics/limestone-case-study-malham-the-yorkshire-dales/</a></p>
<p><b>Personal Development and CEIAG</b></p>	<p>Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life during the <b>Population</b> topic, including their knowledge of, and respect for, different people's faiths, feelings and values and willingness to reflect on their experiences. Also, through exploring the biomes (TDF and TRF) in <b>ecosystems</b> and the variety of beautiful <b>UK limestone landscapes (Malham)</b>, they develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>Through the <b>Population</b> topic, by looking at conflict over environmental pressures in China they develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Through the use of decision-making formative assessment in the <b>Population</b> topic we promote a willingness to participate in cooperating well with others and being able to resolve conflicts effectively through debates and construction of a balanced argument which looks at the source of conflict.</p> <p>The study of the history of <b>China</b> allows for an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. By dispelling stereotypical misconceptions of <b>China</b>, they can show respect and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p>

	<p><b><u>Careers links</u></b>  Travel and tourism, Politics, Cartography, Navigation, Engineering, Leisure</p>
<p><b>Enrichment Opportunities (Cultural Capital)</b></p>	<p>We use a wide range of clips from YouTube to ensure pupils are exposed to the wealth of landscapes, cultures and major issues our planet features.  Pupils learn about the variety of limestone landforms in the UK and there is emphasis on recognising the locality of these,  We use up to date Atlases in the <b>Population</b> topic and we use local examples of <b>limestone</b> landscapes – OS Map skills are practiced through the <b>limestone</b> topic.  <b>Fieldwork</b> is to be offered to <b>Malham</b>.  <a href="http://www.worldmapper.info">www.worldmapper.info</a>. <a href="https://www.worldometers.info/world-population/">https://www.worldometers.info/world-population/</a>  <u>Suggested reading books related to these topics:</u>  ‘Our Planet’ and ‘A life on Our planet’ – David Attenborough  Prisoners of Geography – Tim Marshall  Horrible Geography – Bloomin’ Rainforests</p>