

Inspire, Challenge, Enrich

Department mission/curriculum statement: The Geography department aims to develop inquisitive students who appreciate the wonderful diverse nature of the planet. We want them to make sense of the world at a local and national level but appreciate places in the wider world. To become empathetic global citizens who understand their responsibility towards the rest of humanity and the planet. They can critically evaluate how people can affect the world and how the world can affect humans

Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	What is development?	Population Population distribution, change and structures.	What happens where the land meets the sea? To understand how the processes of erosion, transportation and deposition can create landforms over time. Coastal Management Strategies	A detailed Case study of Asia	Volcanoes and earthquakes.	Sustainable Cities What happens where the land meets the sea?
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Define and measure development. To understand patterns of world development. To understand the actions taken by individuals, governments to reduce the development gap. Use of photographs, choropleth maps, data, pie charts, physical and human maps and the W enquiry questions.	To understand where people live and why? To understand how the structure of a country's population can change. Migration. Why is Urbanisation increasing?	To understand how the processes of erosion, transportation and deposition can create landforms over time. Coastal Management Strategies	To understand the social and environmental diversity of Asia. The impact of the Monsoon Rains. Asia's relationship with the rest of the world. To apply many of the geography graph skills to a real-life case study.	The theory of plate tectonics, hazards and hazard planning. Describing patterns on a variety of maps. Annotating diagrams. Contrast and compare.	To understand the term 'Urban Sustainability' To be able to identify the links between the urban world and the environment .
Key Vocabulary (School Improvement Priority)	Development, poverty, equality, gender, HDI, GNI, sustainability, BRICS, life expectancy, UN, Bilateral aid, sustainable development goals.	Population, distribution, density, dense, sparse, demographic transition model, population pyramids, dependency ratio, underpopulation, overpopulation, migration, push and pull factors, Burgess land use model.	Coastline, erosion, transportation, deposition, attrition, abrasion, corrosion, hydraulic action, constructive, destructive, geology, weathering, sub aerial, sedimentary, till, geomorphology, caves, arches, stacks, wave cut platform, Longshore drift, spit, groynes, hard engineering, soft engineering, hold the line	Diverse, dynamic, continent, temperature, precipitation, monsoons, low pressure, Himalayas, interception, confluence, Ganges, displacement, deforestation, biomes, population pyramids, urbanisation, interdependent	Plate tectonics, boundaries, divergent, convergent, epicentre, crater, vent, magma chamber, cones, deformation, remote sensing, pyroclastic flow, slab pull, hot spot mid oceanic ridge, subduction.	Freiburg, Curitiba, CO2, Management, traffic congestion, 'bee stops', sustainability, economic, social, environment, future proofing Coastline, erosion, transportation, deposition, attrition, abrasion, corrosion, hydraulic action, constructive, destructive, geology, weathering, sub aerial, sedimentary, till, geomorphology, caves, arches, stacks, wave cut platform, Longshore drift, spit, groynes, hard engineering, soft engineering, hold the line
Extended Writing / Disciplinary Reading (School Improvement Priority)	Description and appraisal of using Gross National Income to measure the world's development Guided Reading: Inequality in a photograph	Evaluate China's One Child Policy Guided Reading: Why has population increased so much? Guided Reading: Tale of two countries: Japan and Afghanistan	Holderness Coast Report Guided Reading: Britain's disappearing coastline: 'Right now we abandon people'	Explain why the monsoon is so important to the economy of India Guided Reading: China's Belt and Road Initiative	Nepal Earthquake 2015: Report: Who, What, Where, Why and When Challenge: Where the effects natural or human made? Guided Reading: Japan 2011 Earthquake	'Bee Stop' Suggest how developments such as this can help urban areas to become more sustainable Guided Reading: Freiburg, Urban Sustainability
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	The Bolivia Report (Formative) Development Test (Summative)	End of Term Population Assessment One Child Policy Evaluation	Coasts Test Holderness Coast Report	Whole School Year 8 Assessment Are the Monsoon Rains a blessing?	Volcanoes and Earthquakes Recall Quiz (Summative) Nepal Earthquake Report (Formative)	Population and sustainable cities: The Bee Stop Sustainable Cities Knowledge Quiz