

# Year 8 Units of Work - GEOGRAPHY

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work	POVERTY & DEVELOPMENT	POVERTY AND DEVELOPMENT	TECTONIC HAZARDS	TECTONIC HAZARDS	COASTS	CHINA
<p><b>Curriculum Map (Links to geography programmes of Study 2014)</b></p> <p><b>Locational knowledge</b></p> <p><b>Place knowledge</b></p> <p><b>Human and physical geography</b></p>	<p><u>Re-Cap Y7 Revision lesson and Baseline</u> What did we learn in Y7 geography? What key knowledge ideas do we remember?</p> <p><u>What is poverty? Grace's story exploration/assessment</u> What is my life like? - own survey What is a typical day in my life like? - diary What is life like for someone living in poverty in Ghana? - a day in the life of Grace How does my life compare to someone living in poverty in Ghana? (comparison) Why is Ghana so poor? (reasons, evidence, interdependence)</p> <p><u>Development</u> What do we mean by the term development? What are the different aspects of development and how are they linked? How can we measure development? How can economic and social indicators help describe a countries level of development? Do we live in an unequal world?</p>	<p><u>Ghana vs UK investigation (exploration)</u> Where are Ghana and the UK located? What are the main human and physical features of each country? What do economic and social indicators of development tell us about the level of development in each country? How has the level of development changed over time in each country (since 2001)? What is the way of life like in each country? How is the level of development different within each country? (extension) Why is Ghana so poor and underdeveloped? (economic, historical, environmental, social and political factors) Why is the UK wealthy and developed? (economic, historical, environmental, social and political factors) How is the development of one country linked to other places? (interdependence) What can we conclude about Ghana's current level of development/change over time? What can we conclude about the UK's current level of development/change over time?</p> <p><u>Revision Development Test</u> Revision tool (knowledge organiser/mind-map)</p>	<p><u>Types of Hazard</u> What is a natural hazard? How can we classify natural hazards?</p> <p><u>The structure of the earth</u> How is the earth structured? What is each layer of the earth like? What would a machine need to be like to get to the centre of the earth?</p> <p><u>Plate Tectonics</u> What are tectonic plates? Why do they move? What is the global distribution of earthquakes and volcanic eruptions? (GIS) Why are earthquakes and volcanoes located where they are? What happens at a destructive boundary? What happens at a constructive boundary? What happens at a collision boundary? What happens at a conservative boundary?</p> <p><u>Volcanoes</u> What are volcanoes and what are they like?</p> <p><u>Mt St Helen's exploration/assessment</u> Where is Mt St Helens located? What was Mt St Helens like before 1980? What type of plate margin is Mt St Helens located on and what is happening? (Cause) What happened during the build-up to the Mt St Helens eruption of May 1980? (Cause) What happened during the eruption and why did this happen? (Cause) What was Mt St Helens and the surrounding area like after the eruption? (Impacts) How was the eruption linked to other places around the globe? (Interdependence) Is Mt St Helens likely to erupt again?</p>	<p><u>Continue Mt St Helen's exploration/assessment</u></p> <p>Where is Mt St Helens located? What was Mt St Helens like before 1980? What type of plate margin is Mt St Helens located on and what is happening at this margin? (Cause) What happened during the build-up to the Mt St Helens eruption of May 1980? (Cause) What happened during the eruption and why did this happen? (Cause) What was Mt St Helens and the surrounding area like after the eruption? (Impacts) How was the eruption linked to other places around the globe? (Interdependence) Is Mt St Helens likely to erupt again?</p> <p><u>Earthquakes</u> What are earthquakes? What causes earthquakes? How are earthquakes measured? What are the impacts of earthquakes on people and the environment?</p> <p><u>Why do people live in hazardous areas?</u> What are the social, economic and environmental reasons for living in hazardous areas? What cities are most at risk to natural hazards and why?</p> <p><u>Revision Tectonics Test</u> Revision tool (knowledge organiser/mind-map)</p>	<p><u>Coasts introduction</u> What is a coast? How do people use the coast? Why are coasts important?</p> <p><u>Coastal Processes and Landforms</u> What is a coastal process? What are the types of erosion? What is longshore drift? What is deposition? What is a coastal landform? What coastal landforms are there? Which are erosional landforms and which are depositional landforms?</p> <p><u>Old Harry Rocks Exploration</u> What is Old Harry and where is he located? How was Old Harry formed? What are the stages in the formation of Old Harry and his wife?</p> <p><u>Polzeath Beach Exploration</u> Where is Polzeath Beach? How was it formed?</p> <p><u>Coastal Management</u> What management strategies are there How do they work? How sustainable are they?</p> <p><u>Happisburgh Exploration</u> Where is Happisburgh? What is happening to the cliffs and why? Should Happisburgh be protected? What are the views of different stakeholders and why?</p> <p><u>Revision Coasts Test</u> Revision tool (knowledge organiser/flash cards)</p>	<p><u>Introduction to China</u> Where is China located? What and where are China's natural barriers?</p> <p><u>Close-up on China Exploration</u> Choice of geographical ideas to investigate:  Physical Geography - Relief, Rivers, Climate, Population - Total, Distribution, change Changing China - How life is changing, is it the same for everyone? Beijing - What is life like in Beijing? Rural China - What is life like in rural China? China and the environment - How is development affecting the environment? China and the rest of the world - What links does China have to the rest of the world?</p> <p><u>China's One Child Policy</u> What was the One Child Policy and when was it introduced? Why was the One Child Policy introduced? Was the policy a success or a failure?</p>
<p><b>Geographical Skills and fieldwork (Plus DNA Activities)</b></p>	<ul style="list-style-type: none"> <li>Atlas work</li> <li>Use of base maps</li> <li>Interpreting thematic maps</li> <li>Communicate geographical information through extended writing</li> <li>Interpreting written information</li> <li>Concept mapping (aspects of development)</li> <li>Interpreting images</li> <li>Interpreting choropleth maps</li> <li>Analysing development data</li> <li>Diagram drawing to represent data</li> </ul>	<ul style="list-style-type: none"> <li>Communicate geographical information through extended writing</li> <li>Using an atlas to locate and find physical and human features</li> <li>Interpreting Thematic maps</li> <li>Interpreting Climate graphs and data</li> <li>Gathering and analysing data</li> <li>Presenting data through bar graphs, pie charts, line graphs</li> <li>Interpreting bar/line graphs, pie charts</li> <li>Annotating and interpreting images</li> <li>Interpreting news articles</li> </ul>	<ul style="list-style-type: none"> <li>Diagram drawing and annotation</li> <li>Mapping distributions</li> <li>Using GIS to describe distributions</li> <li>Interpreting diagrams</li> <li>Collecting information from video source</li> <li>Communicate information through extended writing, diagrams and numerical data.</li> <li>Photo Interpretation</li> <li>Logarithmic scale (Richter)</li> </ul>	<ul style="list-style-type: none"> <li>Diagram drawing and annotation</li> <li>Mapping distributions</li> <li>Using GIS to describe distributions</li> <li>Interpreting diagrams</li> <li>Collecting information from video source</li> <li>Communicate information through extended writing, diagrams and numerical data.</li> <li>Photo Interpretation</li> <li>Logarithmic scale (Richter)</li> </ul>	<ul style="list-style-type: none"> <li>Photo interpretation</li> <li>Diagram drawing and annotation</li> <li>Photo annotation</li> <li>Model making</li> <li>Satellite images - past and present</li> <li>Interpreting written information</li> <li>Interpret maps - including OS maps</li> <li>Calculate costs of coastal defences</li> </ul>	<ul style="list-style-type: none"> <li>Collecting information from podcast</li> <li>Interpret maps</li> <li>Collect, interpret and use information from multiple sources: text, photos, maps, graphs and diagrams.</li> <li>Communicating geographical information in the form of extended writing, diagrams, maps and graphs</li> </ul>
<p><b>Assessments</b></p>	<p>1. What is poverty? Grace's story Exploration</p>	<p>2. Development Test</p>	<p>3. Mt St Helen's Exploration</p>	<p>4. Tectonic Hazards Test</p>	<p>6. Coasts Test</p>	
<p><b>Home Learning Opportunities</b></p>	<ul style="list-style-type: none"> <li>Preparation for baseline test</li> <li>Diary of a day in my life</li> <li>Research Ghana's history and development</li> </ul>	<ul style="list-style-type: none"> <li>Independent research Ghana and UK</li> <li>Revision for development test</li> </ul>	<ul style="list-style-type: none"> <li>Independent research Mt St Helens</li> </ul>	<ul style="list-style-type: none"> <li>Revision for tectonic hazards test</li> </ul>	<ul style="list-style-type: none"> <li>Off to the coast</li> </ul>	<ul style="list-style-type: none"> <li>China research task</li> </ul>