



Year 8 Geography Curriculum Plan

	Key concept/ Key question	Overview of the unit	Assessment	Cross Curricular Skills	Suggested reading material and websites:
Topic 1: Development	<p>How do we measure development? Which countries are developed the most/least and why? What factors have slowed development in Africa?</p>	<p>Students begin an introduction to human geography by exploring a range of development indicators and what assessing what factors can make a country developed or not.</p> <p>Honours thinking: Students begin to think geographically, analysing the social, economic, environmental and political impacts.</p>	<p>Students will be assessed with an end of topic Decision Making extended writing task.</p> <p>Exam style question on Big Idea 1: Understanding of locations and places</p> <p>Essay on Big Idea 1: Idea 1: Understanding of locations and places, and Big Idea 5: Communicate showing high levels of fluency, articulation and complex specialist terms</p>	<p>Literacy Students will practice extended writing and exam practice (timed conditions).</p> <p>Numeracy Students will analyse real life statistical data of a range of countries.</p> <p>History Students will practice their historical skill and knowledge by studying how a countries' demographic has changed overtime and due to what factors specifically.</p> <p>Citizenship Students will gain an understanding of how people live and feel around the world, gaining a mutual understanding.</p>	<p>BBC bitesize</p> <p>BBC news</p> <p>Guardian news</p> <p>GoLearnGeography</p> <p>CoolGeography</p> <p>AceGeography</p>

<p>Topic 2: Extreme Environments and Microclimates</p>	<p>What are the climatic conditions? How do people adapt to extreme environments? What does the microclimate around school show us? What is the difference between weather and climate? What are the different types of rainfall? How are hurricanes formed? What are the causes and effects of hurricanes? How do they compare in an LDC and MDC?</p>	<p>Students will gain an understanding of the unique extreme environments, exploring the location, climate, threats and discovery of them.</p> <p>Students will then complete a field study around the school site studying our own microclimate.</p> <p>Honours thinking: Students begin to study glaciation, and how the melting of ice caps and can global sea rise.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Exam style question on Big Idea 1: Understanding of locations and places</p> <p>Essay on Big Idea 3: Competence in geographical enquiry.</p>	<p>Literacy Students will practice extended writing and exam practice (timed conditions).</p> <p>Students will write and preform a speech, as well as participate in a class debate lesson.</p> <p>History Students will study the discovery of Antarctica and the expeditions to the pole.</p> <p>Citizenship Students will gain an understanding of how people live and feel around the world.</p>	<p>BBC bitesize BBC news Guardian news GoLearnGeography CoolGeography AceGeography</p>
<p>Topic 3: Close up on China</p>	<p>Where is China located? What are the human and physical geographies of China? How has China's population changed? Why is China considered a Superpower? How does China compare with other countries?</p>	<p>Students will discover the geographies of China and compare its level of development with Thailand, Sudan, China and Japan.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Exam style question on Big Idea 1: Understanding of locations and places</p> <p>Essay on Big Idea 5: Communicate showing high levels of fluency, articulation and complex specialist terms</p>	<p>Literacy Students will practice extended writing and exam practice (timed conditions).</p> <p>Students will write and preform a speech, as well as participate in a class debate lesson.</p> <p>Citizenship Students will gain an understanding of how people live and feel around the world.</p>	<p>BBC bitesize BBC news Guardian news GoLearnGeography CoolGeography AceGeography</p>



<p>Topic 4: Coasts</p>	<p>What is a coastline? How are they formed? What conflicts occur at the coast? How can we protect the coast?</p>	<p>Students will study a physical geography topic, with strong links to geology, as they discover the coastline.</p> <p>Students will learn the formation of coastlines and landforms, assessing the perks and vulnerabilities of living on the coast.</p>	<p>Students will be assessed with an end of topic assessment, reflective of the linear GCSE style expectations.</p> <p>Exam style question on Big Idea 2: Understanding of patterns, processes and environmental change</p> <p>Essay on Big Idea 4: Ability to interpret and analyse geographical information</p>	<p>Literacy Students will practice extended writing and exam practice (timed conditions).</p> <p>History Students will practice their historical skill and knowledge by studying how coastlines have changed over time and the impacts of these.</p> <p>Citizenship Students will gain an understanding of how people live and feel around the world in a variety of coastlines.</p>	<p>BBC bitesize BBC news Guardian news GoLearnGeography CoolGeography AceGeography</p>
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