

YEAR 8 GEOGRAPHY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

We aim for all students to acquire and develop locational knowledge and spatial awareness of the world's countries, place knowledge, processes of human and physical geography and geographical skills and fieldwork. We cover the ambition of the national curriculum.

The curriculum empowers pupils to be able to apply this knowledge, whilst engaging pupils in practical geography and discussion, such that they are equipped with the knowledge and skills required to complete further study, be responsible citizens and make informed decisions in their lives.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Topic	Coasts	Population	Weather and Climate	Global warming	Resources
Core Knowledge/ Threshold Concept	Students should be able to describe different types of erosion. Students should be able to show how coastal features form such as Headlands, cracks, caves, arches, stacks & stumps. Students should be able to describe how beach material moves along the coastline. Students should be able to describe how sand dunes form. Students should be able to explain how sea defences protect the coast and how they affect the coastline. Students should be able to give examples of how	Students should be able to describe how and why world population has grown over time. Students should be able to describe where does everyone lives. Students should be able to describe What the Demographic transition model is and what it shows. Students should be able to describe population structure And population pyramids. Students should be able to describe the impacts of rapid population growth. Students should be able to describe the types of migration and what impacts it has Students should be able to describe the impacts of and aging and youthful populations.	Students should be able to describe the difference between weather and Climate and how we measure the weather. Students should be able to describe Factors that influence weather. Students should be able to describe the weather caused by different air pressures. Students should be able to describe types of rainfall and clouds. Students should be able to describe UK extreme Weather events Students should be able to describe the anatomy of a hurricane and the effects and responses.	Students should be able to describe how we know the climate is changing. Students should be able to describe how the climate changes naturally, the Greenhouse effect and how human activity is having an effect. Students should be able to describe the impacts of climate change globally Students should be able to describe food miles. Students should be able to describe types of energy and its pros and cons. Students should be able to describe what makes a house Environmentally friendly. Students should be able to describe what Mitigation	Students should be able to describe the distribution of Resources Students should be able to describe the UK demands on food, water and energy. Students should be able to describe the global food supply and demand issues, food insecurity and Strategies to increase world food supply. Students should be able to describe sustainable food production. Students should be able to describe the global water supply and demand issues, water insecurity and Strategies to increase world water supply. Students should be able to describe the global energy

	coastal retreat affects an area (Holderness coast) Students should be able to describe how coral reefs are created and damaged and how to protect them.	Students should be able to describe China's population and why the One child policy was necessary. Students should be able to describe the impacts of falling birth rates and how Singapore are trying to increase birth rate	Students should be able to describe how tornadoes happen and their impacts. Students will complete a Microclimate Investigation Huntcliff microclimate. (can be moved depending on weather)	and adaptation strategies are. And how effective they may be at dealing with the "climate crisis".	supply and demand issues, energy insecurity and Strategies to increase world energy supply.
Why this learning now?	How coasts shape the landscape – This will build on the ideas from year 7 rivers and glaciation as the students use that knowledge to explain the changes on coastlines.	Population changes – This will build on the basic ideas picked up in development about population changes and firm up understanding about why population is growing and where	Weather – This will develop from the ideas in year 7 the UK where we gain an understanding of UK weather. Linking to ideas of global weather patterns and extreme weather events	Climate change – This links directly to the weather topic and develops the ideas around why weather is becoming more extreme and what we can do to minimise these issues	Resource Management – This will develop ideas from year 7 about development and impact of the lack of clean water and focus on the global issues of resources and how they impact around the world
Assessment Opportunities:	Every lesson has some of: A recall starter A plenary task Modelling WINS tasks to develop understanding Guided reading Each end of unit assessment has: 20 marks based on recall questions & answers (based on the knowledge organisers) 20 marks of multiple-choice questions 20-25 marks of extended answer questions (with some synoptic content)				
Learning at Home	- Homework will be set and teacher assessed fortnightly. Homework is recall based and will be on educate.				
Key Vocabulary	Hydraulic Action Prevailing wind Hard engineering	Demographic Urbanisation Refugee	Depression Anemometer Coriolis	Mitigation Greenhouse gasses Deforestation	Malnourishment Reservoir

Spiritual, Moral, Social and Cultural concepts covered	The Geography curriculum provides students with the opportunity to learn about and discuss current issues, whilst developing their skills of enquiry and research. Students will be supported to be critical consumers of information and will learn how to consider the relevance of where information comes from, in order to assess its reliability and usefulness. More specifically, concepts covered are: Spiritual - Moral – Differences in development Social – British values Cultural – Being British, Migration				
Links to careers and the world of work	Each topic has a spotlight on a particular STEM role or career. This will be explored, using a guided reading approach. In Year 8, the students will learn about: Biotechnology, Planetary science, Data science, Accident & emergency medicine, Anthropology and Astronomy.				