Gegography

Year Group 8

Half Term 1

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| Number of Hours  Approximate Timmings | **Topic: World Map and the Continents** |
| 1 | Where in the World? |
| 2 | North America |
| 2 | South America |
| 2 | Europe |
| 2 | Asia |
| 2 | Oceania |
| 2 | Antarctica |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit of work? This unit will improve geographical knowledge of pupils on a national and global scale. This unit also offers the opportunity to cover topical themes and link to geography in the news to improve student knowledge of current affairs.  How does this unit build on students’ prior learning? This unit links to previous lessons such as countries covered in Fantastic Places SOW and also builds on pupil understanding of African nations and some of the challenges faced by populations in LICs.  How does this unit provide a foundation for future learning? This unit provides an opportunity to improve pupils map skills such as using an atlas and improving understanding of longitude and latitude. This unit also introduces countries to be studied in future learning such as Brazil. The continent of Africa is covered in Year 7 as a whole unit. This unit also covers Physical geography themes, helping pupils locate biomes such as tropical rainforests and hot deserts in Year 9 Geography. | |

Geography

Year Group 8

Half Term 2 Continued into half term 3

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| Number of Hours | **Topic: Continued World Map and the Continents then Population/Migration** |
| 1 | Where do people live and why? |
| 1 | World Population why did it grow? |
| 1 | UK where do people live and why? |
| 1 | Factors affecting birth rate and death rates |
| 2 | Demographic transition model |
| 2 | Population pyramids |
| 1 | Ageing population |
| 1 | India’s missing girls |
| 2 | China’s one child policy |
| 1 | Migration push and pull |
| 1 | Who migrates to the UK? |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit of work?  This unit of work explores population and where people live in the World. It allows students to create case study examples of different cultures and policies that exist in the World.  How does this unit build on students’ prior learning?  Students are introduced to the UK in Year 7 by looking at its diverse population, this unit builds upon this knowledge and looks at other case study examples across the world.  How does this unit provide a foundation for future learning?  This unit of work links to the GCSE units ‘a changing economic world’, which looks at population and decline and the reasons behind the trends. | |

Geography

Year Group 8

Half Term 3

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| Number of Hours | **Topic: Continued Population and Migration – Middle East Country Study** |
| 2 | The American Dream |
| 2 | The Migration of East Africans to Lampedusa |
| 4 | The Middle East project study |
| **Reasons behind order of topic in this half term** | |
| Once the students have completed the population and migration scheme of learning. A project/research task is set to students. It focuses on The Middle East and students are given an assessed homework for this. They are asked to describe why tourists might go on holiday to countries in The Middle East and what attractions these countries hold. This links with the other country studies that students have completed earlier in the year e.g. Russia which was also set as an assessed homework.  How does this unit build on students’ prior learning?  Students have studied tourism at the UK level in Year 7, this unit looks at tourism in a different part of the World therefore a contrast can be made.  How does this unit provide a foundation for future learning?  Students will be constantly building up their geographical knowledge of different countries/place studies which they can use in other topics studied at GCSE. | |

Geography

Year Group 8

Half Term 4

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| Number of Hours | **Topic: India and The Global Fashion Industry** |
| 1 | Introduction to India |
| 1 | Climate in India |
| 1 | Relief in India |
| 1 | Monsoon |
| 1 | Population in India |
| 1 | Industry types in Industry |
| 1 | Globalisation |
| 1 | Interdependent India |
| 1 | The global fashion Industry |
| 1 | Where are my clothes made? |
| 1 | The Nike operation |
| 1 | Why go Global? |
| 4 | A fashion victim – Blood, sweat and t shirts |
| 1 | Is globalisation a good thing? |
| 1 | Against globalisation |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit of work?  Students are introduced to the country of India and its human and physical features. This again links in with continent/country focuses covered at KS3. This unit addresses the largest companies in the world and what their global influences are. Do they all treat their employees fairly? Using a case study in India, we explore how some TNC’s exploit the human rights of the people they employ. The unit goes on to explore why global brands need exposure around the world, and why they choose to manufacture their goods in less developed countries.  How does this unit build on students’ prior learning?  Students have already looked at different examples of human and physical geography. This allows a country focus to be used and apply real life examples to the concepts learneed in Year 7 ‘What is geography?’ unit.  How does this unit provide a foundation for future learning?  India is revisited at GCSE in the changing economic world unit of work. Where a case study of TNCs and enviromental issues is expanded. | |

Geography

Year Group 8

Half Term 5

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| Number of Hours | **Topic: Coasts/Fieldwork** |
| 1 | Introduction to coasts |
| 1 | Waves |
| 1 | Bays and headlands |
| 1 | Longshore drift |
| 1 | Cliff collapse Mappleton |
| 1 | Coastal defences |
| 1 | Case study of coastal protection |
| 1 | Rising sea levels |
| 4 | Fieldwork – South Shields |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit of work? A look at what happens along our coastlines, what processes are taking place and how is the coastline constantly changing? Pupils will understand the reasons why the coastline is changing, and using their knowledge of appropriate geographical processes and key terms, they should be able to give reasons for these changes.  How does this unit build on students’ prior learning? This learning will build on the water topic studied in Year 7 and continuing to build confidence using key terms associated with erosion and deposition. The examples from the UK coastline will build on prior learning and locational awareness.    How does this unit provide a foundation for future learning? This unit covers key themes and ideas which will be covered in GCSE Geography- Unit 3, section C: Coastal landscapes in the UK. It also provides links to fieldwork which will be carried out later in the term. | |

Year Group 8

Half Term 6

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| Number of Hours | **Topic: Plastics in the Ocean** |
| 1 | Fantastic plastic |
| 1 | Effects of plastic pollution |
| 1 | Why is it a difficult problem? |
| 1 | What’s the solution? |
| 1 | Summary |
| **Reasons behind order of topic in this half term** | |
| Why are we studying this unit of work? A new unit of work has been introduced this year called plastics in the oceans. This follows on from the Coasts unit of work and links to human use around the coastline and the damage plastic is causing to the environment.  How does this unit build on students’ prior learning?  This links with Year 7 fantastic places ‘The Great Barrier Reef’ where pollution and plastics is covered. Threats are identified and how we can take responsibility for our actions  How does this unit provide a foundation for future learning?  This unit links with GCSE ‘Climate Change and Resource Management as students are introduced to hazards and how they can be managed. | |