

Year 8 Geography Curriculum Overview

| Themes: Our Developing World / Our Changing World | | | | | | | | |
|---|---|---|--|--|---|---|---|--|
| ADVENT 1 POPULATION AND URBANISATION | ADVENT 2 MIDDLE EAST | REVIEW OF LEARNING / DIRT / SUMMATIVE ASSESSMENT | LENT 1 ECONOMIC WORLD | LENT 2 OUR RISKY WORLD | REVIEW OF LEARNING / DIRT / SUMMATIVE ASSESSMENT | PENTECOST 1 OUR RISKY WORLD | PENTECOST 2 EXPLORING AFRICA | END OF YEAR ASSESSMENT |
| <u>Unit Intent</u> Where people live How has the population grown globally? How is the global population measured? How are people distributed around countries and continents? How are the causes and the impacts of a city growing? Deep focus: UK, India and China | <u>Unit Intent</u> Landscapes, populations and ecosystems What countries are within the Middle East? What are the physical features and population distributions in the Middle East? What are the climates and eco-systems of the Middle East? What are the opportunities and challenges within the Middle East? | <u>Disciplinary Knowledge</u> Enquiry Interpretation Processes and landforms Sense of Place Continuity & Change Learning is revisited and retrieved through low stakes quizzes, Do it Now activities, formal testing. <u>CST</u> Participation Stewardship of Creation | <u>Unit Intent</u> Introduction to development:: Economic sectors and activity How is the UK economy structured? How has the economy changed over time? Why are countries rich and poor? What historical causes create the economic world of today? | <u>Unit Intent</u> Tectonics, Rocks, Weathering and Soil What are plate tectonic hazards? How to tectonic hazards impact people? What are the processes which create rocks, weathering and soil? Why are these processes important for society? | <u>Disciplinary Knowledge</u> Enquiry Interpretation Processes and landforms Sense of Place Continuity & Change Learning is revisited and retrieved through low stakes quizzes, Do it Now activities, formal testing. <u>CST</u> Participation Stewardship of Creation Common Good Option for the Poor Solidarity | <u>Unit Intent</u> Weather hazards, climate change and ecosystems What are the hazards linked to weather? How do weather hazards impact people? What is climate change? How will climate change impact people in the future? What impact will changes in climate and weather have on global ecosystems and society? | <u>Unit Intent</u> Landscapes, populations and ecosystems What countries make up Africa? What are the physical features of Africa? How is the population distributed across the African continent? What climates and ecosystems are found in Africa? Research Project on African country: History Ecosystems Cities / Culture | <u>Disciplinary Knowledge</u> Enquiry Interpretation Processes and landforms Sense of Place Continuity & Change Learning is revisited and retrieved through low stakes quizzes, Do it Now activities, formal testing. <u>CST</u> Participation Stewardship of Creation Common Good Option for the Poor Solidarity Subsidiarity Rights and Responsibilities |
| <u>CST/Careers</u> Pupils learn about British Values including democracy, individual liberty, tolerance, mutual respect and the power of law, by looking at how society has developed over time in relation to the physical world. The principles of Catholic Social Teaching are nurtured through the need for understanding; to respect diversity, culture and the world around us; and to respect each other whilst nurturing responsible Catholic global citizens of the future. | | | | | | | | |