

Curriculum Overview

Subject: Geography


Year Group: 8



Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way, pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS Understand physical geography relating to: geological timescales and plate tectonics; weather and climate. Pupils will start look at plate tectonics, volcanoes and earthquakes. Understanding their effects in various places and how they can be managed. Pupils will look at the difference between weather and climate with particular emphasis on the UK . They will also do a mini weather study around the school.	KNOWLEDGE/SKILLS Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Pupils investigate the global distribution of one or more selected biome , populations and the resources of food production. They find out about the relationships between these three themes and about resulting environmental issues/consequences.	KNOWLEDGE/SKILLS Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa , and of a region within Asia. Pupils will look at different (Economic, Social and Political) aspects of China and India with emphasis on population and Urbanisation. Pupils will be learning about the growth of the tourist industry and the impacts of tourism around the world. They will be able to describe and explain what sustainable tourism is, and compare the benefits with the negatives to reach a balanced conclusion.
KEY ASSESSMENTS Half term 1: Our Restless World (Mid/EOTT) Half term 2: Wonderful Weather (Mid/EOTT)	KEY ASSESSMENTS Half term 1: Can the earth cope (Mid/EOTT) Half term 2: Going Global (Mid/EOTT)	KEY ASSESSMENTS Half term 1: China & India (Mid/EOTT) Half term 2: Tourism (Mid/EOTT)
Extended reading suggestions and external resources: BBC Bitesize http://www.bbc.co.uk/education/subjects/zrw76sg Geography all the Way http://www.geographyalltheway.com/ks3_geography.htm Learn on the Internet http://geography.learnontheinternet.co.uk/ks3/index.html 3D Geography http://www.3dgeography.co.uk/		

Geography Year 8 Assessment Criteria

	Bronze 	Silver 	Gold 	Platinum 
Knowledge	<p>I can: Describe physical and human features of places. Describe a range of places in the UK and the world. Use an example to show this.</p>	<p>I know: About the geography of the UK and wider world. How to describe physical and human characteristics of places within their wider locations and contexts. A detailed example to show this.</p>	<p>I know about and understand: The geography of the UK and the wider World. How to describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales. Contrasting examples to show this.</p>	<p>I can: Make links between the geography of the UK and wider world. Use these links to analyse the physical and human characteristics of places, using a wide range of locations, contexts and scales. Use contrasting examples, including areas at different stages of development.</p>
Understanding	<p>I can: Show that human and physical processes can change places and explain how these changes can affect the people living there. Describe simple geographical patterns. Understand how people can improve and damage the environment. Explain my own views about environmental change and understand that others may hold different views.</p>	<p>I can: Describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. Describe and begin to explain geographical patterns. Understand some ways that human activities cause environments to change. Recognise the range of views people have about environmental interaction and change.</p>	<p>I can: Describe and explain physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places. Understand how physical and human processes lead to change in places. Identify geographical patterns at a range of scales. Recognise how conflicting demands on the environment may arise. Describe and compare approaches to managing environments. Appreciate that different values and attitudes can result in different approaches to environmental interaction and change.</p>	<p>I can: Describe and explain interactions within and between physical and human processes. Show how these interactions create diversity and interdependence and help change places. Identify and analyse geographical patterns at a range of scales. That many factors influence the decisions made about approaches to managing places. How places are affected by actions and events in other places. How human actions may have unintended consequences and that change sometimes leads to conflict.</p>
Geographical Enquiry and Skills	<p>I have: Asked geographical questions and investigated the answers using a range of skills including maps, graphs, GIS and/or images. Recognised different points of view. Used primary and secondary evidence. Used geographical words.</p>	<p>I have: Started to suggest relevant geographical questions. Selected information and sources of evidence, being aware of bias and recognised different points of view. Presented my conclusion in a sensible way in writing and graphical form using maps, GIS and/or images.</p>	<p>I have: Asked relevant geographical questions. Suggested an appropriate sequence of investigation. Selected information and sources of evidence, identified potential bias and analysed different points of view. Presented my findings clearly using maps, GIS, graphs and/or images. Based my conclusions on evidence.</p>	<p>I have: Developed the enquiry on my own. Evaluated information and sources of evidence, detected and responded to bias by evaluating different points of view. Presented my findings clearly using a range of maps, GIS, images and/or graphs with well-reasoned conclusions based on evidence.</p>