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<p>Geography</p>	<p>Intent To explore reasons for migration, identifying how the sense of character of a place has changed overtime by developing knowledge and understanding of recent UK examples. To develop students' knowledge and understanding of river landscapes in the UK. They will explain the changing shape of river valleys and decide on sustainable flood management approaches for the future. To explain the economic landscape of the UK and how it has changed. To make comparisons between the UK and China, exploring reasons for economic development and contrasting opportunities. To develop students' knowledge and understanding of the world's physical processes responsible for tectonic hazards, and how they interact with the human world.</p>			
<p>Year 8</p>	<p>Unit 1 Population September to November</p>	<p>Unit 2 Tectonic Landscapes November to January</p>	<p>Unit 3 Economic Activities January to April</p>	<p>Unit 4 Water Cycle and River Landscapes April to July</p>
<p>Knowledge (facts, information, concepts and key terminology)</p>	<p>Key Words: Demographic Transition Model, push and pull factors, migration, immigration, population distribution,</p>	<p>Key Words: Plate tectonics, earthquake, volcanic eruption, primary and secondary effects, immediate and long-term responses, continental drift</p>	<p>Key words: Primary, Secondary, Tertiary, Quaternary Industry Manufactured Goods, industrial location, Pre-Industrial, Post-Industrial, globalisation, convenience and comparison goods, economic development.</p>	<p>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)</p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Choropleth maps Line graphs (L4) Population pyramids (L5+8) Demographic transition model (L6+8) Data interpretation (L17)</p>	<p>Applying knowledge within different contexts Describing distribution</p>	<p>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.</p>	<p>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.</p>
<p>Formal Assessments</p>	<p>2x in class assessments 3x Geog your Memory knowledge recall quizzes</p>	<p>2x in class assessments 3x Geog your Memory knowledge recall quizzes</p>	<p>2x in class assessments 3x Geog your Memory knowledge recall quizzes</p>	<p>2x in class assessments 3x Geog your Memory knowledge recall quizzes</p>
<p>By the end of the year students on course for at least a grade 5 will mostly be able to...</p>				

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.