

Subject Curriculum Overview for Academic Year 2022/2023

Subject: Geography	Subject Leader: Abbie Wakefield	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p>Why is our understanding of the world wrong?</p>	<p>Students can reflect on their understanding of the world.</p> <p>Students explore and address common misconceptions about the world (rich vs poor, Africa, population growth, natural hazards and climate change).</p> <p>Students can sketch a line graph to show how the world population has changed over time.</p> <p>Students know reasons why population growth will slow down.</p> <p>Students understand that Africa is an economically and culturally diverse continent which (in some countries), has seen rapid growth in the past 30 years.</p> <p>Students know how to calculate percentage change.</p> <p>Students understand how the media shapes our understanding of the world.</p> <p>Students know improvements to a number of development indicators such as poverty rate.</p>	<ul style="list-style-type: none"> - Africa - Poverty - Wealth - Disaster - Hazard - Aid - Migration - Deaths - Continent - Demographic 	<p><u>Formal assessment:</u></p> <p>30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p><u>Informal assessment:</u></p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
<p>Why are some countries richer than other?</p>	<p>Students know the definition of development and ways to measure it</p> <p>To know the pattern of development around the world</p> <p>Students know what is inequality</p> <p>To understand why this has occurred.</p> <p>Students know examples of how development can cause conflict and challenges.</p> <p>Students know other categories of ‘development’ that do not include monetary value (e.g. Happiness Index).</p>	<ul style="list-style-type: none"> - Development - Wealth - HDI - Poverty - Quality of life - Healthcare - Population - Population pyramid - inequality 	

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Topic	Key Learning Points	Key Vocabulary	Assessments	
<p>Why are the continents moving?</p>	<p>Know the structure of the earth and the movement of tectonic plates.</p> <p>Know a range of volcanic hazards such as lava flow and pyroclastic flow.</p> <p>Know the impacts of the Indonesia volcanic eruption 2010.</p> <p>Know how scientists can predict volcanic eruptions.</p> <p>Know why some people live near volcanoes.</p> <p>Know how an earthquake is formed.</p> <p>Know how buildings can be made earthquake-proof.</p> <p>Know why low income countries are more vulnerable to tectonic hazards.</p>	<ul style="list-style-type: none"> - Crust - Mantle - Core - Conservative, convergent, divergent and collision - Volcano - Lava flow, pyroclastic flow, volcanic gases, ash cloud - Earthquake - Focus, epicentre 	<p>Formal assessment: 30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks 	
<p>Why save the rainforests?</p>	<p>Know the key features of ecosystems and biomes.</p> <p>To know where rainforest can be found</p> <p>Know the characteristics of tropical rainforests (climate, animals and layers of the forest).</p> <p>To know how we use rainforests</p> <p>Know the importance the tropical rainforests.</p> <p>Know threats facing tropical rainforests - deforestation (cattle ranching, palm oil, urbanisation).</p>	<ul style="list-style-type: none"> - Biome - Ecosystem - Biotic - Abiotic - Adaptation - Climate - Deforestation - Climate change - Greenhouse gases 		

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Subject: Geography	Subject Leader: Abbie Wakefield	Year Group: 8	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p>Should we preserve Antarctica?</p>	<p><u>Curriculum goal: Students know reasons why different groups are exploring Antarctica and reasons for this exploitation as well as reasons why it should be preserved.</u></p> <p>By the end of this unit students will know:</p> <ul style="list-style-type: none"> • The key features of cold environments • The location of Antarctica. • Reasons why Antarctica is so important. • The benefits and costs of exploiting Antarctica. <p>Reasons for and against preserving Antarctica.</p>	<ul style="list-style-type: none"> - Biome - Stakeholders - Geopolitics - Exploration - Exploitation - Conservation - Natural resources 	<p><u>Formal assessment:</u></p> <p>30 minute end of topic assessment with 50% based on prior knowledge – including multiple choice questions, skills questions, short answer questions and an extended writing task.</p> <p><u>Informal assessment:</u></p> <ul style="list-style-type: none"> • True/false quizzes • Homework • Review questions • Literacy tasks
<p>Why is the Philippines multi-hazardous?</p>	<p><u>Curriculum goal: Students know why the Philippines faces hazards from both the natural world and also human activity.</u></p> <p>By the end of this unit students will know:</p> <ul style="list-style-type: none"> • The definition of hazardous. • The location of the Philippines. • The causes and impacts of typhoons. • The impacts of the Mount Pinatubo eruption. • The causes of overpopulation in the Philippines. <p>Reasons why the Philippines is multi-hazardous.</p>	<ul style="list-style-type: none"> - Hazard - Tectonics - Impacts - Volcano - Climatic hazard - Tropical storm - Typhoon - Overpopulation 	