



Subject: Geography

Lead Teacher: Mr J Pimm

Year: 8

Curriculum organisation

Students are taught in mixed groups of **30** for **two** hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	<ul style="list-style-type: none"> Development Globalisation 	<ul style="list-style-type: none"> What do we mean by 'development'? How is development measured? What factors influence development? An evaluation of small and large scale development projects. What is globalisation? How has globalisation influenced our lives? Who are the winners and losers? What are the alternatives? 	<ul style="list-style-type: none"> Development Development indicators Human Development Index NGOs and charitable organisations Aid Globalisation Transnational corporations Fair trade 	<ul style="list-style-type: none"> Evaluation skills, presenting a balanced argument. Analytical skills comparing countries Using case studies to support our understanding Map/graph skills including choropleth maps and population pyramids 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Watching short video clips Research tasks Debate
Spring Term	<ul style="list-style-type: none"> Energy and Resources Climate change 	<ul style="list-style-type: none"> What are resources? What are renewable and non-renewable sources of energy? How are fossil fuels formed? How is electricity generated? What are the advantages and disadvantages of different energy sources? What happened at Chernobyl? What is the evidence for climate change? What are the causes, impacts and responses to climate change? How can cities be more sustainable? 	<ul style="list-style-type: none"> Basic, renewable, non-renewable sources Nuclear energy Thermal power Climate change Enhanced greenhouse effect Natural and anthropogenic climate change Mitigation and adaptation Sustainable cities 	<ul style="list-style-type: none"> Evaluation and providing both sides of an argument Debating skills Focused and targeted research skills Assessment of the relative importance of several factors 	
Summer Term	<ul style="list-style-type: none"> The Middle East Rivers 	<ul style="list-style-type: none"> Where is the Middle East? What is the physical geography of the Middle East? What is the hot desert biome and how have plants and animals adapted to this? How have humans adapted to the hot desert? Should the 2022 World Cup have been awarded to Qatar? What is a drainage basin? 	<ul style="list-style-type: none"> Climate and world biomes Plant and animal adaptations Economic and social opportunities and challenges Physical processes, erosion, transport, deposition River long and cross profiles Storm hydrograph and factors affecting it 	<ul style="list-style-type: none"> Explaining processes in a logical order Analysing geographical landscapes Creating balanced arguments Focused research skills 	

		<ul style="list-style-type: none"> • What river processes are at work? • How do Rivers change? • What are the impacts and responses to flooding? 	<ul style="list-style-type: none"> • Hard and soft engineering. 		
Equipment needed for lessons			How will learning and progress be assessed?		
<ul style="list-style-type: none"> • Standard school stationery • Exercise book • Calculator 			<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities 		
Extension & Enrichment opportunities			What can you do to support your child?		
<ul style="list-style-type: none"> • SustainNGHS consider how we can make our activities in school and further afield more sustainable so that we all work together to look after our planet • Websites which can be used to extend knowledge and reading <ul style="list-style-type: none"> ○ https://www.nationalgeographic.com/ ○ https://www.rgs.org/ 			<ul style="list-style-type: none"> • Watch news reports of current Geographical issues e.g., issues around climate change, or development solutions • Discuss world news events, especially those regarding the environment and climate change. 		
Inclusion			Inclusion within year 8 geography		
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 			<ul style="list-style-type: none"> • In addition to the whole-school inclusion points, field work opportunities in the geography department are always made inclusive. Itineraries are adapted to ensure all students are able to safely take part in field work. • The use of maps and small figures can be difficult for visually impaired students; therefore students are able to use a magnifier to ensure that small details can be seen. This is a preferable option to enlarging maps as this will affect the use of scale for measuring distance. • Extra-curricular opportunities in the geography department such as the Eco-Schools group (SustainNGHS) are available for all students, with all being encouraged to attend and take a leading role. 		

If you have any questions about this Learning Overview, please contact the named Teacher above.