

## Subject Year 8 Geography Curriculum Overview

	Autumn			Spring			Summer	
	Learning Cycle 1	Learning Cycle 2	Learning Cycle 3	Learning Cycle 4	Learning Cycle 5	Learning Cycle 6	Learning Cycle 7	Learning Cycle 8
Topic	Tectonics; Earthquakes and volcanoes	Plate tectonics and Multi Hazard zones	Global Connections and Changing world of work	How has Globalisation shaped our world?	Can globalisation be sustainable? Strategies and solutions	Rainforests: What have tropical rainforests (TRFs) ever done for us?	Rivers: <b>How do rivers change from beginning to end?</b>	Rivers, Coasts and Estuaries
Critical Prior Knowledge	The Earth is tectonically active but at present not everywhere nor in the same way - but why?	The idea of MULTI HAZARD ZONES, specifically what the hazards are, cause, impact and response.	Photo Interpretation Basic locational Knowledge (continents)	Identify SEE aspects of a place (Yr 7 Africa/EQ LC5/6)	Identify strategies to help close the development gap (Yr 7 Africa LC5)	Using Atlas skills to locate places  Learning about how interactions between physical and human geography changes places	<b>Developments from prior learning:</b> OS map skills (grid references)  Using Atlas skills to locate places  Annotation of diagrams/field sketches  Interpretation of photographs	Understanding the characteristics and processes of rivers in their lower course  Understanding of the potential impacts of climate change on coastal areas (local context)
Overall Intent (Big ideas and key concepts)	The most obvious tectonic evidence; VOLCANOES and EARTHQUAKES. Exploring the variety of both by using case studies of own choice to illustrate; VOLCANOES – on convergent/destructi ve plate margins involving pyroclastic flows	This section leans more on the effect of the physical processes on HUMANS and LIFE and emphasises the importance of DECISION MAKING and PLANNING FOR THE FUTURE; *Planning to cope with these hazards	Understand how we are connected to the world and different levels of consumerism around the world.	Understand the impact of Globalisation both positive and negative on people and the environment.  Develop an understanding through case	Have an awareness of how world trade works.  Recognise and describe strategies to help bridge the development gap.	TRFs are unique ecosystems containing high levels of biodiversity. A delicate balance exists between plants (flora) and animals (fauna) that have evolved over time. Humans can change this balance and the	A river changes along its long profile. E.g. Steepness, width/depth of channel, material carried (sediment), velocity and shape of valley.  Re –introduce idea of a case study in	To investigate the sustainability of local climate change adaptation and mitigation projects in the Lower Otter River

	<p>eg. Mt St Helens, Merapi, Vesuvius -on divergent/constructive margins and Hot Spots eg. Icelandic and Hawaiian volcanoes.</p> <p>EARTHQUAKES – again, choices to cover different situations- at destructive margins eg. Nepal, Kobe and those with horizontal plate movement eg. Haiti, San Francisco.</p>	<p>*Prevention vs aiming to mitigate the impact.</p> <p>MULTI HAZARDS = volcanic action and products, earthquakes, landslides, flooding, tsunamis.</p>	<p>Knowledge of the 4 structures of industry. Relate this to types of employment and activity in HIC/NEE/LICs Link back to Activity with our connection to the world (through items in the classroom/clothing). Get students to start ‘thinking like a geographer’ at why certain economic activity is done in these locations.</p>	<p>studies of where raw materials come from and the impact this can have as well as the manufacturing process in areas of different levels of development.</p> <p>Understand how food has become globalised and the impact this has on people and the environment - such as food miles. Look at strategies for the ‘future of food’</p>	<p>Awareness of Fairtrade and World groupings such as G7, UN and The Commonwealth in how they operate and can help narrow the gap.</p>	<p>effects are felt around the world.</p>	<p>geography. The Boscastle Flood 2004.</p>	
<b>Essential Knowledge milestones (What students must master)</b>	<p>Location of the major events discussed.</p> <p>*Revisit atlas use and ensure basics like knowing the continents and oceans are secure.</p>	<p>CASE STUDIES/ EXAMPLES could be Japan, Indonesia, New Zealand (preferably not an area used previously). Extension of knowledge of</p>	<p>HIC NEE LIC Primary, Secondary, Tertiary, Quaternary</p>	<p>Using case studies to; Understand the <b>impact</b> of extracting raw materials have (S.E.E)</p>	<p>What Fair trade is and how it can help people and the environment.</p>	<p>Where are TRFs located and how to describe this using geography specific terminology.</p> <p>Develop appreciation and understanding of</p>	<p>Numerous river processes (erosion, transport and deposition) combine to create distinctive river features and landforms. E.g. Waterfall, meander,</p>	<p>Builds on prior understanding of river processes</p> <p>Additional knowledge</p>

	<p>*Tectonic terminology The idea of analysing using a cause and effect' structure. *Literacy practise incorporated in telling a story. *Building detail into a piece of written work to avoid wishy washy generalisations. *Ample researching experience available here.</p>	<p>tectonic hazards, their character, cause and impact. Also extending location knowledge. The idea that few things in the world have simple causes and solutions. Multi-hazard zones illustrate well the need to cope with and plan ahead. Decision making is a complex thing with no hard and fast rules and depends on many factors like the political, economic and social situation and the state of development.</p>		<p>Understand the <b>impact</b> manufacturing has (S.E.E) How food is globalised and the issues created – food miles</p>	<p>Overview of key world grouping and their aims including G7, UN, The commonwealth</p>	<p>why TRFs are an important ecosystem/biome.</p> <p>How have plants and animals adapted to live in this unique environment.</p> <p>Are TRFs worth protecting? Explore the causes of their destruction, the effects of this (both positive as well as negative) and how they might be managed/protected in the future.</p>	<p>ox-bow lake and flood plain.</p> <p>These features are located at specific places along the course of a river. E.g. Upper/middle or lower course. A range of factors (human and physical) can increase the chances of a river flooding. Is flooding natural or made worse by human activity?</p> <p>Understand what happens to water when it reaches the ground and how this can effect whether or not flooding occurs.</p>	<p>required of coastal processes, in particular inter-tidal zones and the formation and characteristics of estuaries.</p> <p>Link with Science for interpedence of species in estuary ecosystems</p>
<b>Cultural Capital</b>	<p>*Selected examples from Iain Stewart's '10 things you didn't know about Volcanoes'</p> <p>'10 things you didn't know about earthquakes' and the same title but with tsunamis. *Once a case study is chosen, a search on YouTube will give a big choice of clips and sections of past television programmes (by</p>	<p>Film 'The Impossible'</p> <p>Film 'San Andreas' (second choice to 'The Impossible' if time is short).</p>	<p>Wake up call – Steve Cutts Photo activity – consumerism</p>	<p>Fashions dirty secrets video Food miles/footprint clips</p>	<p>My Fairtrade Adventure – You tube video</p>	<p>Planet Earth (both 1 and 2) TRF showing plant and animal adaptations</p> <p>Panorama – Dying for a biscuit</p>	<p>Time for geography website – various short clips on river processes and landform development</p> <p>River Severn – from source to mouth video</p> <p>What happens to water when it reaches the ground? - onsite fieldwork opportunity</p>	<p>Fieldwork to the Lower Otter Restoration Project</p>

	David Attenborough for example) of various lengths to suit needs.							
<b>Mode of Retrieval</b>	Own case study “modelling” project/presentation of an eruption not used in class and following the cause and effect structure used during lessons. The aim here is to ‘tell the story’ while maintaining a degree of rigour.	Written TEST to check knowledge and understanding of the above.	CKT / Quiz	Globalisation research and Presentation	End assessment on Globalisation	Rainforests Decision Making Exercise	"Rivers Test"	Decision Making exercise: to evaluate the LORP project in terms of whether the option decided upon is the best available.
<b>ECC Student Characteristics</b>	Resilient learners including activities beyond the classroom. Confidence and communication skills	Resilient learners including activities beyond the classroom. Confidence and communication skills	Resilient Learners Mutual tolerance and awareness of cultures, equality and diversity			Resilient Learners Confidence and communication skills Mutual tolerance and awareness of cultures, equality and diversity	Resilient Learners Confidence and communication skills	Resilient learners including activities beyond the classroom. Confidence and communication skills
<b>Connection to future learning (When is this developed / revisited)?</b>	Tectonics is contained within the courses in Year 11 (“The Challenge of Natural Hazards” and again in Year 2 “Plate Tectonics”	Tectonics is contained within the courses in Year 11 (“The Challenge of Natural Hazards” and again in Year 2 “Plate Tectonics”	GCSE – Changing Economic World	Yr 8 LC5 – Resource exploitation and impact (Palm oil)	GCSE Resource Management (Food)	Tropical Rainforests is part of the core content for Year 10 “The Living World” and is relevant for “The carbon cycle” in Year 13	Rivers, flooding and flood management will be revisited in Year 10 in the unit on “UK Physical Landscapes” and in Year 12 in “Dynamic Places”.	Estuaries and Ecosystems in Year 10  Coastal management methods and engineering in Year 11 and Year 12

				Yr 9 - Changing people, Changing Places (Human impact on environments)	Changing economic work (Strategies to manage development)			
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