

OVERVIEW	<p>The aim of the Geography curriculum is to ensure that pupils can make sense of the world around them by understanding how the Earth has been shaped by human and physical processes, and how such processes interact, and how human beings have impacted the world in which we live. In Year 8 we aim to build on the foundation of knowledge acquired from Year 7, for example fluvial (river) processes and the understanding of terms like erosion and deposition, and apply them to more complex scenarios in year 8 topic, for example, coasts.</p>		
AUTUMN	<p style="text-align: center;">Coasts and population</p> <p>Coasts: During this topic we will look at the processes that lead to the formation of erosional and depositional landforms and the features that result from them. For example, headlands, bays, wavecut platforms and stacks. We also look at the causes and impacts of coastal erosion and how we can manage this erosion at a particular stretch of coastline (Happisburgh).</p> <p>Population: During our population topic we will look at the factors that influence the distribution of population at a variety of scales. We also aim to understand the different factors affecting population growth and structures within countries (population pyramids). We look at the various push and pull factors that people consider when migrating and assess the impacts of this migration using a chosen host and source country (UK and Poland).</p>	<p style="text-align: center;">Assessment</p> <p>Coasts: Describe and explain the formation of wave cut platforms, identifying, and correctly using processes involved. Happisburgh decision making exercise. Deciding on the best protection strategy for the coastline, considering and evaluating the positives and negatives of hard and soft engineering.</p> <p>Population: Population decision making exercise. Evaluate different population control strategies for Uganda, decide which is best and provide reasons why.</p>	<p style="text-align: center;">Personal Development</p> <p>Moral – Erosion impacts</p> <p>Spiritual – Happisburgh decision making exercise.</p> <p>Individual Liberty – Population control</p>
SPRING	<p style="text-align: center;">Mid-year Assessments - coasts</p> <p style="text-align: center;">Population and Tectonics</p> <p>Tectonics: For tectonics we aim to be able to describe the global distribution of plate boundaries and the associated tectonic hazards and how these hazards depend on the movement of the plates. For example, constructive, destructive, collision and conservative margins and how these create different tectonic events and landforms.</p> <p>We look at how tectonic hazards, both earthquakes and volcanoes, can be monitored, predicted, and prepared for to minimize the risk and the effectiveness of these strategies.</p> <p>We also compare the causes, effects, and responses to a specific tectonic hazard in a developed (Japan) and developing country (Haiti).</p>	<p style="text-align: center;">Assessment</p> <p>Population: Migration big write, reasons for Poland to UK migration (push and pull factors) and the potential impacts of this migration for both the UK and Poland.</p> <p>Tectonics: Effectiveness of monitoring and prediction volcanic eruptions. Which method is the most effective and why. Japan earthquake 2011 – a reflective piece of writing on the causes, primary and secondary impacts of the earthquake and the responses to the earthquake. Were the responses successful?</p>	<p style="text-align: center;">Personal Development</p> <p>Moral and Social – impacts of hazards in areas of different wealth.</p> <p>Cultural – Japan and Haiti natural hazards</p>
SUMMER	<p style="text-align: center;">End of Year Assessments</p> <p style="text-align: center;">Ecosystems</p> <p>Ecosystems: During our ecosystems topic we look at the distribution of global biomes and describe their location using our map skills acquired in year 7. We begin to explain the reasons for the distribution that we can see, what influences their location?</p> <p>Plant and animal adaptations in both the Tropical Rainforest and Hot desert biomes are explored, looking at which challenges their adaptations allow it to overcome.</p> <p>Finally, we assess the opportunities (positives) and challenges (negatives) of human exploitation of both biomes mentioned above.</p>	<p style="text-align: center;">Assessment</p> <p>Ecosystems:</p> <p>Deforestation big write: Which of the causes of deforestation is the most damaging and why? What are the short and long-term impacts?</p> <p>Extended writing: Create a letter describing and explaining the opportunities (positives) and challenges (negatives) of exploiting the hot deserts.</p>	<p style="text-align: center;">Personal Development</p> <p>Moral and Social – Impacts of deforestation.</p> <p>The rule of law - Deforestation</p> <p>Individual liberty – Hot desert opportunities</p>

Useful resources for supporting your child at home

BBC bitesize - [KS3 Geography - BBC Bitesize](#)

Seneca - [Geography: KS3 National Curriculum \(senecalearning.com\)](#)

CGP – KS3 complete revision and practice workbook