Geography

Year 8

	Unit 1 Population September to November	Unit 2 Water Cycle and River Landscapes November to January	Unit 3 Economic Activities January to April	Unit 4 Tectonic Landscapes April to July
Knowledge (facts, information, concepts and key terminology)	Key Words: Demographic Transition Model, push and pull factors, migration, immigration, population distribution,	The water cycle, parts of a river basin, processes of erosion and deposition, river landforms (V shaped valleys, waterfalls, meanders, levees, floodplain) river management (hard & soft engineering)	Key words: Primary, Secondary, Tertiary, Quaternary Industry Manufactured Goods, industrial location, Pre-Industrial, Post-Industrial, globalisation, convenience and comparison goods, economic development.	Key Words: Plate tectonics, earthquake, volcanic eruption, primary and secondary effects, immediate and long-term responses, continental drift
Understanding (ability to connect and synthesise knowledge within a context)	To describe and explain population distributions, and explain population changes. To explain the causes of migration in different contexts such as refugees, illegal migration and economic migration, and to empathise with historical and contemporary migrants. To recognise the effects on migration within the context of the local and national sphere, and predict the future of UK population change	To understand how flows and stores in river systems change. To explain how river processes change the shape of the landscape we see. To understand how human intervention alters natural processes, and outline how management strategies can reduce the risk of flooding.	To explain the distribution of agriculture and industry in the UK and China. To understand how and why the employment structure of the UK and China have changed. To understand the causes and consequences of this change.	To outline the evidence and explain the theory of plate tectonics. To explain how tectonic hazards occur along different types of plate boundary To describe the effects and responses for a series of different case studies. To compare and evaluate these case studies and identify reasons for difference in severity.
Skills (successful application of knowledge and understanding to a specific task)	Choropleth maps Line graphs (L4) Population pyramids (L5+8) Demographic transition model (L6+8) Data interpretation (L17)	To draw a river long profile, To identify features such as valleys, spurs, river and relief on an OS map, To annotate photos, to draw and interpret a hydrograph, to empathize with stakeholders, to evaluate effectiveness of engineering.	Interpretation of relief and choropleth maps, line and bar graphs, pie charts, photographs and infographics. Using data critically to make informed decisions, To write evaluative reports, to carry out independent research.	Applying knowledge within different contexts Describing distribution
Formal Assessments	2x in class assessments 3x Geog your Memory knowledge recall quizzes			

By the end of the year students on course for at least a grade 5 will **mostly be able to…**

Interpret and communicate information.

Make simple deductions and draw conclusions.

Construct chains of reasoning.

They may begin to…

Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.

Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.

Construct coherent arguments to draw conclusions supported by evidence.

Use a range of geographical skills and techniques accurately, showing understanding of their purpose.