

Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws upon prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition: to know... That (declarative) how to (procedural)	Department priorities (extended writing, map skills, metacognitive strategies)	Homework	Key Tier 3 vocabulary	Skills and enrichment opportunities
1 Europe Weather and Climate	<p>Links to Year 7 'what is Geography?' and locational skills. Corrects potential misconceptions about countries/continents. Improves locational knowledge and physical/human interaction. Builds on cartography skills.</p> <p>Laddering Introduces key and core understanding of weather trends and climate distributions needed for Edexcel B Paper 3</p>	<p>...That continents are different to countries</p>		Keyword / definition	Country, Continent, North America, South America, Europe, Asia, Africa, Oceania	<p>a) <u>Numeracy</u> Evaluation Measurement Graph construction and interpretation Hypothesis</p> <p>b) <u>Literacy</u> Description Explanation Exam question technique</p> <p>c) <u>Reading</u> Map Reading Use of Atlas Key Stage 3 Textbook</p> <p>d) <u>Cultural Capital</u> Knowledge of European countries / flags & location Investigating local area</p> <p>e) <u>Links to National Curriculum</u></p>
		<p>... that there are many physical features located within Europe ... how to locate physical features such as rivers and mountain ranges accurately on a map of Europe</p>	<p>'Evaluate' – summative task introducing metacognitive strategies to evaluate factors</p>		River, Sea, Ocean, Country, Europe	
		<p>... That weather and climate are different and climate zones vary around the world.</p> <p><i>What is the difference between weather and climate? What are the different climate zones around the world and where are they? What are their characteristics?</i></p>	<p>'Compare' – similarities and differences</p> <p>'Describe' – using metacognitive TEA strategy</p>		Weather, climate, distribution, atmosphere, Polar, Arid, Temperate, tropical, Mediterranean, Alpine, Mountains, Average	
		<p>... How to measure different types of weather using different pieces of equipment</p> <p>Why do we measure weather? <i>What methods are there for measuring weather? How</i></p>	<p>Measuring weather - 8 mark questions</p>	FROG keyword test	Temperature, wind speed, pressure, sunlight, rain gauge, thermometer, barometer, anemometer, Beaufort scale, wind vane, Oktas scale, visibility metre	

		<p><i>effective are different measurement methods?</i></p> <p>... That anti-cyclones and depressions can affect climate</p> <p>What are anti-cyclones? What is a depression? How do anti cyclones and depressions affect the weather? What do AC and D look like on a weather chart? What is the difference between high and low pressure?</p>				<p>The topic focuses specifically on weather & climate as specified in the national curriculum, Fieldwork skills including data collection and interpretation as well as analysis of findings. Extends locational knowledge and deepens spatial awareness of the world's countries. Focus given to contrasting geographical regions including desert and polar regions.</p>
		<p>... That air pressure and the sun's rays can affect global climate zones in different ways</p> <p>Why are some parts of the earth warmer than others? How does the sun's energy change as you move from the equator? How does pressure affect the weather, what does low pressure do, what does high pressure do, how can we use temperature and pressure to explain the world's climate zones</p>		Climate graph homework (written homework)	Pressure, Concentration, climate, energy,	
		<p>...that the UK has a number of extreme weather events each year.</p>	'Assess' ranking task – practice ordering factors in importance of significance		Extreme weather, droughts, flooding, storms, impacts, responses	
		<p>...that air pressure and the sun's rays can affect global climate zones in different ways</p>	'Explain' BLT method to be used		Low pressure, high pressure, global atmospheric circulation, pressure, climate, energy	

		<p>...that the Beast from the East was an extreme weather event in the UK in 2018</p>	<p>'Evaluate' using metacognitive planning template</p>		<p>Cause, impact, response, flood, low pressure,</p>	
		<p>... That plants and animals have to adapt to survive in their environment.</p> <p><i>How and why do plants and animals adapt to the environment they are in? What kind of adaptations exist? How does this change depending on the climate?</i></p>	<p>Adaptation – 4 mark question</p>	<p>FROG EOT quiz</p>	<p>Adapt, adaptation, environment, temperature, weight, size, shape, defence, attack, predator, prey,</p>	
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2 Development	<p>Links to</p> <p>Concepts relating to development in Year 7, 'Tourism'. Locational knowledge developed within 'What is Geography?', Year 7 and 'Europe, weather and Climate', Year 8. Links to the understanding of differences between Human and Physical Geography in year 7.</p>	<p>... That development can be different around the world</p> <p><i>What is development? What are some of the characteristics of developed and developing countries? Which countries could be considered developed/developing?</i></p>		Keyword / definition	Development, developing, developing, characteristics, life expectancy, literacy rate, GDP Per Capita, population	<p>a) <u>Numeracy</u></p> <p>b) <u>Literacy</u></p> <p>Explanation</p> <p>Description</p> <p>Exam question technique</p> <p>Extended writing planning</p> <p>c) <u>Reading</u></p> <p>Key Stage 3 Textbooks</p> <p>Atlas Reading</p> <p>Map Reading</p> <p>d) <u>Cultural Capital</u></p>
		<p>... That there are different factors which can affect development</p> <p><i>What kind of things can affect the development of a country? What are living standards? What is quality of life?</i></p>			Living standards, Quality of life, basic needs	

<p>Laddering ... Introduces key concepts vitally important for Edexcel B paper 1. Introduces key concepts such as life expectancy and the links between development and health care studied in Year 9, 'Disease'.</p>	<p><i>What kind of things affect quality of life and living standards?</i></p>				<p>Understanding wealth and development differences across the world.</p>
	<p>... How to analyse maps to show changes in development by comparing recent and historical examples.</p> <p><i>How can we map development? How have we mapped development through time? What are the issues with mapping development the way we have? What is the Brandt line?</i></p>			<p>Brandt line, world system, GNI per capita</p>	<p>Understanding differences between Developing and Developed countries Knowledge of history and links between some developed and developing countries. e) <u>Links to National Curriculum</u></p>
	<p>... That we use development indicators to measure development</p> <p><i>How can we measure development? What are the seven development indicators? How do these differ within developing and developed countries?</i></p>		<p>Written homework</p>	<p>Death Rate, Birth Rate, People per Doctor, GDP, Literacy Rate, Infant mortality rate, Life Expectancy, Human Development Index</p>	<p>Case study within Africa (Ghana) Case Study within Asia (China)</p>
	<p>... That there are barriers to development around the world</p> <p><i>What is the development gap? Why are some countries more developed than others? What could stop a country from developing?</i></p>	<p>Barriers to development 4 mark question</p> <p>Guided reading 3</p>		<p>Development barriers, disasters, climate, trade, corruption, colonies, natural resources, arable land, industry</p>	

		<p>... That the UK and Ghana are different in a number of ways.</p> <p><i>How does Ghana compare to the UK? How are Ghana and the UK different/similar? What factors have affected how developed Ghana and the UK have become? How might the UK have affected Ghana's development level?</i></p>		FROG quiz	Contrast, industry, colonialism, climate, natural resources, navy	
		<p>...that globalisation has led to the world becoming increasingly interconnected and TNCs have helped countries to develop</p>	<p>'Explain' questions using BLT metacognitive strategy</p> <p>'Evaluate' Using metacognitive strategies to balance positives and negatives</p>		Globalisation, TNC, Multiplier Effect, interdependence, development	
		<p>...that there are 17 global goals to try and improve development around the world.</p>	<p>'Justify' command word – using ranking metacognitive strategies to plan</p>		Sustainable, development, poverty, United Nations, challenges	

3 Coasts	Links to Refreshes and builds on erosional and depositional processes, and how humans manage these studied in 'Rivers' year 7. Builds on knowledge of 'Tourism' and its impacts studied in year 7. Laddering Builds a knowledge foundation for Physical Landscapes Edexcel B Paper 2 (key stage 4)	... That coastlines can have multiple uses <i>Why do people live on coasts? What is there to do on coasts? How has tourism affected coastal areas?</i>		Key Words Test	Coastline, pressures, tourism, tourists, developments, social economic environmental	f) <u>Numeracy</u> Evaluation Measurement Understanding cost benefit analysis (Beach Management) g) <u>Literacy</u> Description Explanation Evaluation Exam question technique h) <u>Reading</u> Key Stage 3 Textbook i) <u>Cultural Capital</u> Focus on both local and distant coastlines for comparison.
		... That there are different processes that occur along the coast <i>What process occur along the coast? How do the four erosional processes affect the coastline? How do they work? How does transportation occur along the coast? What does deposition mean?</i>			Erosion, transportation, deposition, Hydraulic action, Abrasion, Attrition, solution, longshore drift	j) <u>Links to National Curriculum</u> Understanding of key physical processes. Case Study within Asia. Ordnance survey maps used, including skills such as scale and grid references. Aerial
		... How to identify landforms of erosion and explain their formation <i>What are headlands and bays? How are they formed? How do human influence headlands and bays? How do headlands erode? What are caves arches stacks and stumps? How do they form?</i>	'Explain' 4 mark question – BLT strategy used		Landforms, erosion, headlands, bays, cave arch stacks stumps, retreat, deposition,	

		<p>... How to identify landforms of deposition and explain their formation</p> <p><i>What is deposition and how does it occur? What are some examples of deposition? How does longshore drift work? What are bars spits and tombolos and how do they work?</i></p>			<p>Spit, bar, tombolo, deposition, longshore drift, energy, material</p>	<p>photography used and interpreted.</p>
		<p>... That there are different causes, effects and responses to coastal flooding.</p> <p><i>Why does Bangladesh experience floods? What are some of the long term and short term effects of flooding in Bangladesh? What are primary and secondary effects? What were the primary and secondary effects of the floods in Bangladesh?</i></p>			<p>Cause, Effect, response, primary, secondary, short term and long term effects, immediate, future</p>	
		<p>... That there are different management strategies which can protect against flooding and erosion</p> <p><i>How do we manage erosion along the coast? What is hard and soft engineering? What examples of hard and soft engineering are there along the coast? How effective are these strategies?</i></p>	<p>‘Evaluate’ question – Metacognitive planning sheet used</p>		<p>Hard engineering, soft engineering, management, coastline, sea wall, revetments, groynes, offshore breakwater, Rock armour, gabions, Beach replenishment, dune regeneration, managed retreat</p>	

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4 Asia & The Middle East Topic	Part of National curriculum. Very relevant area, builds on development Links to ... Map skills and interpretation skills built throughout year 8 and year 7 topics. Links to key economic knowledge embedded within 'Development' topic in year 8. Human and physical geography differences links back to 'What is Geography?' in year 7. Provides a link with previous, 'Weather and Climate' topic. Laddering ... Provides knowledge foundation for AQA Paper 2, 'Resource Management' and 'Urban Challenges'. Rationale	... How to use an atlas to map political and physical features throughout Asia. <i>Where Asia and what is the landscape like? What countries are there in Asia? Is there a link between landscape and wealth in Asia?</i>		Keyword / definition	Asia, continent, diverse. Landscape, climate, distribution, population	a) Numeracy Numeracy when looking at climate graphs and resource values b) Literacy Description Explanation Exam question technique Describe the Location Exam command word interpretation Literacy in extended writing c) Reading Key Stage 3 Textbooks Atlas Reading Map Reading d) Cultural Capital Locational knowledge Knowledge of Russian culture such as history, art, theatre & music e) Links to National Curriculum Specific requirement to study Russia. GIS used to interpret place data.
		... That Asia as an uneven distribution of population <i>Where do people live in Asia? How is the population distributed in Asia? Is there a link between landscape/climate and where people live? What is the difference between sparsely and densely populated?</i>			Population, distribution, landscape, climate, sparsely, densely	
		... That Asia has a culture which is very diverse which differs to places around the world <i>What is Culture? How does culture differ around Asia?</i>			Diversity, culture	
		... How to accurately locate the Middle East and describe their main landmarks <i>Which countries make up the Middle East? What are the main landmarks in the Middle East?</i>			Distribution, Culture, Landmarks	

		<p>... That the Middle East has some key physical features</p> <p>What evidence of physical Geography can you see in the Middle East? How is this influential to location?</p>			Physical Geography, Distribution, Relief	
		<p>... That climate in the Middle East is different to the UK and a variety of biomes are found here.</p> <p><i>What is climate like on 2 locations of the Middle East? How is it different to the UK? What biomes are found here? Why?</i></p>			Biomes, climate, weather	
		<p>... How to use choropleth maps to describe population distribution and suggest reasons for any patterns</p> <p><i>How is population distributed throughout the Middle East?</i></p>		Written homework	Population, distribution	
		<p>... That the Middle East is economically significant</p> <p><i>What resources do the Middle East have? How do they rely on these? How is oil used in the Middle East? How is oil significant for the Middle East?</i></p>			Resources, significant, TNC	
		<p>... that development is varied throughout the Middle East by studying development in Qatar and Yemen.</p>	<p>‘Describe location ‘</p> <p>‘compare and contrast’ using Hyperle Thinking Maps</p>		Development, wealth, poverty, Quality of life, economy, resources	
		<p>... that Dubai has developed rapidly since 1990 and is an</p>	<p>‘Describe location’</p>		Sustainable, Environment, development	

		environmentally unsustainable city	Ranking and justifying factors using a diamond 9 metacognitive strategy			
Topic	Rationale	Knowledge acquisition: to know that			Key tier 3 vocabulary	Skills and enrichment opportunities
Crime	Links to ... Builds on earlier 'development' knowledge such as wealth & poverty studied in Year 8. Allows contextual environment for further development of the core subject skills covered so far such a comparing and completing graphs and figure interpretation. Laddering ... Allows for an introduction to knowledge relating to cold environments which is studied in year as well as at GCSE in Edexcel Paper 3.	... That environmental crime is an act that breaks environmental laws <i>What kinds of crime are there? What crimes are more serious than others? What makes some crime more severe than other? How does crime affect our planet?</i>	'Explain' question using BLT technique	Keyword / definition	Crime, affect, evaluate, severity, punishment, illegal, international	a) <u>Numeracy</u> Analysis of figures Interpretation of graphs Data Analysis Constructing graphs b) <u>Literacy</u> Explanation Description of distribution Exam question technique c) <u>Reading</u> Key stage 3 text books Map reading d) <u>Cultural Capital</u> Understanding human and physical geographical factors that may influence crimes rates. Local and national scale distribution of crime and types of crime.
		... That fast fashion creates environmental and social challenges. <i>What is fast fashion? What are the impacts of fast fashion? Who is responsible for fast fashion? Case study: Shein</i>			Fast fashion, sweat shop, ethics, environment, sustainable	
		... how we can sustainably manage fashion to reduce environmental and social issues. <i>Who is responsible for change? How do we change fast fashion processes? What effect will change have?</i>			Solutions, sustainable, environmental, social, government, individual, millennium development goals	

		<p>... that the oil industry has a significant environmental impact <i>Why are companies interested in oil? What are the risks? How did this impact on Arctic Oil extraction?</i></p>	<p>‘describe’ using TEA technique</p>		<p>crime, illegal, oil spill, international, social, economic, environmental, internal, external</p>	<p>e) <u>Links to National Curriculum</u> Analysis of GIS data used. Place knowledge extended by the study of geographical similarities and differences of places.</p>
		<p>...that oceans are vital to supporting life on earth but are under threat from human activities. <i>Why are oceans important? What are the threats to Oceans? What impacts will this have on the marine ecosystems? How effective are ocean management strategies?</i></p>	<p>‘categorise’ social, economic and environmental information</p> <p>‘Evaluate’ using metacognitive strategies</p>		<p>Ecosystems, biodiversity, management,</p>	
		<p>...that Antarctica is a protected continent but there are still environmental crimes that threaten its environment.</p>	<p>‘Describe’ – BLT technique</p> <p>‘Evaluate’ – Department metacognitive strategies</p> <p>Decision Making activities</p>		<p>Global Common, Antarctic Treaty, Climate Change</p>	

*Bridging gaps due to Covid19

Substantive Knowledge

Disciplinary Knowledge