



Geography Yr 8

Curriculum Intent

Our curriculum is designed to instil a love of Geography in all our students through developing their curiosity and fascination about the world and its people. We work hard to provide an interesting and varied curriculum that offers intrigue to our students helping to develop their knowledge and understanding of the Earth's physical and human processes. Throughout their time at the Anglo European School students will be taught a variety of geographical terms applying them across different scales and places. We provide students with the opportunity to investigate their local place developing a real sense of who they are, their heritage and what makes their local place unique and special. We develop the following essential characteristics of geographers: an excellent knowledge of place location and characteristics; a detailed understanding of the ways in which places are interconnected; fluency in geographical vocabulary and questioning skills; excellent fieldwork skills; an ability to express informed opinions based on extensive research and understanding about current issues in society; a genuine interest in Geography and a sense of curiosity.

Autumn Term | Climate Change and Extreme Events | Population and Migration

Students will learn:-

Climate Change and Extreme Events

The 'extreme weather' unit builds on prior knowledge of weather and climate from the Year 7 unit 'microclimates' and all about the UK. It encourages students to consider scale as a geographical theme by looking at climate change globally, nationally and locally through different concepts. Students are introduced to extreme weather events and how these might be linked to climate change and then how their own carbon footprints impact on this.

Population and Migration

This is an introduction to population and migration. Students will have the opportunity to learn about where people live and what affects their choices. Students will have the opportunity to learn about population distribution patterns and what affects population growth across a variety of scales. There will be an in-depth case study of China's population control and the USA Mexico border. The assessment will focus on migration so students will learn about push and pull factors as well as the difficult choices faced by migrants. In addition political decisions about border controls will be discussed.

What does Excellence look like?

Climate Change and Extreme Events

Extension reading materials that encourage synoptic thinking and understanding of the concept.

Individualised lesson resources that encourage them to move beyond knowledge collation and more towards understanding the connectivity of geography.

Population and Migration

Explain the impacts of migration on different people and to give their and other peoples' opinion about different types of migration. They will be able to construct a population pyramid, compare and contrast the differences between LICs MICs and HICs. Students will be able to give clear explanations about why a population changes with development with clear links to political influence. They will be able to articulate the intricate issues of migration and the future scenarios that may arise in their lifetime

Knowledge, understanding & Skills

Climate Change and Extreme Events

Students have studied hot and cold environments, microclimates and geographical skills in year 7. Climate change was mentioned when studying desertification and the Ice man. This unit enables a deeper understanding of these events. Climate change is approached across a variety of scales – students will be directed in individual lessons to try to make connections to prior learning.

Population and Migration

Know where people build, which places are densely and sparsely populated and why people move from one place to another. They will be able to construct a population pyramid and give basic details on how a population changes with development. They will also understand that people migrate between places across a variety of scales. Be able to explain the location of settlements, the factors that cause places to have densely and sparsely populated areas and to explain the push and pull factors for migration. They will be able to construct a population pyramid and give clear details on how a population changes with development. They will be able to discuss causes and impacts of migration across local/national/global scales

Assessment

Self-assessment
Key pieces of work marked by teacher
Baseline Test

How is homework used to enhance learning?

HW SoW (each)

Students will learn:-

Tectonic Hazards

This is an introduction to tectonic processes. Students will have the opportunity to learn about the structure of the earth, long term changes, plate tectonic theory/ continental drift theory and some students will question these ideas. Students will be able to name the major tectonic plates, understand convection currents, identify some characteristics of oceanic and continental crust and understand that there are different types of plate boundary and understand what happens at these different boundaries. There will be in-depth case studies of China's Sichuan earthquake and the 2004 Asian Tsunami. Students will learn about why people continue to live in hazard zones.

Coasts

This unit of work focuses on the key features of coastal environments and incorporates mapping and numeracy links. Students learn to describe the processes of erosion, transportation and deposition, and explain the formation of landforms. They then learn about different forms of coastal management and the issues associated with coastal management. There is the opportunity for students to interpret some coastal data from Walton-on-the-Naze.

Knowledge, understanding & Skills

Tectonic Hazards

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Coasts

Be able to describe the main features of a coastal environment (processes and landforms). They will be able to describe coastal management techniques and outline problems associated with coastal management. They will also have the opportunity to interpret coastal data.

Be able to explain how the main coastal processes interact to create landforms, and that these processes are influenced by different factors. They will also be able to draw conclusions from the coastal data.

What does Excellence look like?

Tectonic Hazards

Some students will additionally... be able to make projections about how the plates may move in the future and question the validity of the theory of continental drift. Some will understand that volcanoes do not occur on all plate boundaries and be able to give reasons for this. They will be able to consider GNP as a factor of tectonic risk and identify reasons for anomalous findings. They will be able to speculate as to how LICs can better protect their populations from seismic events and able to articulate how the impacts of a tsunami event could be lessened. They will be able to weigh up the reasons for and against living in a hazard environment and evaluate the sustainability and appropriateness long-term solutions are to local people and problems and justify their decisions. They will be able to evaluate the risks associated with the eruption of a super volcano and analyse consequences.

Coasts

Understand that the coastal environment is dynamic and constantly changing, and the ways in which future changes in climate may affect coastal environments both in the UK and globally. They will also be able to link the coastal data to theory to consolidate their understanding of coastal environments.

How is homework used to enhance learning?

Project based 4-week homework on a desert environment. **(each)**

BBC iplayer for programmes eg Julia Bradbury's Icelandic walk

Students are encouraged to note current tectonic events



Assessment

Self-assessment

Key pieces of work marked by teacher

Mid unit key word test

Students will learn:-

This unit of work focuses on Africa as a continent of diversity. The unit focuses on different issues facing several African countries in the past, present and future. Students locate and label the main features of the continent, and they investigate influence of the media on our perceptions of the continent. Through a cause and effects based approach students examine conflict surrounding the materials used in everyday items such as mobile phones, Somalia pirates and life in urban area such as Adis Ababa. Students complete two interactive lessons; one on living on a pound a day and a DME investigating aid and development in Tanzania.

Knowledge, understanding & Skills

Be able to describe the main issues facing the African continent and describe the impacts of these issues. They will understand that Africa is made up of many different countries with different ecosystems and cultures.

Be able to explain the causes of these issues and solutions to the issues will be discussed with reference to development and aid. Links to previous units will be made by students e.g. climate change, development, global systems.

What does Excellence look like?

Use their own independent research to consolidate theory around the issues in Africa and will be able to start to draw connections between the issues in different countries and understand the phrase "Africa: A Continent of Diversity". They will unpack stereotypes about Africa and explore the notion of identity and consider the lives of the 'outsider'. Students will confidently be able to apply the concepts of space and place to new situations and deconstruct generalisations that lie beneath their previous 'knowledge'. Students will be increasingly using abstract ideas to explore how we can understand different spaces in the continent of Africa.

How is homework used to enhance learning?

Mixture of research, consolidation and creative tasks. Homework sheet included in SOW

Assessment

Summative knowledge check: Mapping activity to label the main African countries that feature in the unit and the major oceans surrounding Africa. Self-assessment of the Somalia pirates task and peer assessment of homework tasks.



International Opportunities

Visits Programmes

Dinan - town trail
 Le Mont Saint Michel
 Le Pont du Gard – Roman aquaduct.
 Pont Benozet (rivers in Avignon).
 Fontaine les Vaucluse – spring source of the River Sorgue.
 La Camargue
 Les baux de Provence – tourism and effects on the population of this village classified as one of the most beautiful in France.
 Romance Tour in the Rheingau - cable car, boat ride
 Wiesbaden - town tour and quiz
 Frankfurt - skyscraper/maintower
 Segovia Aqueduct
 Madrid - town tour incl. Puerto del Sol"
 Lake Como
 Lake Maggiore
 Tour of city centre – Galleria, Fashion District, Teatro alla Scala etc.
 Ferry/Boat to Bellagio
 Cable car to Brunate

Within the curriculum