



The High School
Leckhampton

Year 8 GEOGRAPHY

Topic Titles

- What is my place in Europe?
- What is the importance of Tropical Rainforests?
- What challenges do Earthquakes present?
- Why are some places poorer than others?
- What is the importance of coastal landscapes?
- What role does the Middle East play in the world?

Links with other subjects

History – the world as it used to be, can be a fantastic subject for demonstrating change over time.

Biology – studies of natural processes often require knowledge of biological concepts e.g. nutrient cycling.

Art – Geographers need to be able to display ideas in coherent ways that allow others to access them

Maths – coordinates, graphing, data manipulation are all core skills of Geography.

English – the ability to express ideas clearly is vital for success in the subject.

Intent

We believe that a high-quality Geography education should inspire a curiosity and fascination about the world and its people that will remain with students for the rest of their lives. Our curriculum will equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As students progress, their growing knowledge about the world underpinned by a focus on place, should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

How will knowledge and skills be taught?

Our topic choices are framed as 'Big Questions', which are then broken into smaller sub-questions to allow students to investigate natural landscapes and processes and human activities.

A wide variety of teaching activities will support students to be inquisitive, ask questions and find answers about the world around them.

Skills are taught embedded throughout the curriculum, so a lesson about the UK's climate may involve a range of maths skills e.g., graphing and data manipulation.

Map skills are taught near to the beginning of the year, so that they can be used throughout. Choropleth mapping, climate graphing, fieldwork skills, data presentation, use of Geographical Information Systems and data analysis are all key skills taught.

How can parents help?

Discuss with students the wide-range of contemporary affairs that are seen in the news, asking students questions about their opinions.

Encourage students to watch documentaries about both the natural world and the human environments.

When out of the house, encourage students to take in their surroundings and observe how places differ.

If possible, take students on day-trips to the Natural History Museum (London), the coastline (anywhere in the UK), to mountainous locations (Brecon Beacons, Peak District, Lake District). Encourage students to study a globe or an Atlas to improve place knowledge.

Support students with homework, checking quality and ensuring that the students re-draft if necessary.

Recommended Reading and Preparation for Learning

Prisoners of Geography – Tim Marshall

The Power of Geography – Tim Marshall

Brilliant Maps: An Atlas for Curious Minds – Ian Wright

Rainforest: Dispatches from Earth's Most Vital Frontlines – Tony Juniper

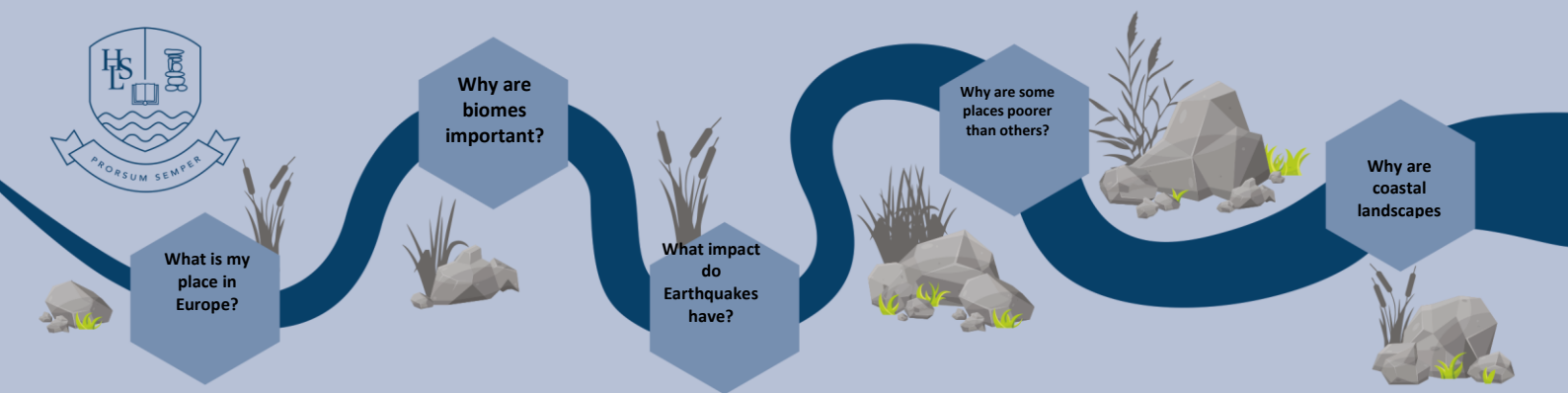
Factfulness - Hans Rosling

Play map games at the following:

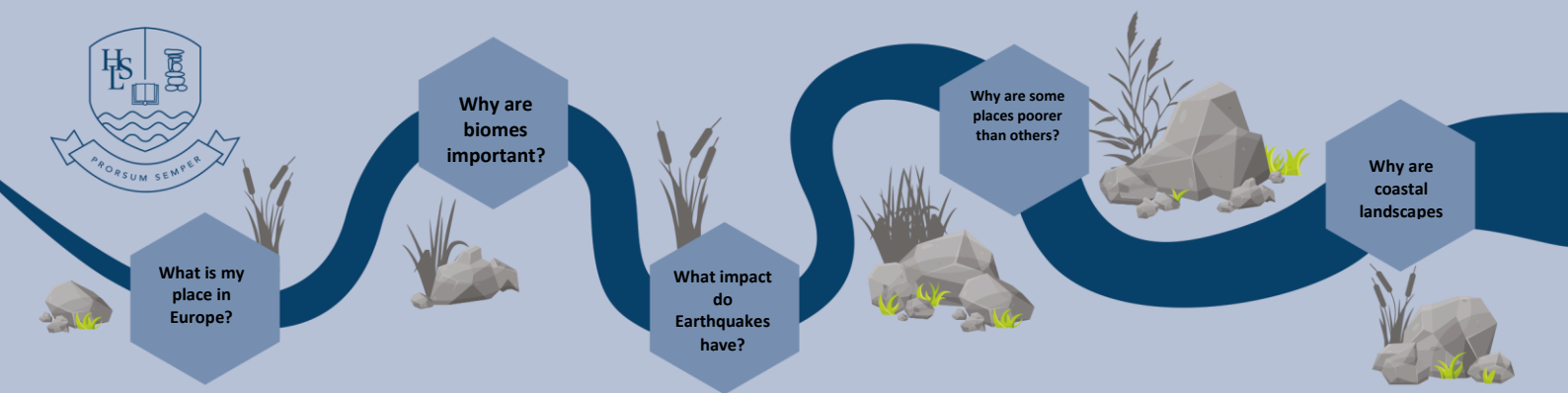
<https://www.geoguessr.com/seterra/en>

<https://worldle.teuteuf.fr/>

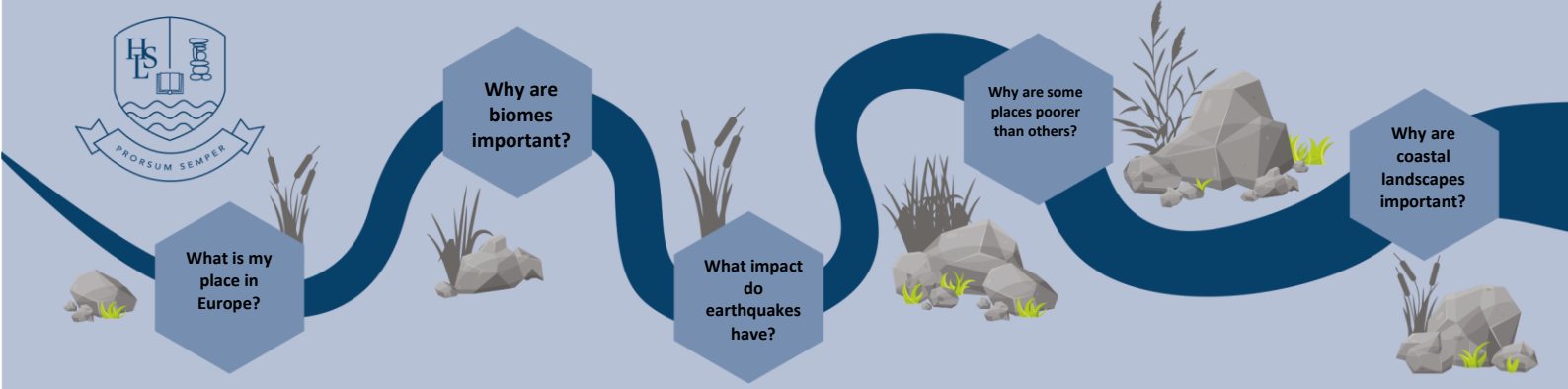
<https://www.ordnancesurvey.co.uk/mapzone/>



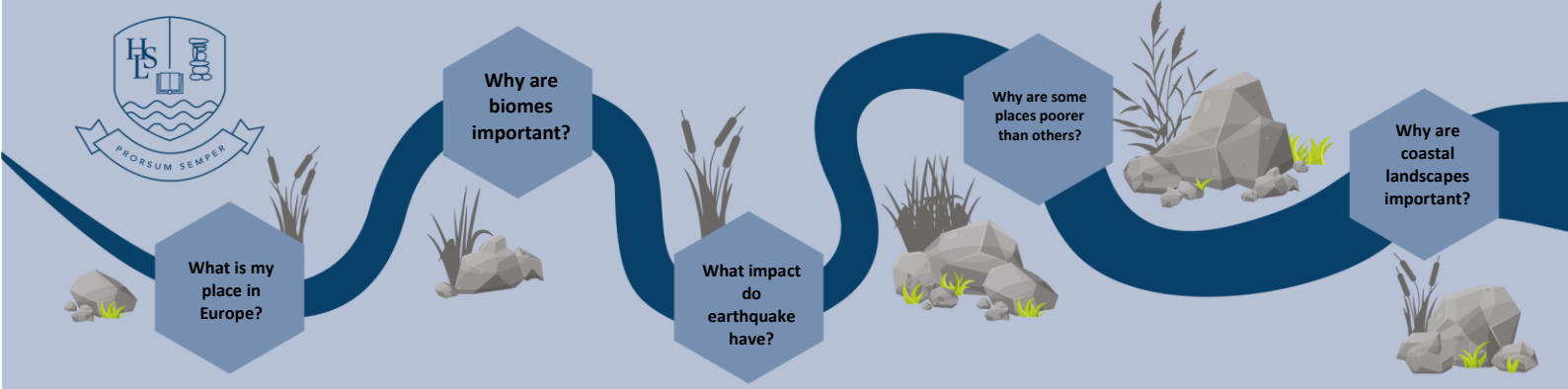
Subject: Geography		Year Group: Year 8		Term: Autumn	
Module/Theme: What is my place within Europe?					
Topic Outline & Aims (Intent)					
To give students a contextual understanding of their continent, building on a previously established platform of UK Geography to understand their place in the world. This is the second of a 3-part theme, which will expand to 'My place in the world' at the start of Y9. Cumulatively, these topics will continuously ground our students and allow them to explore the concept of place within Geography and feelings of belonging and identity.					
Key Skills and Knowledge taught through this topic: (Intent)					
Students will continue to embed a range of skills that they have previously been introduced to in this topic, reinforcing climate graphing when studying different biomes of Europe, choropleth mapping of life expectancies to investigate quality of life differences across the continent, and how to analyse data so that they can draw conclusions using evidence. Students will continue to investigate the difference between Human and Physical Geography, to help them understand the natural and built environments of Europe, investigate the culture of specific nations, we consider the key Geographical terrains and landscapes and climates of the continent, the impact of migration from East to West Europe. We investigate how Europe is administered politically through the European Union and students have chance to explore the arguments around Brexit to understand how democracy has been applied in the 2016 referendum.					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
KS2: Locational knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country		KS3: Place theme throughout KS3 will ground student's place identity. KS4: AQA – 8035 3.1.3 - Physical Landscapes of the UK 3.2.3 - Economic World		<ul style="list-style-type: none"> • Location and Place Knowledge. • Physical Geography – Weather and Climate of the UK • Human Geography – Population • Geographical Skills- introduction to data analysis. 	
RRSA Links:			Assessment of Learning: (Impact)		
7 – Name and Nationality 8 – Identity 12 – Respect for children's views 13 – Sharing thoughts freely			Students will be assessed on their ability to gather data and map life expectancies across Europe by devising a suitable choropleth map. They will be assessed on their place knowledge of Europe's countries and key physical features. They will have an end of topic test which acts in a summative manner to understand student knowledge retention of key ideas. Students will be required to analyse a contemporary issue – Brexit from EU.		
British Values Links:					
What does it mean to be a British and a European citizen? Democracy – shown through the EU referendum.					
Eco Schools Links:					
Importance of protecting natural landscapes across Europe					
Reading / Enrichment		Key Vocabulary: (Literacy)		Numeracy Opportunities:	
https://www.britannica.com/place/Europe - Excellent encyclopaedic article for Europe. https://european-union.europa.eu/index_en - Official website of the EU. https://www.bbc.co.uk/news/world/europe - BBC Europe News website https://www.geoguessr.com/seterra/en//eur - Series of map games for Europe, both human and natural environments.		Trade Bloc Migrant Common Currency Schengen Agreement Brexit European Union Life Expectancy Continent Choropleth		How to gather & manipulate data about nations then group it to create choropleth maps. How to use data manipulation to investigate place	
			Career Links:		
			Civil Service, politician, Data analyst, European tourism industry		



Subject: Geography		Year Group: Year 8		Term: Autumn/Spring	
Module/Theme: Why are Biomes important?					
Topic Outline & Aims (Intent) To give students an understanding of the various Biomes of Earth, as well as the difference between large scale Biomes and smaller scale Ecosystems. This topic focuses particularly on the location of the world's biomes and the climatic variations that lead to their development. Students will complete a focused study of the rainforest biome, focusing on the Amazon as a case-study. By the end of the topic, students should have clear understanding of the concept of interdependency.					
Key Skills and Knowledge taught through this topic: (Intent) Students Will be able to identify the locations of all biomes on Earth. They will develop an understanding of the Hadley cell, which is used to explain low pressure systems at the equator and high pressure systems at the tropics. Our pupils will investigate the various layers of the rainforest, with an explicit focus on how animals and plants are adapted to suit those conditions. The concept of interdependency, symbiotic relationships and the importance of nutrient cycling will be examined. Causes of deforestation in Brazil will be explored, with a decision making exercise regarding road building in the Amazon, used to assess students.					
Prior Learning: (Context) KS2: Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, 		Future Learning: (Context) Study of ecosystems links with Biology curriculum, with explicit links to food chains/webs, nutrient cycles. KS4: AQA – 8035 3.1.1 – The Living World 3.3.1 – Issue Evaluation		National Curriculum Links: (Context) <ul style="list-style-type: none"> Location and Place Knowledge. Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems 	
RRSA Links: 12 – Respect for children's views 13 – Sharing thoughts freely			Assessment of Learning: (Impact) Students' knowledge and understanding will be assessed through A series of shorter questions at the end of the topic to check recall of key information. Their main assessment in this topic will be a decision making exercise, where they are expected to examine a range of information regarding road building, to come to a conclusion about whether the Peruvian Amazon should be developed – with justification used to support answers.		
British Values Links: Respect for the environment, rule of law and discussions around illegality of rainforest development.					
Eco Schools Links: Importance of protecting natural landscapes around the world.					
Reading / Enrichment 'The Explorer' – Katherine Rundell (Reading ages up to 11) 'World Burn Down' – Steve Cole https://rainforests.mongabay.com - fascinating website that has a range of information about rainforests of the world. https://www.bbc.co.uk/programmes/b083wt7z - Planet Earth 2 https://youtu.be/um2Q9aUecy0 - Netflix Our Planet		Key Vocabulary: (Literacy) Ecosystem Biome Producer Consumer Predator Prey Nutrient Cycle Carbon Sink Deforestation Afforestation Desert Tundra Polar Shifting Cultivation Mining Cattle Ranching Hydro-electric Power Canopy Emergent Under-canopy		Numeracy Opportunities: How to create and interpret climate graphs. Data analysis (Assessment)	Career Links: Conservationist, Environmental activist, Biological Sciences, International Development Civil Service (F.C.O)



Subject: Geography		Year Group: Year 8		Term: Spring Term – Term 3	
Module/Theme: What impact do earthquakes have?					
Topic Outline & Aims (Intent)					
<p>To give students a clear understanding of tectonic processes that shape the landscapes of Earth and how earthquakes present challenges for communities around the world. This topic will encourage students to assess why people continue to live in hazardous environments and is the second of a 3-part theme that runs throughout the KS3 Geography curriculum introducing hazardous natural phenomenon. In Year 7 students will have examined the impact of Volcanoes, whilst in Year 9, they will look at Hurricane hazards.</p>					
Key Skills and Knowledge taught through this topic: (Intent)					
<p>Reminding students about the use of case-studies and their 3 part structure (cause, effect, response). Encouraging students to be able to use evidence when arguing a perspective and being able to critically analyse how earthquakes impact communities and how effectively people around the world respond to them. We will continue with theoretical discussion of geology, with reminders of the differences between destructive, constructive & conservative boundaries. Discussion of theories of plate movements including outdated theories of convection currents and more contemporary ridge push/slab-pull theories used. Introductions to earthquake hazards e.g. Tsunamis, landslides. Introduction to the science behind earthquakes, so that students understand how Scientists are trying to develop ways of predicting Earthquakes. Examination of 2 case-studies for Tsunamis, one in a HIC and one in an LIC (Fukushima, Japan and Banda Aceh, Indonesia). Examination of the recent impact of a large Earthquakes in Europe – either L’Aquila, Italy 2009 or Turkey 2023.</p>					
Prior Learning: (Context)		Future Learning: (Context)		National Curriculum Links: (Context)	
<p>KS2: Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>KS3: Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</p> <p>KS4: AQA – 8035 3.1.1 – The challenge of natural hazards</p>		<p>Geographical Skills: Interpreting data to be able to perform analysis of the severity of earthquakes.</p> <p>Ability to analysis photography for meaning.</p> <p>Comparing case-studies to determine how effectively they have been handled by communities/governments.</p>	
RRSA Links:		Assessment of Learning: (Impact)			
<p>6 – Life, Survival and Development 22 – Refugee children (from displacement by natural hazard 24 – Health, water, food and the environment</p>		<p>Students will be assessed on their ability to explain different plate boundaries, their ability to describe the impacts of a variety of earthquake hazards, how different quakes cause different consequences.</p> <p>There is a school-based exam in this topic, to be completed in class under supervised conditions, with a mixture of knowledge recall questions, explanations of processes and analysis of the severity.</p> <p>Students are encouraged to conscientiously prepare for this exam.</p>			
British Values Links:					
n/a					
Eco Schools Links:					
How can communities be rebuilt after disaster with sustainability in mind?					



Reading / Enrichment:

[‘Earthstorm’ Earthquake \(episode 3\) – Netflix](#)

[Seneca Learning - Earthquakes](#)

[BBC Bitesize Earthquakes](#)

<https://www.nationalgeographic.com/environment/article/volcanoes>

Volcanoes & Earthquakes: (Paperback)

Chiara Maria Petrone (author), Roberto Scandone (author), Alex Whittaker (author) ISBN: 9780565092634

Visit to the Natural History Museum in London.

Key Vocabulary:
(Literacy)

Tectonic Plate:

Shear Wave:

Pressure Wave:

Mantle:

Convection

Current:

Focus:

Seismograph:

Epicentre:

Seismometer:

Magnitude:

Liquefaction:

Numeracy Opportunities:

Use of data to interpret the severity of earthquakes.

Understanding of seismology, use of seismographs to measure ferocity of earthquakes,

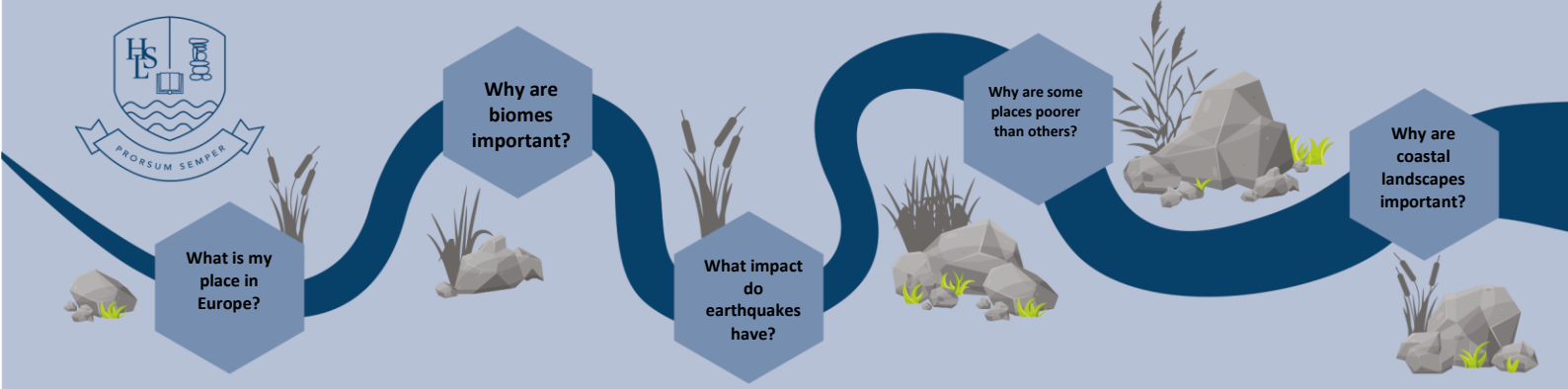
Magnitude scale – discussion of logarithmic scales.

Career Links:

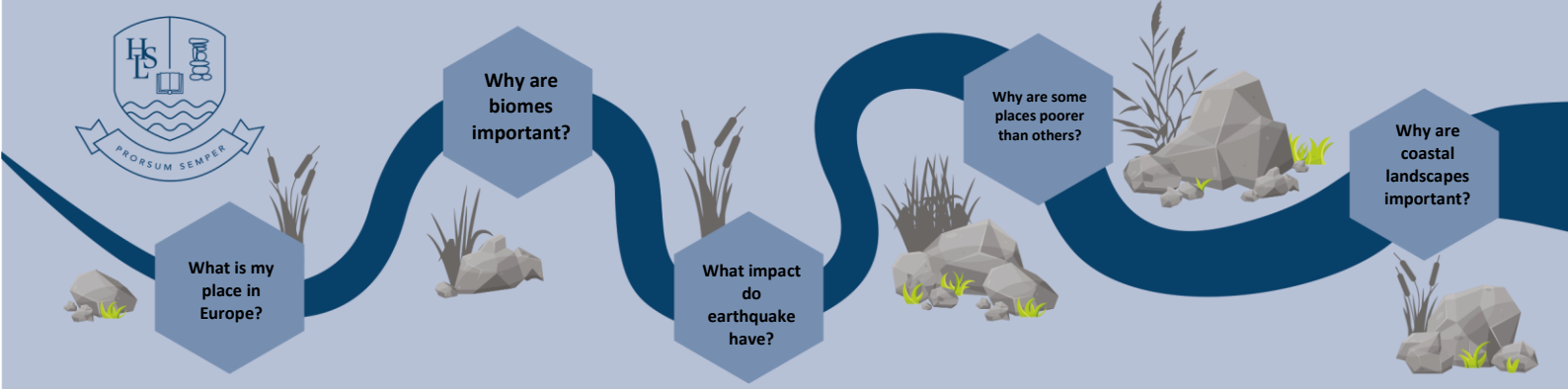
Disaster relief charities

Civil Service – disaster management with foreign consulates

Volcanologists



Subject: Geography		Year Group: Year 8	Term: Summer Term 5
Module/Theme: Why are some places poorer than others?			
Topic Outline & Aims (Intent) To give students a clear understanding of wealth and poverty around the world, looking at the reasons for uneven development that are historic and the barriers that need to be overcome for some to develop further. Students will examine the impact of under-development on people's lives around the world, using their own local spaces for comparative contexts. Students will understand how different approaches can be used to improve lives of people around the world.			
Key Skills and Knowledge taught through this topic: (Intent) The topic begins by addressing common misconceptions that residents of the UK hold regarding the development of other countries. Students will be introduced to current terminology regarding development. Discussion of older terms and their origins (first world/3 rd world) and why no longer appropriate. A range of causes for underdevelopment will be discussed including the physical barriers that prevent wealth accumulation (natural disasters, land-locked, poor climates, poor soils) and human factors (colonial exploitation of natural resources, war, political ideologies e.g. communism). Students will explore how nations can get wealthier and complete a decision making exercise to give an insight into political decision making. Exploration of West Africa will allow students to understand a continent where there are more LICs, with close examination of Ghana and the cocoa industry (as a primary sector employer in the region) which allows trade and Fairtrade to operate locally.			
Prior Learning: (Context) KS2: Human geography, including: types of settlement and land use, economic activity including trade links. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Future Learning: (Context) KS3: Human and physical geography human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources KS4: AQA – 8035 3.2.2 – The Changing Economic World	National Curriculum Links: (Context) Geographical Skills: Interpreting data to be able to perform analysis of how developed a country is. Ability to analysis photography for meaning. Comparing nations to determine how effectively they have been handled by communities/governments.	
RRSA Links: 6 – Life, Survival and Development 11 – Protection from kidnapping (West African cocoa industry) 32 – Protection from harmful work (West African cocoa industry) 24 – Health, water, food and the environment 28 – Access to education	Assessment of Learning: (Impact) Students will be assessed on their ability to understand the relationship between wealth levels and key development indicators. There is a decision making exercise to give students an opportunity to demonstrate awareness of key routes to development that LICs and NEEs can utilise.		
British Values Links: Rule of Law (not always well established and followed in LICs) Democracy (not always present in LICs)			
Eco Schools Links: How can communities be rebuilt after disaster with sustainability in mind?			



Reading / Enrichment:

[Gapminder](#)

[Seneca Learning - Development](#)

[BBC Bitesize - Development](#)

Key Vocabulary: (Literacy)

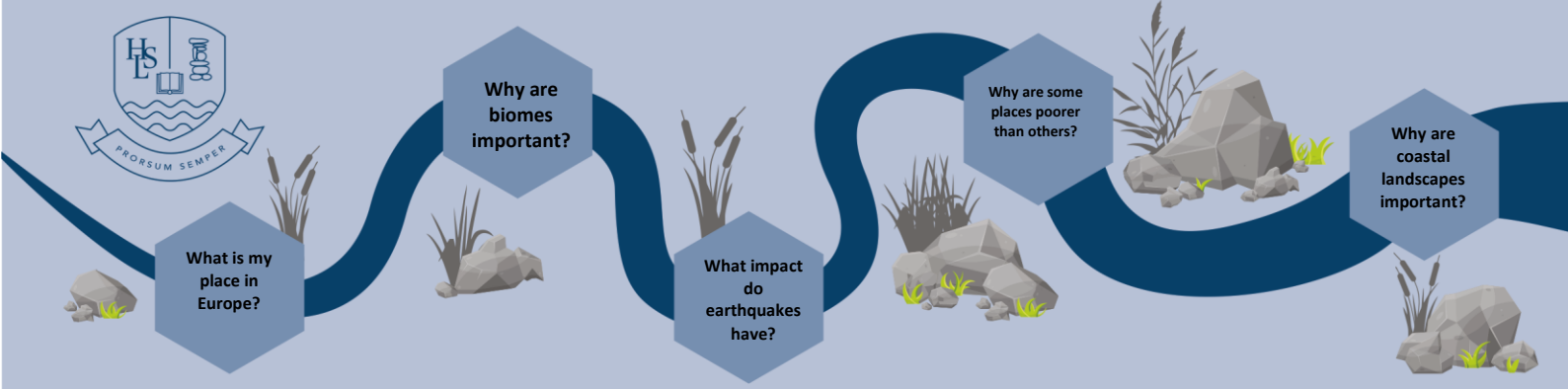
- Continent:
- Development:
- Desert:
- Gross Domestic Product:
- Gross National Product:
- Mortality:
- Human Development Index:
- Interdependence
- Exports
- Imports
- Fairtrade
- Development
- Sweatshops
- Exploitation
- Transnational Company
- Trade

Numeracy Opportunities:

- Use of data to plot relationships on scattergraphs
- Understanding positive and negative correlations.
- Using numeracy to determine a budget for development for countries (decision making exercise)
- Chocolate Game – balancing budgets

Career Links:

- Charities that support development around the world and provide aid to those who need it.
- Consulates advising governments about wealth accumulation.



Subject: Geography		Year Group: Year 8		Term: Summer Term 6	
Module/Theme: Why are coastal landscapes important?					
Topic Outline & Aims (Intent) To give students a clear understanding of coastal environments around the world but specifically in the UK as an island nation, looking at the reasons for erosion and weathering of our coastlines and how these natural processes shape the landscapes and landforms. Students will examine the impact of erosion on people's lives at the coastline, including the need to protect coastal settlements. Students will understand how different management approaches can be tailored to the needs of communities.					
Key Skills and Knowledge taught through this topic: (Intent) The topic begins by helping students to understand various processes of erosion, that occur at the coastlines and students will understand how different parts of the UK are exposed to destructive or constructive wave patterns. Landforms of erosion will be explored, including wave-cut platforms, headlands and bays and cave/stack/arch systems. Landforms of deposition will be discussed including beaches and sand-dunes. The links between coastlines and rivers will be explored. Students will then study methods of coastal protection, before applying their learning to a tourist town in Devon (Teignmouth) which is under constant attack.					
Prior Learning: (Context) KS2: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Future Learning: (Context) KS3: "understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time" Human and physical geography understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts KS4: AQA – 8035 3.1.3 – Physical Landscapes of the UK		National Curriculum Links: (Context) Geographical Skills: Map skills, using OS maps in order to understand land-use at the coast and be able to identify features of the landscape. Ability to analysis photography for meaning. Evaluation of data to decide on appropriate course of action for a coastal settlement.	
RRSA Links: 6 – Life, survival and development 24 – Health, water, food and environment		Assessment of Learning: (Impact) Students will be assessed on their ability to understand the processes of erosion/deposition at the coastline, to understand the sequences of events that lead to coastal landform formation. Students will complete a decision making exercise, so that they can explore how a coastal town can be protected, this is a composite task requiring clear knowledge and understanding of various components including coastal erosion processes, demonstration of map skills to interpret land-use from OS maps, understanding of coastal management techniques. Their evaluative skills will be assessed through this.			
Eco Schools Links: How can coastlines be protected without causing harm to wildlife or ecosystems.					
Reading / Enrichment: Time for Geography – Coastal video collection Seneca Learning – Coastal Landscapes BBC Bitesize – Coastal Environments		Key Vocabulary: (Literacy) Constructive Wave, Destructive Wave Fetch, Hydraulic Action/Power Abrasion, Attrition, Solution Swash Backwash Headland Stack Wave Cut Platform Coastal Management		Numeracy Opportunities: Using numeracy to determine a budget for coastal management.	Career Links: Disaster relief Civil Engineering – coastal management RNLI – lifesaving at the coast, Coastguard Royal Navy