

Year 8 (2021-2022) Curriculum Overview Plan: (GEOGRAPHY)

Autumn T1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: What is the economy?</p> <p>Knowledge: Students will investigate The changing UK economy from the 1700 to modern day. They will look at each sector – primary, secondary, tertiary and quaternary in turn. They will then apply this knowledge to real world examples, from the UK ‘s farming industry to investigating Apple as a TNC, and how</p>	<p>Key Theme: What is development?</p> <p>Knowledge: Students will look at how we classify countries according to development. We explore a range of indicators and discuss why HDI is the best indicator. This knowledge is used to explore why people live in poverty, and strategies to improve lives across the globe.</p> <p>Skills to be Embedded: Maps</p>	<p>Key Theme: What are natural hazards?</p> <p>Knowledge: Students will know what the difference is between a natural hazard and a natural event and link back to weather hazards taught in Year 7. They will then explore the planet’s composition. Exploring the journey from being Pangaea to modern day continents. We will investigate what happens at the three types of plate boundary, before an in-depth study of the Japanese earthquake and tsunami of 2011. They will end this topic exploring why people choose to live in hazardous zones and use real world examples such as Mt Etna.</p> <p>Skills to be Embedded: Maps locations, interpreting photographs, hazard mapping, describing distributions (TEA), photograph interpretation, describing and explaining literacy skills.</p>	<p>Key Theme: What are biomes?</p> <p>Knowledge: Students will take a journey across the globe looking at biomes. They will explore the climate, adaptations and threats to different biomes including: tropical rainforests, tundra and coral reefs.</p> <p>Skills to be Embedded: Maps locations, interpreting photographs, lines of latitude and longitude, climate graphs descriptions and analysis.</p> <p>Links to Prior Learning: Geographical locational knowledge (Y7), link to weather and climate (Y7), link to development (Y8)</p> <p>Key Assessment Pieces: Plant/Animal Adaptation creation peer assessment.</p>		

<p>an iPhone impacts people in the Democratic Republic of the Congo to the USA and China.</p> <p>Skills to be Embedded: OS maps, 4/6 figure grid references, interpreting map, photographs, distribution, graphs analysis.</p> <p>Links to Prior Learning: Geographical locational knowledge, Link back to settlement in Year 7.</p> <p>Key Assessment Pieces: Haribo location – peer assessed</p>	<p>locations, interpreting photographs, population pyramids, graphs analysis, choropleth maps.</p> <p>Links to Prior Learning: Geographical locational knowledge, link to previous term ‘what is economy?’ and ‘what is settlement?’ in Year 7, population, settlements.</p> <p>Key Assessment Pieces: Choropleth data analysis/ Scatter graph. Peer assessed</p> <p>Tier 3 Vocabulary Vault: HDI, GNI,</p>	<p>Links to Prior Learning: Geographical locational knowledge (Y7), physical effects on people and place (development Y8), climate change (Y7).</p> <p>Key Assessment Pieces: destructive plate boundary in depth diagram and explanation.</p> <p>Tier 3 Vocabulary Vault: Volcanoes, earthquakes, mantle, crust, core, tectonic plate, destructive, conservative, constructive, pyroclastic flow, lahars, magma chamber, lava, oceanic, continental.</p> <p>Reading Exposure: Use of variety of texts such as from textbooks, case studies, powerpoints, peer assessment, repetition, key vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, hinge questioning, GEOG starters,</p>	<p>End of Year assessment, recall all of KS3 so far.</p> <p>Tier 3 Vocabulary Vault: canopy, buttress, evaporation, condensation, convectional rainfall, adaptations, deforestation, mitigation, humid, arid.</p> <p>Reading Exposure: Use of variety of texts such as from textbooks, case studies, powerpoints, peer assessment, repetition, key vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, hinge questioning, GEOG starters, recapping and recalling previous lessons, modelling.</p>
---	--	--	---

<p>Tier 3 Vocabulary Vault: Primary, secondary, tertiary, quaternary, poverty, advertising, transportation, economy, capital, GDP, wealth, TNC's.</p> <p>Reading Exposure: Use of variety of texts such as from textbooks, case studies, powerpoints, peer assessment, repetition, key vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to</p>	<p>Indicators, sustainable, development, poverty, choropleth.</p> <p>Reading Exposure: Use of variety of texts such as from textbooks, case studies, powerpoints, peer assessment, repetition, key vocab use, current news articles.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Linking back to world maps, hinge questioning, GEOG starters, recapping and recalling</p>	<p>recapping and recalling previous lessons, modelling.</p>	
---	---	---	--

<p>world maps, hinge questioning, GEOG starters, recapping and recalling previous lessons, modelling.</p>	<p>previous lessons, modelling</p>		
---	------------------------------------	--	--