



Curriculum Sequencing - Year 8

Year 8 Term 1a: Development		
<p>Topics covered: This unit gives students a basic understanding of what development is and why some places are more developed than others.</p>	<p>How it links to what has been studied before: Linking back to World Continents, this topic will allow students to consider why some parts of the world are richer than others.</p>	<p>How it links to what will be studied: Introducing the terms LIC, NEE and HIC along with many others which will be needed later at KS4 e.g. infant mortality, GDP etc.</p>
<p>Key words: LIC, HIC and NEE Development Development Indicator Demography Poverty</p>	<p>Key words: Poverty Trap Slum housing Debt Trade Fair Trade</p>	<p>Key skills: Developing students ability to justify their decisions and problem solve (improving Kibera and Trading Game)</p>
<p>Assessment focus: To explain what life is like for people living in the world's less developed regions.</p>		<p>Revision tips Keyword Glossary Geography Google Site</p>
<p>Why we study it: To consider what life would be like if they lived somewhere else and hopefully an understanding that they are living in one of the world's most developed countries.</p>		
<p>Mastery in this subject To develop a sense of empathy with those people living in the world's less developed regions and then to be able to articulate strategies to reduce the development gap.</p>		

Year 8 Term 1b: Tectonics		
<p>Topics covered: Earth's Structure, Plate Tectonics and Earthquakes</p>	<p>How it links to what you have studied before: This unit builds on the hazard work already completed in environmental concerns, in particular Climate Change in Year 7.</p>	<p>How it links to what you will study: This unit is the first to introduce the idea of plate tectonics which is key to their unit on the challenge of natural hazards at GCSE.</p>
<p>Key words: Earth's Structure Crust Mantle Core Plate Tectonics</p>	<p>Key words: Earthquake Focus Epicenter Seismic</p>	<p>Key skills: Image Analysis Graph Skills Group work</p>
<p>Assessment focus To evaluate the impacts of earthquakes on people and places.</p>		<p>Revision tips Keyword Glossary Geography Google Site</p>
<p>Why we study it: To consider how our planet is in a state of constant change and to understand how people on it are affected by these events.</p>		
<p>Mastery in this subject Students will understand the causes of earthquakes and then evaluate a variety of factors when considering their effects.</p>		

Year 8 Term 2a: Tectonics		
Topics covered: Earth's Structure, Plate Tectonics and Volcanoes	How it links to what you have studied before: This unit follows directly on from Plate Tectonics in Year 8 and continues to build on hazard work completed in Year 7.	How it links to what you will study: This unit is the first to introduce the idea of plate tectonics which is key to their unit on the challenge of natural hazards at GCSE.
Key words: Volcano Active Dormant Extinct	Key words: Shield Composite Montserrat Monitoring	Key skills: Simulation Disaster Management Model Making
Assessment focus To evaluate the variety of methods used to minimise the impacts of volcanoes.		Revision tips Keyword Glossary Geography Google Site
Why we study it: To examine the awe and wonder of volcanic landscapes and to understand how these shape peoples' lives.		
Mastery in this subject Students will understand how volcanoes are created, why they are different and then how they shape the lives of the people living around them.		

Year 8 Term 2b: Biomes		
Topics covered: Understanding of terms ecosystem and biomes. Name and locate the world's biomes. Using climate graphs to interpret biomes temperature and precipitation. Focus on rainforests, what they are like and threats to the biomes. Focus on hot deserts, what they are like and how species adapt to survive there.	How it links to what you have studied before: It builds on work on environmental concerns from Year 7, to look at deforestation and desertification in more detail. Work in our weather unit in year 7 to build on knowledge of climate.	How it links to what you will study: Looking forward, it should help to prepare students for the Living World unit at GCSE by giving them a basic understanding to build on. It should also inspire an awe and wonder for the natural world and the possibility of studying biogeography later on in their studies.
Key words: Ecosystem, biomes, location, climate, precipitation, temperature, line graph, bar graph, rainforest, deforestation, desert, adaptation, desertification.	Key skills: Describing distribution Use of a choropleth map Photo analysis Reading and interpreting climate graphs Drawing a climate graph from data. Descriptive writing Using video to gather information Classifying effects Locating deserts on a world map	
Assessment focus Explaining how plants adapt to survive in extreme environments. Evaluating how deforestation impacts people, the economy and the environment.	Revision tips Keyword Glossary Geography Google Site	
Why we study it: To develop awe and wonder for our world's biomes.		
Mastery in this subject Students will be able to name and describe the location of the world's main biomes describing what they and their climate is like. Students will be able to explain how and why plants and animals are adapted to survive in hot deserts. Students will be able to evaluate the impacts of deforestation in tropical rainforests finding a balance between social and economic progress of countries and the protection of globally important biomes.		

Year 8 Term 3a: Coasts		
Topics covered: Erosion, transportation methods. Formation of headland and bays. Headland erosion Cliff retreat Longshore drift Coastal management	How it links to what you have studied before: Students will build on their personal knowledge and understanding of our local coastal environment and beach visits.	How it links to what you will study: This unit allows students to prepare for all study future study into physical processes and features, and aims to give them the knowledge of how features and processes are linked. This will set them up for the future study on Rivers in Year 9 and GCSE units for Paper 1.
Key words: Attrition, abrasion, hydraulic action, corrosion, traction, suspension, saltation, solution, headland, bay, erosion, transportation, deposition, longshore drift, hard and soft engineering, groynes, rock armour, gabions, sea wall, managed retreat.	Key skills: Sketching and annotating features along a coastline Sequencing of a process Creating an image from a process Structuring a basic evaluative piece of work	
Assessment focus Knowledge of erosion and transportation key terms, explanation of key processes (longshore drift) evaluation of coastal management techniques.	Revision tips Keyword Glossary Geography Google Site	
Why we study it: To have a clear understanding and appreciation of the features and process that are happening in the world around us (our local coastline)		
Mastery in this subject Students will be able to recall the different erosion and transportation methods. Students can describe and explain the processes that take place along a coastline and evaluate coastal methods by weighing up the costs and benefits.		

Year 8 Term 3b: Migration		
Topics covered: What is migration Why people migrate Migration in the news, how media may influence opinions Refugee movement- Ukraine Rural to Urban migration in the UK.	How it links to what you have studied before: Student will use knowledge learnt in year 7 continents unit to identify countries and continents people may migrate to and from.	How it links to what you will study: This unit links forward to their Urban issues unit in Year 9 and their GCSE unit on changing economic world. It brings in current people, news stories and situations to give some cultural capital It should help them to build on the idea that not all text is true and that opinions are very different to fact/evidence. This will help prepare them for the future schooling and life.
Key words: migration, immigration & emigration. asylum seeker, economic migrant, refugee push and pull factor, "open border policy" rural- urban migration.	Key skills: Text marking to help unpick a figure of text Group work Using a map to spot and describe a pattern of migration Using infographics and maps to unpick information Writing a two-sided argument and coming to a conclusion	
Assessment focus Writing a two-sided argument and coming to a conclusion. End of year exams will also take place during this unit.	Revision tips Keyword Glossary Geography Google Site	
Why we study it: To give a foundation understanding of the basics of migration and how this is relevant to the world currently.		
Mastery in this subject Students will be able to explain different types of migration and why people may choose to leave locations and move to others. Students should be aware of how the media may influence opinions on migration and be able to form their own opinion based on fact.		

