



# Curriculum Overview

## Curriculum Area: Geography Year: 8

### **Year 8 Curriculum:**

#### **Autumn Term: Rivers**

Rivers are a vital part of our world, and this unit considers the importance of rivers from different perspectives. Pupils will look at the importance of rivers in the water cycle and in shaping the landscape through physical processes. They will study the importance of rivers to human life. Pupils will understand the challenges involving rivers by learning about flooding hazards and drought and the conflicting demands on rivers. They will also look at opportunities for the future and how these can be maximised by careful management of river systems.

#### **Autumn Term: Development**

Pupils will tackle the concept of development and how it can be interpreted, measured and compared at a global scale. Pupils will see the world and the complexities of development as a constantly changing concept. The concept of 'quality of life' will be discussed from both an economic and social perspective. Pupils will recognise the multiple definitions of development and that a range of factors including gender can be used to explain inequalities. Pupils will progress their understanding of economic activity to understand how the UK developed.

#### **Spring Term: Population**

Pupils will learn about world population distribution and how it is changing. Pupils will examine how some countries are attempting to control population growth and decline and assess their success. We will examine both push and pull factors of migration. A final focus will be the increasing trend of urbanisation and its impact.

#### **Summer Term B: Coasts**

This unit focuses physical geomorphological processes of erosion, deposition, and transportation. We will concentrate on marine and sub-aerial processes at the boundary where the land meets the sea, applying the examples of the Holderness Coastline. Pupils will consider how coastal areas are used and the delicate relationship that humans have with coastal areas. We will also examine how humans are influenced by sea flooding and erosion, as well as explaining coastal management and the costs and benefits of this.

### **Links to National Curriculum**

**Locational knowledge** - Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China and India) and their environmental regions, key physical and human characteristics, countries and major cities.

**Place knowledge** - Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia; the human and physical features along the long profile of the River Tees, flooding urban areas within the UK; the impact of urbanisation on Southampton, the coastal features along the Holderness Coastline,

**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 rivers, weather and climate, rocks, weathering, coastlines and in Human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; the use of natural resources and economic, technological and political development in an LIC/NEE.

Understand the coastal processes that give rise to key physical and human geographical features of the world, how these are interdependent and change over time.

Understand how human and physical processes interact to influence, and change coastal landscapes and environments.

**Geographical skills and fieldwork** - Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge, interpret Ordnance Survey maps and use Geographical Information Systems (GIS) to view, analyse and interpret places and data in a variety of ways.

### **Knowledge and understanding of this curriculum will be assessed by:**

End of unit knowledge assessment on Rivers.

End of unit knowledge assessment on Development.

End of unit knowledge assessment on Populations.

End of unit knowledge assessment on Coastlines.

Knowledge quizzes – lesson by lesson

### **Powerful Knowledge/Cultural Capital Opportunities**

Use a variety of maps to investigate the features of places on a local and global scale. Extend locational knowledge and awareness. Develop a sense of place and identify physical and human features and how these interrelate.