



Year 8 Geography Learning Journey

YEAR GROUP: Year 8 Learning Map

SUBJECT: Geography

When?	Understanding	Knowledge	Assessment
<p>Autumn Half Term 1</p> <p>Population</p>	<p>Population</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • How does population change? • Why does population change? • How do we look at population structures? • How does population change overtime? • Why do people move? • What are the effects of migration on the UK? • How and why are cities growing around the world? • Why are people leaving the city? • What are the problems of there being too many people? 	<p>When discussing the distribution of population students will be required to use their locational knowledge from Unit 2 Map Skills (Year 7). This will enable them to describe trends and patterns.</p> <p>When students are discussing the reasons people migrate they can link this to Human Geography of the UK (Year 7 Unit 5) and the link between the economy and migration.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • They are required to complete a formal assessment at the end of the topic to assess learning (October half-term)

When?	Understanding	Knowledge	Assessment
<p>Autumn half term 2</p> <p>Biomes and Ecosystems</p>	<p>Biomes and ecosystems</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What and where are biomes? • Why are biomes located where they are? • What are rainforests like? • How do nutrients move around the ecosystems? • What is causing the rainforest to be cut down? • What are the impacts of deforestation? • Should we be cutting down the rainforests? • What is the taiga like? • What are the threats to the taiga? • What is happening in the Savannah? 	<p>Students will recap latitude and longitude (Year 7 Unit 2) to discuss the link to distribution of ecosystems and biomes.</p> <p>Students will recap hydrological cycle (Year 7 Unit 3) to discuss why the rainforests receives high amounts of rainfall.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student’s classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • They are required to complete a formal assessment at the end of the topic to assess learning (December). Presentations can be considered too.

When?	Understanding	Knowledge	Assessment
<p>Spring half term 1</p> <p>Weather and Climate</p>	<p><u>Weather and climate</u></p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is weather? • What causes the weather? • What are the different types of rainfall? • How does air pressure affect our weather? • Why is our weather so changeable? • What factors affect our climate? • How do we present and read the climate? • What happened in the UK Storms of 2013/14? • What is happening to the earth's climate? 	<p>Students will recap latitude and longitude (Year 7 Unit 2) to discuss contrasting climate zones on a global zone.</p> <p>Students will recap hydrological cycle (Year 7 Unit 3) to discuss the processes involved in creating rainfall</p> <p>Students will recap climate graphs to describe the differences between contrasting biomes (Year 8 Unit 2).</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (February half-term). Can be in the form of a presentation.

When?	Understanding	Knowledge	Assessment
<p>Spring half-term 2</p> <p>Energy and Resources</p>	<p>Energy and resources</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is energy? • Who has access to energy? • What are fossil fuels? • What are the costs of developing fossil fuels? • What are renewable energy resources? • How can wind farms help? • Is nuclear power the answer? • How can we be more sustainable? • How can the school be more sustainable? 	<p>Recap the role of geology in the creation of sedimentary rock (Year 7 Unit 4).</p> <p>Use map skills gained throughout Year 7 and beginning of Year 8 to describe distribution of energy resources on a global scale.</p> <p>: Students will need to recap the concept of 'sustainability' to discuss the future concerns of energy security (Year 7 Unit 3 and Year 8 Unit 3).</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (Easter).

When?	Understanding	Knowledge	Assessment
<p>Summer half term 1</p> <p>Urbanisation</p>	<p>Urbanisation</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is a settlement? • How do settlements function? • How are urban areas structured? • How did cities grow? • Why do people move to urban areas? • What is Mumbai like? • What is the quality of life like in Mumbai? • How has London's character changed? • Why have some urban areas declined? 	<p>Students will recap settlement type (Year 7 Unit 5) to discuss the differences between urban and rural locations.</p> <p>Students can discuss push and pull factors and the reasons why people move to urban areas (Year 8 Unit 1).</p> <p>When describing the location of Mumbai, students will recap Map Skills (Year 7 Unit 2) to accurately identify continent, country, surrounding locations, cities and seas/oceans.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning (June half-term). Can be in the form of a presentation.

When?	Understanding	Knowledge	Assessment
<p>Summer half-term 2</p> <p>Superpowers</p>	<p>Superpowers</p> <p>Key Learning Qs:</p> <ul style="list-style-type: none"> • What is a superpower? • How do countries influence each other? • Who are the emerging superpowers? • Is China a superpower? • How did China's economy grow? • What influence does China have? • Is Russia a powerful place? • How does Russia influence Europe? • What are the challenges for the superpowers in the future? 	<p>Using maps to describe how the physical and human features of a country can determine superpower status.</p> <p>Recap of employment sector (Year 7 Unit 5) and how this is influential in a country's development.</p> <p>Throughout the unit retrieval activities and questions will be used to recap prior knowledge.</p> <p>Revision lesson and assessment preparation.</p>	<ul style="list-style-type: none"> • Students are assessed through homework tasks. Students are expected to complete one homework task per week. • Every three weeks or 8 lessons one piece of work is to be deep marked by subject teacher. Key Feedback sticker to be completed. • Student's classwork must also be marked in alignment with the school and department policy. • Students are required to self and peer-assess specified pieces of work and then improve on the work that they have completed (using purple pen). • Students are required to complete a mid-topic assessment in which involves choices to encourage decision-making) • Pupils are required to complete a formal assessment at the end of the topic to assess learning - End of year exam.