Geography
National Curriculum Programme of Study

'A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip the pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress their growing knowledge about the world should help them deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'

The aim for the geography curriculum is to ensure that all pupils:

- *develop contextual knowledge of the locations of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;*
- *understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;*

It is also important that pupils are competent in the geographical skills needed to:

- *collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;*
- *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);*
- *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

Year 8 - Autumn Term: Extreme Environments / Development and Africa

Key knowledge	Key skills
Pupils will learn: **Extreme Environments** ● Physical and human features of different biomes. ● The locations of different biomes. ● How these places are changing and the impacts humans have on them, including through tourism. ● What climate graphs for a rainforest communicate. ● The nutrient cycle. ● What deforestation is and its impacts on the Amazon Rainforest. ● Differing views on development in the Amazon. **Development and Africa** ● The location of the continent of Africa . ● Key features of the continent of Africa. ● The three major human issues facing countries in Africa. ● To define and identify the issue of piracy in Africa. ● To identify Low Income Countries (LIC) in the African continent. ● Key features of Africa's development. ● Which features cause people to define Africa as poor.	**Pupils will learn how to:** **Extreme Environments** ● Describe and compare climate graphs for a rainforest, giving facts and figures. ● Describe the process, causes and impacts of deforestation in the Amazon Rainforest. **Development and Africa** ● Measure Africa's development **Extreme Environments / Development and Africa** ● Atlas skills: use of contents page, index, resource maps and grid references. ● Mapwork: locate and record different biomes; identify patterns. ● Analyse a climate graph. ● Research skills: use sources to extract relevant information and use sources to support an opinion. ● Team working.

Year 8 - Spring Term: Earthquakes and Volcanoes / Global Warming

Key knowledge	Key skills
Pupils will learn: ● The distribution of earthquakes and volcanoes around the world. ● The make-up of the interior of the Earth. ● The definition of convection currents. ● The names of the different plate boundaries across the Earth. ● The processes happening at each boundary and the different hazards that occur at different boundaries. ● The names of places that are affected by these plate boundaries. ● The impacts of an earthquake ● The impacts and responses for the Nepalese 2015 and Kobe 1995 earthquakes. ● How Nepal and Kobe have prepared for future earthquakes. ● How and why HICs countries are more prepared for earthquakes than LICs. ● Methods that countries have introduced to reduce the impact of an earthquake. ● Different types of long term and short-term aid. **Global Warming** ● The definition of weather and climate, and the difference between them. ● How the climate has changed in the distant past, using various pieces of evidence. ● Differences between *global warming* and the *greenhouse effect*. ● Ways which future climate change will positively and negatively impact the UK: the possible economic and environmental impacts. ● Ways that Egypt will be negatively impacted by future climate change. ● How prepared Egypt is to cope with climate change in comparison to the UK. ● The difference between renewable and non-renewable resources	**Pupils will learn how to:** ● Plot major earthquakes and volcanic eruptions onto a world map, using latitude and longitude. ● Describe the pattern of earthquakes and volcanoes around the world. ● How to map volcanic activity and make decisions in order to manage a crisis. ● How to create a hazard map. ● Use maps and atlases as sources of information. ● Draw clear and accurate diagrams. ● Categorise information accurately.

Year 8 - Summer Term: Glaciation

Key knowledge	Key skills
Pupils will learn: **Glaciation** ● How Britain's climate has changed over time and that it has been both warmer and colder than today. ● Where ice is found in the world and that the term '*cryosphere*' refers to areas of the world where frozen water is found. ● How glaciers are formed and the characteristics of glacial flow. ● Define the key terms: erosion, transportation and deposition. ● Three or more glacial landforms and how they were formed. ● How to identify a glacial landform on an OS map. ● Identify three or more ways in which humans use glacial landscapes and the potential problems. ● The problems associated with the use of glacial landforms in the Lake District and possible solutions to these problems. ● Different types and scales of changes in the cryosphere ● How they have an impact.	**Pupils will learn how to:** **Glaciation** ● How to plot climate data onto a graph and describe the pattern of change ● Use 4-figure and 6-figure grid references. ● Draw clear and accurate diagrams. ● Use sources to extract relevant information and use this information to support opinions.