Year 8 Curriculum Intent 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	**Weather and Climate** *Locational and place knowledge.* *Physical geography.*	**Population** *Locational and place knowledge.* *Human geography.*	**Africa** *Locational and place knowledge.* *Physical geography.* *Human geography.*		**Rivers and Coasts** *Locational and place knowledge.* *Physical geography.*	**Geographical Enquiry** *Geographical skills and fieldwork.*
Knowledge & Understanding *(National Curriculum)*	Physical geography relating to: weather and climate. 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.	Human geography relating to: population and urbanisation. Develop their current understanding population dynamics and issues in the UK. Extend their locational knowledge and deepen their spatial awareness of the world's countries by exploring population dynamics in contrasting locations.	Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa. A focus on environmental regions, including hot deserts, key physical and human characteristics, countries and major cities. Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa. Physical geography relating to: geological timescales and plate tectonics and weather and climate. Human geography relating to: population and urbanisation and international development.		Physical geography relating to: hydrology and coasts. Understand how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems.	Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Assessment	End-of-unit summative assessment (teacher-assessed).	Y8 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	Mid-unit summative assessment, extended writing task (teacher-assessed). End-of-unit summative assessment (teacher-assessed).		Y8 exam (cumulative, all taught key concepts assessed). Teacher-assessed.	Enquiry workbook (teacher-assessed).
Why this? Why now?	This unit of work will aim to introduce students to the concepts of weather and climate and develop their understanding of the factors that influence these. Students will learn the difference between weather and climate, the elements of the weather that can be recorded and	This unit of work focuses on the changes that have occurred in both the global and local populations. It helps the students to better understand the diverse world we live in and how this will impact upon their future whilst also developing a range of geographical skills including analysis,	This unit of work aim to introduce students to the huge variation in geography that exists within the complex continent of Africa. Whilst providing a framework for young people to understand what is going on in the continent, the aim of each lesson is to involve them in the lives of people living in Africa, rather than just looking at the continent from the outside. Ultimately, students will learn that improving people's lives in a continent that is often perceived to be a 'hopeless case' is dependent on a range of physical and		This unit will focus on introducing students to the dynamic nature of physical processes and systems, and human interaction within them. The unit will aim to develop an understanding of geomorphological, biological and meteorological processes and features in different	Geographical enquiry is a fundamental skill in geography required at all levels. In GCSE it is assessed in paper 3 making up half of the written examination. The unit is completed at the end of the year due to the weather being more favourable for fieldwork to collect primary data.

	the various instruments at our disposal to do this. They will also develop their understanding of the factors that influence weather and microclimates, applying their understanding of microclimates to our local school environment. Students should already have an awareness of weather and the elements of the weather. This particular unit links to elements of the Challenge of Natural Hazards (Unit A of AQA GCSE paper 1) and The Living World (Unit B of AQA GCSE paper 1) and will introduce students to extreme weather, factors influencing weather and climate and world climate zones.	classification and evaluation which are needed for GCSE and beyond. This unit builds upon students' prior learning from year 7 where they studied population through the people of the UK. In terms of future learning, this topic Links to Urban Change in the UK and The Changing Economic World both of which are topics that are taught for the AQA GCSE paper 2.	human factors both within the individual countries, across the continent and on an international scale. The unit will focus on introducing and exploring the differences in the landscape, climate, population and development within Africa. Students should already have an awareness of the difference between Physical and Human Geography. They should be able to describe and understand key aspects of climate zones, biomes, vegetation, rivers and mountains. They should also have an awareness of population, how we measure it and the impacts of dense/sparse populations. This particular unit links to the Living World (Unit B of AQA GCSE paper 1) and will help students to understand the hot desert climates, world biomes and deforestation. It also links to The Changing Economic World (Unit B of AQA GCSE paper 2) and will help students to understand that some LIC's and NEE's are experiencing rapid economic growth and development which leads to various social, economic and environmental impacts.	environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. After assessing progress through remote learning during half term 3 and 4 whilst studying Africa, this topic will help students to improve their analytical and description skills. In particular it will look to build upon their understanding of how to describe and interpret graphs, maps and photographs. This unit links to the Physical Landscapes (Unit C of AQA GCSE Paper 1) and will help students to understand the changing UK landscape and how it is shaped and influenced by a range of processes such as erosion, weathering and deposition. It also links to AQA GCSE Paper 3-Issue Evaluation and Fieldwork.	
Skills & Characteristics	This unit will develop a range of skills and characteristics including but not limited to;	This unit will develop a range of skills and characteristics including but not limited to;	This unit will develop a range of skills and characteristics including but not limited to; • Using and interpreting political and physical maps • Labelling and annotating maps and photographs • Completing climate graphs • Writing descriptively and analytically	This unit will develop a range of skills and characteristics including but not limited to;	This unit will develop a range of skills and characteristics including but not limited to; • Describing locations

	• Using and interpreting physical maps • Interpreting and completing Climate graphs. • Annotating photographs • Team Work • Aiming High • Problem Solving	• Interpreting and annotating population pyramids • Writing descriptively and analytically • Evaluation • Team Work • Aiming High • Problem Solving	• Teamwork • Creativity	• Using and interpreting political and physical maps • Four and six figure grid references • Describing landscape and land use using photographs to support • Writing descriptively and analytically • Teamwork • Problem solving.	• Asking geographical questions • Collecting primary data • Drawing field sketches • Drawing a range of graphs • Using GIS • Analysing data • Problem solving • Teamwork • Creativity
Aspirations & Careers	Potential aspirations and careers explored in this topic include but are not limited to; • Meteorologist • Climatologist • Storm Chaser • Environmental Scientist • Teacher • Bee Keeper • Oceanographer • Wind Turbine Technician	Potential aspirations and careers explored in this topic include but are not limited to; • Demographer • Statistician • Data Analyst • Population Health Analyst • Teacher	Potential aspirations and careers explored in this topic include but are not limited to; • Data Analyst. • Statistician. • Meteorologist. • Demography and population studies. • Environmental Consultant. • Teacher. • Planning and Development Surveyor. • Tourism Officer. • Sustainability Consultant. • Cartography	Potential aspirations and careers explored in this topic include but are not limited to; • Coastal Modeller • Civil Engineer-Flood and Coastal • Flood Modeller • Sustainability Co-ordinator • Flood Warning and Informer • Hydraulic Modeller • Catchment Manager • Data Analyst. • Statistician. • Meteorologist. • Demography and population studies. • Environmental Consultant. • Planning and Development Surveyor. • Sustainability Consultant. • Cartography	Potential aspirations and careers explored in this topic include but are not limited to; • Research and development officer • Police officer • Environmental manager • Statistician • Data analyst