

## 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
<b>1 Europe Weather and Climate</b>	<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><b>Laddering .....</b> Introduces key and core understanding of weather trends and climate distributions needed for Edexcel B Paper 1 and Paper 3.</p> <p>Students will practice writing to 'evaluate' a range of issues as well as practicing the</p>	<p><b>...That continents are different to countries and continents are made up of countries</b></p>		Keyword / definition	Country, Continent, North America, South America, Europe, Asia, Africa, Oceania	<p><b>a) <u>Numeracy</u></b> Evaluation Measurement Graph construction and interpretation Hypothesis</p> <p><b>b) <u>Literacy</u></b> Description Explanation <b>Exam question technique</b></p> <p><b>c) <u>Reading</u></b> <b>Map Reading</b></p> <p><b>d) <u>Cultural Capital</u></b> Knowledge of European countries / flags &amp; location Investigating local area</p> <p><b>e) <u>Links to National Curriculum</u></b> The topic focuses specifically on weather &amp; climate as specified in the national curriculum,</p>
		<p><b>... 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</b></p>	<p>'Evaluate' – summative task introducing metacognitive strategies to evaluate factors</p>		River, Sea, Ocean, Country, Europe	
		<p><b>... That weather and climate are different and climate zones vary around the world.</b></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,	
		<p><b>... How to measure different types of weather using different pieces of equipment</b></p> <p><b>Why do we measure weather? What methods are there for measuring weather? How</b></p>	<p>Measuring weather – Extended writing</p> <p>'Explain' question using BLT technique</p> <p>Comparing and contrasting different</p>		Temperature, wind speed, pressure, sunlight, rain gauge, thermometer, barometer, anemometer, Beaufort scale, wind vane, Oktas scale, visibility meter	

	skill of assessing. Skills required at GCSE.	<i>effective are different measurement methods?</i>	measuring techniques.			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.
		<b>... That anti-cyclones and depressions can affect weather</b>		Interpreting climate graphs - written	Anti-cyclone, high pressure, low pressure, isobars, depression,	
		<b>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?</b>				
		<b>...that</b> the UK has a number of extreme weather events each year.	'Assess' ranking task – practice ordering factors in importance of significance		Extreme weather, droughts, flooding, storms, impacts, responses	
		<b>...that</b> the Beast from the East was an extreme weather event in the UK in 2018	'Evaluate' using metacognitive planning template		Cause, impact, response, flood, low pressure,	
		<b>....that</b> air pressure and the sun's rays can affect global climate zones in different ways	'Explain' BLT method to be used		Low pressure, high pressure, climate,	
	<b>... That plants and animals have to adapt to survive in their environment.</b>	Adaptation – explain question	FROG quiz	Adapt, adaptation, environment, climate		
	<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>					
Topic	Rationale	Knowledge acquisition: to know that			Key Tier 3 vocabulary	Skills and enrichment opportunities

<b>2 Development</b>	<p><b>Links to ...</b>  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><b>Laddering ...</b>  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><b>... That levels of development vary across the world and different factors affect how developed an area is</b></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>	<p>Describing development distribution by using the TEA technique.</p>	<p>Keyword / definition</p>	<p>Development, developing, developing, inequality, life expectancy, literacy rate, GDP Per Capita, population</p>	<p><b>a) <u>Numeracy</u></b>  <b>b) <u>Literacy</u></b>  Explanation  Description  Exam question technique  Extended writing planning</p> <p><b>c) <u>Reading</u></b>  Key Stage 3 Textbooks  Map Reading</p> <p><b>d) <u>Cultural Capital</u></b>  Understanding wealth and development differences across the world.  Understanding differences between Developing and Developed countries  Knowledge of history and links between some developed and developing countries.</p> <p><b>e) <u>Links to National Curriculum</u></b>  Case study within Africa (Ghana)  Case Study within Asia (China)</p>
		<p><b>... That there are different factors which can affect development</b></p> <p><i>What factors can affect the development of a country? What are living standards? What is quality of life? What factors affect quality of life and living standards?</i></p>			<p>Living standards, Quality of life, infrastructure, standard of living</p>	
		<p><b>... How to analyse maps to show changes in development by comparing recent and historical examples.</b></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>Describing distribution and map interpretation.</p> <p>Comparing and contrasting different maps to display development.</p>		<p>Brandt line, world system, GNI per capita</p>	
		<p><b>... That we use development indicators to measure development</b></p>		<p>Written homework</p>	<p>Death Rate, Birth Rate, People per Doctor, GDP, Literacy Rate, Infant</p>	

		<p>How can we measure development?          What are the seven development indicators? How do these differ within developing and developed countries?</p>			<p>mortality rate, Life Expectancy, Human Development Index</p>	
		<p><b>... That there are barriers to development around the world</b></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          'Explain' question</p> <p>Disciplinary reading</p>		<p>Development barriers, disasters, climate, trade, corruption, colonies, natural resources,</p>	
		<p><b>... That the Ghana is less developed than the UK and has faced a number of barriers to development</b></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>		<p>FROG quiz</p>	<p>barrier, quality of life, standard of living, colonialism, climate, natural resources, navy</p>	

		<p><b>...that globalisation has led to the world becoming increasingly interconnected and TNCs have helped countries to develop</b></p>	<p>‘Explain’ questions using BLT metacognitive strategy ‘Evaluate’ Using metacognitive strategies to balance positives and negatives</p>		<p>Globalisation, TNC, Multiplier Effect, interdependence, development</p>	
		<p><b>...that there are 17 global goals to try and improve development around the world.</b></p>	<p>‘Justify’ command word – using ranking metacognitive strategies to plan</p>		<p>Sustainable, development, poverty, United Nations, challenges</p>	
<p><b>3 Coasts</b></p>	<p><b>Links to ....</b> 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</p>	<p><b>... That coastlines can have multiple uses with social, economic and environmental consequences and benefits</b></p> <p><i>Why do people live on coasts? What is there to do on coasts? How has tourism affected coastal areas?</i></p>	<p>Explain question using the planning sequencing tool.</p>	<p>Key Words</p>	<p>Coastline, pressures, tourism, tourists, development, social economic environmental</p>	<p><b>f) <u>Numeracy</u></b> Evaluation Measurement Understanding cost benefit analysis (Beach Management)</p> <p><b>g) <u>Literacy</u></b> Description Explanation</p>

<p>year 7 in context of coasts.</p> <p><b>Laddering ....</b> Builds a knowledge foundation for Physical Landscapes Edexcel B Paper 2 (key stage 4)</p> <p>Focus on Bangladesh case study looks forward and links to next topic, Asia and Middle East.</p>	<p><b>To know waves are created and how they affect a coastline</b></p>			<p>Prevailing wind, fetch, swash, backwash, Wave height, wave frequency, Erosion, transportation, deposition</p>	<p>Evaluation Exam question technique</p> <p><b>h) <u>Reading</u></b> <b>Disciplinary Reading</b></p> <p><b>i) <u>Cultural Capital</u></b> Focus on both local and distant coastlines for comparison.</p>
	<p><b>... That there are different processes that occur along the coast</b></p> <p><i>What processes 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></p>			<p>Erosion, transportation, deposition, hydraulic action, attrition, solution, abrasion, longshore drift,</p>	<p><b>j) <u>Links to National Curriculum</u></b> Understanding of key physical processes. Case Study Bangladesh, within Asia. Ordnance survey maps used, including skills such as scale and grid references. Aerial photography used and interpreted.</p>
	<p><b>... How to identify landforms of erosion and explain their formation</b></p> <p><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></p>	<p>‘Explain’ 4 mark question – BLT strategy used</p> <p>Disciplinary Reading – Yorkshire Coastline</p>	<p>Landforms of erosion – formation (Optional Written Homework)</p>	<p>Landforms, erosion, headlands, bays, cave arch stacks stumps, retreat, deposition,</p>	

		<p><b>... How to identify landforms of deposition and explain their formation</b></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</p>	
		<p><b>... That there are different causes, effects and responses to coastal flooding.</b></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, long term</p>	
		<p><b>... That there are different management strategies which can protect against flooding and erosion</b></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>Management of coastal Erosion Written Homework</p>	<p>Hard engineering, soft engineering, management, coastline, sea wall, groynes, Rock armour, Beach replenishment, dune regeneration, managed retreat</p>	

Topic	Rationale	Knowledge acquisition; to know that		Key Tier 3 vocabulary	Skills and Enrichment opportunities	
<p><b>4 Asia &amp; The Middle East</b> Topic</p> <p>Part of National curriculum. Very relevant area, builds on development and transition from developing to emerging countries.</p> <p><b>Links to ...</b> 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.</p> <p><b>Laddering ...</b> Provides knowledge foundation for AQA Paper 2, 'Resource Management' and 'Urban Challenges'. Rationale</p>	<p>Part of National curriculum. Very relevant area, builds on development and transition from developing to emerging countries.</p>	<p><b>... How to that</b> Asia is the largest continent made up of 48 countries. <b>To know how to</b> locate countries on a map</p> <p><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></p>		Keyword / definition	Asia, continent, physical feature, population, distribution,	
	<p>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.</p>	<p><b>... That Asia as an uneven distribution of population</b></p> <p>Where do people live in Asia? <i>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></p>			Population, distribution, sparsely, densely, evenly distributed, unevenly distributed, population density	
	<p>Provides a link with previous, 'Weather and Climate' topic.</p>	<p><b>... That Asia has a culture which is very diverse which differs to places around the world</b></p> <p><i>What is Culture? How does culture differ around Asia?</i></p>			Diversity, culture,	
	<p>Provides knowledge foundation for AQA Paper 2, 'Resource Management' and 'Urban Challenges'. Rationale</p>	<p><b>... How to that the Middle East is a region of cultural importance and famous landmarks</b></p> <p><i>Which countries make up the Middle East? What are the main landmarks in the Middle East?</i></p>			Distribution, Culture, Landmarks	
<p><b>a) <u>Numeracy</u></b> Numeracy when looking at climate graphs and resource values</p> <p><b>b) <u>Literacy</u></b> Description Explanation <b>Exam question technique</b> Describe the Location Exam command word interpretation <b>Literacy in extended writing</b></p> <p><b>c) <u>Reading</u></b> <b>Atlas Reading</b> <b>Map Reading</b></p> <p><b>d) <u>Cultural Capital</u></b> Locational knowledge Knowledge of Asian and Middle Eastern culture such as history, religion, landmarks, food and language</p> <p><b>e) <u>Links to National Curriculum</u></b> GIS used to interpret place data. Specific</p>						

						requirement in national curriculum to study Asia
		<p><b>... how to locate some physical features of the Middle East on a map</b></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><b>... That climate in the Middle East is different to the UK and a variety of biomes are found here.</b></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><b>... know that the population of the Middle East is unevenly distributed due to a number of human and physical factors</b></p> <p><i>How is population distributed throughout the Middle East?</i></p>		Written homework - Create a fact file on one Asian Country	Population, distribution, density,	
		<p><b>... That the Middle East is economically significant region in the world due to its oil reserves</b></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, fossil fuels	
		<p><b>... that development is varied throughout the Middle East by studying development in Qatar and Yemen.</b></p>	'Describe location '		Development, wealth, poverty, Quality of life, economy, resources	

			'compare and contrast' using Thinking Maps			
		<b>... that Dubai has developed rapidly since 1990 and is an environmentally unsustainable city</b>	'Describe location'  Ranking and justifying factors using a diamond 9 metacognitive strategy		Sustainable, Environment, development	
<b>Topic</b>	<b>Rationale</b>	<b>Knowledge acquisition: to know that</b>			<b>Key tier 3 vocabulary</b>	<b>Skills and enrichment opportunities</b>
<b>Crime</b>	<b>Links to ...</b> 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.  <b>Laddering ...</b> Allows for an introduction to knowledge relating to cold environments which is studied in year 9 as well as at	<b>... That environmental crime is an act that breaks environmental laws</b> <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, evaluate, illegal, international	<b>a) Numeracy</b> Analysis of figures Interpretation of graphs Data Analysis Constructing graphs  <b>b) Literacy</b> Explanation Description of distribution Exam question technique  <b>c) Reading</b> Map reading  <b>d) Cultural Capital</b> Understanding human and physical geographical factors that may influence crimes rates. Local and national scale distribution of crime and types of crime.
		<b>... That fast fashion creates environmental and social challenges.</b> <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, overconsumption	
		<b>... how we can sustainably manage fashion to reduce environmental and social issues.</b> <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	

GCSE in Edexcel Paper 3.	<p><b>... that the oil industry has a significant environmental impact</b>  <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>oil spill, international, social, economic, environmental</p>	<p>e) <b><u>Links to National Curriculum</u></b>          Analysis of GIS data used. Place knowledge extended by the study of geographical similarities and differences of places.</p>
	<p><b>...that oceans are vital to supporting life on earth but are under threat from human activities.</b>  <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   ‘Evaluate’ using metacognitive strategies</p>	<p>Ecosystems, biodiversity, management,</p>	
	<p><b>...that Antarctica is a protected continent but there are still environmental crimes that threaten its environment.</b></p>	<p>‘Describe’ – BLT technique  ‘Evaluate’ – Department metacognitive strategies  Decision Making activities</p>	<p>Global Common, Antarctic Treaty, Climate Change</p>	

\*Bridging gaps due to Covid19

Substantive Knowledge

Disciplinary Knowledge