

YEAR 8 CURRICULUM PLAN FOR GEOGRAPHY



TOPIC	KEY LEARNING	ASSESSMENT
<p>What's going on in our world?</p> <p><i>GEOGRAPHICAL SKILLS</i></p>	<ul style="list-style-type: none"> To be able to locate countries and capital cities around the world and to classify key human and physical features. To be aware of current global and national events that are taking place. To know how to interpret maps of varying scales to describe location accurately. To conduct an independent research enquiry on Russia. 	<p>1-30 locational knowledge test. A written assessment - describing the location of Dubai (9+3)</p>
<p>Who is responsible for saving the tropical rainforest?</p> <p><i>PHYSICAL GEOGRAPHY</i></p>	<ul style="list-style-type: none"> To be able to describe the components of an ecosystem, distribution of global biomes and explain how ecosystems work, including the importance of soil. To be able to describe the characteristics of the tropical rainforest and how animals and plants have adapted to the environment. To be able to explain why the tropical rainforest is valuable, the reasons why it is being destroyed and how it can be managed sustainably. 	<p>Knowledge checks on rainforest characteristics and adaptations and soil.</p> <p>Written assessment on 'who is responsible for saving the tropical rainforest?' (9+3)</p>
<p>Why do some hazards have higher death tolls than others?</p> <p><i>PHYSICAL GEOGRAPHY</i></p>	<ul style="list-style-type: none"> To know how the Earth is structured, explain why plates move and describe the distribution of earthquakes and volcanoes using GIS. To be able to name and describe what happens at different plate margins and the key features found at each margin. To be able to describe the characteristics of earthquakes and volcanoes and understand why people live in hazardous areas. To be able to describe the causes, effects and responses to a hazard using a case study. To be able to describe how planning, protection and prediction can reduce the impacts of earthquakes. 	<p>Knowledge checks on plate margins, structure of the earth, volcanoes and earthquakes.</p> <p>Internal exams (65 marks)</p>
<p>Is over population or climate change the greatest challenge for the future?</p> <p><i>HUMAN GEOGRAPHY</i></p>	<ul style="list-style-type: none"> To be able to describe population distribution in the UK and the world. To know what a census is and why it's important (enquiry research project). To be able to construct and interpret population pyramids. To describe how population has changed over time; interpret the DTM and describe what it shows. To know how governments can control and manage populations with reference to an example (China's OCP). To describe the impacts of ageing and youthful populations with reference to examples. 	<p>Knowledge checks on key terms.</p> <p>Written assessment 'is overpopulation the greatest challenge for our future?' (9+3)</p>
<p>Why do people migrate?</p> <p><i>HUMAN GEOGRAPHY</i></p>	<ul style="list-style-type: none"> To know the reasons for migration; Lee's model of migration, global patterns and patterns of migration within the UK. To be able to describe the impacts of migration within Europe. To be able to describe the impacts of forced migration and illegal migration with reference to examples. 	<p>Knowledge checks on key terminology.</p>