

Curriculum Overview for Geography – Year 8

When?	What?	Why?	How?	Support
Autumn Half Term - 1	Rainforest Ecosystems <ul style="list-style-type: none"> • Where are tropical rainforests? • What is the equatorial climate? • How have the flora and fauna of the tropical rainforest adapted? • Who killed Chico Mendes? • Why does deforestation happen and what are the impacts of it? • Why should we save the rainforests? • Can we manage rainforests sustainably? • Rainforest case study. 	<p>To understand the unique tropical rainforest ecosystem – how it works is being damaged and can be managed.</p> <p><i>This is taught now because it requires a deeper understanding to fully appreciate the additional complexity of the human and physical factors that shape the management of this ecosystem. This allows for a more comprehensive evaluation of the environmental issues involved. This builds upon prerequisite knowledge of weather and climate.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>Geog. 2 textbook</p> <p>National Geographic Kids (website)</p> <p>http://kids.mongabay.com/</p> <p>Newsround (website)</p> <p>https://classroom.thenational.academy/units/ecosystems-1e69</p>
Autumn Half Term - 2	Cold Environments <ul style="list-style-type: none"> • What are the poles like? • Who reached the South Pole first? • How do animals survive in Antarctica? • Why do humans go to Antarctica? • Why is Antarctica under threat? • How would global warming affect Antarctica? • Should we protect Antarctica? • What is the Antarctic Treaty? • How can Antarctica be managed sustainably? 	<p>To learn about cold environments and the issues it faces.</p> <p><i>This follows on from Tropical Rainforests, as it allows for a comparison between two contrasting ecosystems, whilst building upon similar concepts.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>Geog. 2 and Geog. 3 textbook</p> <p>National Geographic Kids (website)</p> <p>Newsround (website)</p> <p>Planet Earth DVDs (David Attenborough)</p>

<p>Spring Half Term - 1</p>	<p>Energy Resources</p> <ul style="list-style-type: none"> • Where do we get our energy from? • How are fossil fuels formed? • What are the impacts of using fossil fuels? • Could fracking be the future? • How does nuclear energy work? • How does hydro-electric power work? • How does wind energy work? • How does solar energy work? • What is the energy mix of the UK? 	<p>To learn about different types of energy, global warming and how cities can be made more sustainable.</p> <p><i>The impacts of global energy use are wide-ranging and to fully appreciate them, you need to have an understanding of their impacts on climate and ecosystems. Therefore, this follows on from previous knowledge of ecosystems and weather and climate.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>http://www.bbc.co.uk/schools/gcsebitesize/geography/energy_resources/energy_rev1.shtml</p> <p>http://www.evoenergy.co.uk/uk-energy-guide/</p> <p>http://www.geographypods.com/changing-patterns-of-energy-consumption-6hrs.html</p> <p>https://teachers.thenational.academy/units/energy-1d3b</p> <p>https://classroom.thenational.academy/units/energy-1d3b</p>
<p>Spring Half Term - 2</p>	<p>Industry and Globalisation</p> <ul style="list-style-type: none"> • What different types of industry are there? • Is there a link between industry and development? • What is globalisation? • What is globalisation and is it good or bad? • How effective are ethical companies? • Can trade be made more fair? 	<p>To introduce students to industrialisation and globalisation.</p> <p><i>This topic builds on the previous Year 7 Development topic. This continues to develop on evaluative skills practiced earlier on in the Key Stage, and refine this in terms of local and global issues.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>Geog. 2 textbook</p> <p>National Geographic Kids (website)</p> <p>Newsround (website)</p> <p>https://classroom.thenational.academy/units/world-of-work-43b9 - Lessons 1-5</p>

<p>Summer Half Term - 1</p>	<p>Coastal Landscapes</p> <ul style="list-style-type: none"> • What is the coast like in the UK? • Waves/tides • What is weathering and erosion? • How are headlands and bays formed? • How was 'Old Harry' formed? • What is Longshore drift? • How are spits and bars formed? • What is mass movement? • How are coastal landscapes managed? 	<p>To learn about the processes, problems and management techniques used at the coast.</p> <p><i>This is taught now as this is a physical feature that some students are less likely to be familiar with, so provides a slightly less familiar context for learning physical processes and management. The complex management strategies build on the tough decisions needed to manage the coast.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>Geog. 2 textbook.</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/geography/coasts/</p> <p>https://classroom.thenational.academy/units/coasts-1033</p>
<p>Summer Half Term - 2</p>	<p>Tourism</p> <ul style="list-style-type: none"> • What is tourism? • What is tourism like in the UK? • How can we manage the Norfolk Broads as a tourist destination? • Why do we find decline in tourism around the world? • China Case Study – What are the impacts of tourism? • What is the future of tourism? 	<p>To learn about how tourism impacts people and places in the UK and further abroad.</p> <p><i>This topic builds on concepts from Year 7 Development and Changing Places, and investigates how people influence and interact with their landscapes, both locally and globally. The topic continues to refine evaluative skills practiced earlier on in the Key Stage, in preparation for analysis of information in Year 9.</i></p>	<p>Individual work.</p> <p>Group work.</p> <p>Video clips.</p> <p>ICT-based research.</p> <p>Creative work.</p>	<p>Geog. 2 textbook (China)</p> <p>Geog. 3 textbook (Tourism)</p> <p>https://www.bbc.co.uk/bitesize/topics/zcmfb9q</p>