

Term 1

Coastal Landscapes.

- Processes of erosion, deposition and transportation.
- Erosional and depositional landforms: headlands, bays, spits.

Term 2

Brazil- Human and Physical.

- Location of Brazil + Rio de Janeiro.
- Favelas + Favela Bairro Project.
- Tropical Rainforest + Resources.
- Deforestation + Impacts.

Term 3

Endangered Earth.

- Fossil fuels and non-renewable energy.
- Renewable energy.
- The Greenhouse Effect and Global Warming.

Term 4

Weather and Climate.

- Extreme weather in the UK.
- Tornadoes, Thunderstorms, Snow, Hail...
- Hurricane Katrina.

Term 5

Development and Globalisation.

- Development- LIC/NEE/HIC
- Demographic Transition Model (DTM)
- Globalisation.
- Transnational Corporations- McDonalds and Nike.

Term 6

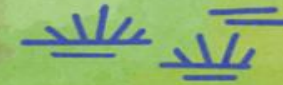
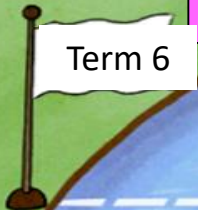
EOY Reflections

Revision of key topics from the year.
 Major skills which require revising: Grid referencing, Population pyramids, mapping countries.
 Focus on knowledge of: Location- Brazil- South America and Asia. Formation of weather events. Climate change and global warming.

What do you wish to achieve at the end of this year?

Reflecting back: Have you achieved it?

Your Year 8 Geography Journey Starts Here!



Year 8- Term 1- Coastal Landscapes *Why is this topic important? Students appreciate the challenges people face living on the coast. Problem solving and encourages engineering careers. Key topic at GCSE and building students up ready for Geography as a chosen option. Physical challenges and opportunities from year 7. Why is this the first topic for Year 8? Key terminology for social, economic, social effects. Builds on physical features learnt in year 7.*

Lesson:	1. Key Words and Year 7 Progress Check Quiz (assessment)	2. Coastal Processes- Waves and Tides.	3. Coastal Processes- Weathering and Erosion. The effects on Community	4. Headland Erosion	5. Deposition: LSD, Spits, and sand dunes.	6. Engineering Strategies.	7. Lyme Regis Case Study	8. The Debate: How should Lyme Regis be protected?	Assessment: Written evaluation of the debate: How should Lyme Regis be protected?
Learning Objectives:	To know what we have learnt so far in our geography journey. To understand key words we'll use moving forward. To be excellent at creating our own glossaries for learning.	To know the difference between waves and tides. To understand how tides are formed. To be excellent at articulating the difference between constructive and destructive waves.	To know what weathering and erosion is. To understand how weathering and erosion can have different effects. To be excellent at analyzing whether areas should be protected.	To know what a headland and bay is. To understand how headland erosion can be identified on an OS map. To be excellent at describing the formation of headland erosion.	To know what deposition is. To understand the impacts of longshore drift. To be excellent at explaining how deposition can shape a coastline.	To know the difference between hard and soft engineering. To understand why we must protect our coastlines. To be excellent at evaluating the strategies for protecting coastlines.	To know where Lyme Regis is. To understand why the coastline needs protecting. Excellent at analyzing whether Lyme Regis are protecting their coastline efficiently.	To know how Lyme Regis is protecting its coastline. To understand the advantages and disadvantages of strategies. To be excellent at articulating how Lyme Regis should be protected in the future.	To know how we protect our UK coastlines. To understand cost-benefit analysis. To be excellent at analyzing strategies used to protect our coastlines.
Key Vocabulary:	Coastline, sediment, process, landscape.	Constructive, destructive, tide, wave.	Weathering, erosion, community, effects.	Headland, bay, erosion, Ordnance Survey.	Deposition, spits, longshore drift, dune, coastline.	Engineering, groynes, protection, cost, benefit.	Coastline, social, economic, environmental cost, benefit.	Coastline, social, economic, environmental cost, benefit.	Coastline, social, economic, environmental cost, benefit.
Opportunities for Oracy:	Articulating what was learnt in year 7. + New definitions.	Articulating difference between waves and tides.	Explaining why areas should be protected.	Explaining how we identify and map physical features on an OS map.	Articulate the process of LSD.	Articulating advantages and disadvantages of engineering strategies.	Explaining the location of Lyme Regis using compass points and locations.	Assessed spoken debate on how Lyme Regis coastline is protected.	Able to reflect on the previous debate and give clear WWW/EBI.
Homework:	Research the definition of waves and tides.	N/A	ASSESSED PIECE- Written assessment at the end of the PP 1	N/A	N/A	Evaluation of strategies.	Create revision key cards for each engineering strategy.	N/A	Holiday homework: Create a leaflet why people may want to visit Brazil.
St Josephs Pupil Profile:	Active, Attentive, Curious,	Learned, Attentive.	Compassionate, Hopeful.	Wise, Learned.	Attentive, Active.	Wise, Curious, hopeful.	Compassionate, wise.	Wise, Learned, Eloquent.	Wise, Learned, Eloquent.

Year 8- Term 2- Brazil

Why is this topic important? Understanding of the world around us- compassionate and worldly citizens. Key vocabulary to understand world news and future study. Tackles issues of our time. How is Subject knowledge embedded this term? Key word quizzes, extended writing and evaluation of learnt content, questioning, MWB AFL.

Lesson:	1. World City- Key words and Location.	2. Why is Brazil Important to Us?	3. The Challenges of Favelas.	4. Solutions: The Favela Bairro Project.	5. The Structure of the TRF.	6. Global Resources- TRF	7. Endangered Species of the TRF.	8. Deforestation and the Effects on us.
Learning Objectives:	To know what a world city is. To understand the key vocabulary definitions for future learning. To be excellent at articulating definitions of the learnt words.	To know key features of Brazil. To understand the importance of Rio de Janeiro. To be excellent at using key words to explain Brazil's importance to us.	To know what a favela is. To understand the challenges people face in favelas. To be excellent at analyzing the quality of life in Brazil using development indicators.	To know that there are solutions to the challenges. To understand the solutions provided in the Favela Bairro Project. To be excellent in evaluating the success of the project.	To know the four layers of the TRF. To understand the characteristics of each layer of the TRF. To be excellent at explaining which animals and plants have adapted to this ecosystem.	To know what a resource is. To understand why humans exploit the TRF. To be excellent at evaluating the damage humans are causing to the TRF.	To know what endangered means. To understand how humans are causing the extinction of species. To be excellent at explaining how conservation can aid the survival of species.	To know what deforestation is. To understand the effects of deforestation. To be excellent at explaining the causes and effects of the greenhouse effect.
Key Vocabulary:	World city, location, Importance, challenge, opportunity.	Religion, employment, tourism, resources, trade.	Quality of life, development indicators, challenge, favela.	Favela, solution, challenge, violence, crime, employment, cable car.	Environment, layers, structure, characteristics, adaptation.	Resource, exploit, ecosystem, damage, critical, necessities.	Ecosystems, endangered, conservation, species, adaptation, harm.	Deforestation, law, greenhouse effect, global warming, climate change.
Opportunities for Oracy:	Describing the characteristics of a world city.	Explaining why Brazil is significant to us.	Explaining the challenges in Favelas based on video footage.	Evaluation of the project and decision making.	Explaining the term adaptation.	Explaining opinion on whether we should use resources.	Articulate the importance of conservation.	Explain the greenhouse effect.
Homework:	Research another world city. Create a fact file on it. <u>Opportunity for assessed piece here.</u>	N/A	'Brazil has more opportunities than challenges.' To what extent do you agree with this statement? <u>ASSESSED PIECE</u>	N/A	Research one animal and plant of your choice. Evaluate the success of their adaptations for the TRF environment.	N/A	N/A	Explain how deforestation is contributing to the greenhouse effect.
St Josephs Pupil Profile:	Active, Attentive.	Learned, Hopeful.	Compassionate, hopeful.	Hopeful, Learned.	Learned, Attentive.	Compassionate, wise, active.	Compassionate, Active.	Active, attentive, hopeful.

Year 8- Term 3- Endangered Earth

Why is this topic important? Highly relevant with today's energy use, climate crisis and current events. Tackles issues of our time which students must know about in their future.

How is Subject knowledge embedded this term? Key word quizzes, extended writing and evaluation of learnt content, questioning, MWB AFL., key word unlocking- PiXL resource implemented.

Lesson:	1- Are we killing our Earth?	2- What are Fossil Fuels?	3- Carbon Footprint	4- Climate Change, Global Warming and the Greenhouse Effect	5- Renewable Energy Resources	6- Sustainable Futures	7- The Debate
Learning Objectives:	To know what is a resource. To understand and be able to give examples of different types resources. Excellent if we are able to explain if our use of resources could "kill our future."	To know what a non-renewable energy source is. To understand the impacts of using fossil fuels. Excellent if we are able to explain the UK's energy mix and how we use fossil fuels.	To know what a carbon footprint is. To understand how humans contribute to their carbon footprint. Excellent if we are able to explain strategies for reducing our carbon footprint.	To know what climate change is. To understand how humans contribute to the greenhouse effect. Excellent if we are able to explain what the greenhouse effect is and how this is causing climate change using a named example (Bangladesh).	To know what renewable energy is. To understand how humans can reduce climate change. Excellent if we are able to explain how renewable energies are sustainable and provide detailed examples.	To know what sustainability means. To understand how humans can act sustainably. Excellent if we are able to evaluate strategies on how we can create a more sustainable planet for the future.	To know the difference between renewable and non-renewable energy resources. To understand the advantages and disadvantages of energy resources. Excellent if we are able to maturely debate whether the UK should use renewable or non-renewable energy resources.
Key Vocabulary:	Resources, future, climate change	Fossil fuels, coal, gas, oil, refined, renewable.	Carbon footprint, food miles, strategy.	Greenhouse effect, chlorofluorocarbons, methane.	Renewable, solar, tidal, power, energy.	Sustainable, solutions, actions.	Renewable, non-renewable, climate change, action.
Opportunities for Oracy:	Debate- Are humans too greedy?	Key words- define fuel and fossil.	Explain how individuals can reduce their carbon footprint.	Explain the greenhouse effect.	Plenary- quiz on renewables and AFL questioning.	Are McDonalds sustainable?	Debating- skill.
Homework:	Find an example of one country which has a good initiative to save the planet.	BOOK MARK= Exam Style Question: Evaluate the impacts of fossil fuels. (8 marks)	Write a paragraph (minimum 10 lines) explaining how the school could reduce its carbon footprint.	You must write a postcard home describing the effects of the Bangladesh flood.			Reflection upon the debate- go green. ASSESSMENT
St Josephs Pupil Profile:	Wise, compassionate.	Attentive, hopeful.	Learned, wise.	Wise, compassionate	Hopeful, active.	Hopeful, active.	Active, attentive

Year 8- Term 4- Weather and Climate

Why is this topic important? Highly relevant with UK weather, climate crisis and current events. Tackles physical issues of our time which students must know about in their future.

How is Subject knowledge embedded this term? Key word quizzes, extended writing and evaluation of learnt content, questioning, MWB AFL., key word unlocking- PiXL resource implemented.

Lesson:C	1- What is Weather and Climate?	2- UK Extreme Weather- Beast from the East	3- UK Extreme Weather- Heatwave 2018	4- Measuring and Protection against Weather.	5- Types of Cloud	6- Tornadoes- Joplin, USA, Case Study	7- Hurricane Katrina	8- Flooding- UK Case Sudy	9- Thunderstorms.
Learning Objectives:	To know the difference between weather and climate. To understand how climate differs around the world. Excellent if we are able to explain the distribution of climate around the world.	To know the difference between weather and extreme weather. To understand how weather has social, economic and environmental impacts. Excellent if we are able to explain the causes, impacts and responses to an extreme weather event in the UK.	To know the difference between weather and extreme weather. To understand how weather has social, economic and environmental impacts. Excellent if we are able to explain the causes, impacts and responses to an extreme weather event in the UK- heatwaves.	To know how we can measure the weather. To understand how measuring weather can help prevent dangerous impacts. Excellent if we are able to explain how we can use measuring devices to measure the weather and protect against extreme weathers.	To know what a cloud is. To understand how different types of clouds form. Excellent if we are able to explain at least three different types of cloud: cumulus, stratus, nimbostratus, cumulonimbus...	To know what a tornado is. To understand how a tornado forms. Excellent if we are able to describe and explain the effects of a tornado using a case study.	To know what a hurricane is. To understand how a hurricane forms. Excellent if we are able to describe and explain the effects of a hurricane using a case study.	To know what a flood is. To understand human and physical causes of floods. Excellent if we are able to describe and explain the effects of a flood using a UK case study.	To know what a thunderstorm is. To understand how a thunderstorm is formed. Excellent if we are able to describe and explain the effects of a thunderstorm.
Key Vocabulary:	Weather, climate, meteorologist.	Extreme weather, response, effect, response.	Heatwave, climate, temperature.	Extreme, dangerous, response.	cumulus, stratus, nimbostratus, cumulonimbus	Tornado, Pressure. Formation, Effect.	Formation, Pressure, Effects, Warning.	Flood, Precipitation, Effects.	Thunderstorm, Pressure, Circulation.
Opportunities for Oracy:	Articulate difference between weather and climate.	Justification of responses- which one most effective?	Verbal response to data.	Explain 6 main components of measuring weather.	Pronunciation of clouds.	Articulating formation of tornado.	Explaining response fails and justification.	Articulating how climate change can impact us.	Explanation of formation.
Homework:	Keep a diary of the weather until next week.						Research Hurricane Katrina and create a newspaper article of the disaster.	Research 'Boscastle 10 years on'	Create a leaflet on 'How to stay safe during a thunderstorm.'
St Josephs Pupil Profile:	Wise, Active	Attentive, Hopeful	Compassionate, Active	Wise, Learned	Wise, Active	Attentive, Learned	Hopeful, Learned	Compassionate, Learned	Hopeful, Learned.

Year 8- Term 5- Development and Globalisation Scheme of Learning:

It is important to teach development and globalisation at this time of year 8 as the students begin their transition into year 9. In this unit they get an introduction to development and development indicators, which not only helps them appreciate the country we live in, but builds a higher awareness and compassion to our worldly neighbors which will build a suitable foundation for studying our Changing Economic World and Urban areas at GCSE. Key lessons, such as migration, provide students with adequate language to understand current events and politics with compassion.

Lesson	Lesson 1- Development Introduction	Lesson 2- The Demographic Transition Model	Lesson 3- Causes of the Development Gap	Lesson 4- Migration and the Development Gap	Lesson 5- Globalisation	Lesson 6- Why do companies globalise?	Lesson 7- Negative impacts of globalisation-sweatshops	Lesson 8- McDonalds Case Study	Lesson 9- Geography in Film- Supersize Me
Learning Objectives	To know what development is. To understand how we classify and measure the development of countries. Excellent if we are able to explain the development of two contrasting countries.	To know what the demographic transition model is. To understand how birth and death rates change with development. Excellent if we are able to explain each stage of the DTM using named examples.	To know what the development gap is. To understand why some countries are more developed than others. Excellent if we are able to explain the development of two contrasting countries and explain why one is underdeveloped.	To know what the development gap is. To understand the effects that come with being underdeveloped Excellent if we are able to explain the negative consequences of the development gap using named examples.	To know what globalisation is. To understand the effects of globalisation. Excellent if we are able to explain the positive and negatives effects of globalisation to make an informed decision on it's benefits.	To know what globalisation is. To understand why companies globalise. Excellent if we are able to explain the positive and negatives effects of companies becoming global.	To know why a company chooses to become global. To understand why globalisation can result in negative consequences. Excellent if we are able to explain the positive and negatives effects of companies becoming global.	To know the impact of globalisation. To understand why companies choose to go global. To be able to explain the positive and negative impacts of globalisation.	To know the impact of globalisation. To understand why companies choose to go global. To be able to explain the positive and negative impacts of globalisation.
Pupil Profile	Generous, Learned.	Learned, Active.	Truthful, Compassionate	Wise, eloquent.	Attentive, active.	Wise, intentional.	Loving, hopeful.	Truthful, discerning.	Attentive, curious.
Key Words	Development, indicators, literacy rate.	GDP, development, Transition.	GDP/GNI, greed, development	Migration, immigration, refugee.	Globalisation, development	TNC, profit, revenue.	Sweatshop, justice, equality.	TNC, globalisation, glocalisation.	Obesity, Equality.

Year 8- Term 6- Revision Lessons + SUPPORTING Revision homework booklet for the term.

Intent: To revisit and revise key learning content since September. Reinforce key ideas and inspire learning and embrace revision techniques. To apply learning to exam skill. To encourage confidence in geographical content and oracy.

Lesson	Lesson 1- Coasts- Processes and Landforms	Lesson 2- Coasts- Engineering	Lesson 3- Opportunities and Challenges in Brazil.	Lesson 4- Sustainability in the TRF.	Lesson 5- Sustainable Energy.	Lesson 6- Weather Case Studies	Lesson 7- Development and Globalisation
Learning Objectives	To know the key processes of erosion and deposition. To understand how erosion and deposition lead to different landforms. To be able to explain how landforms are created.	To know how we protect the coast. To understand the difference between hard and soft engineering. To evaluate the effectiveness of management strategies.	To understand life in Brazil. To analyse the opportunities available in the favelas. To evaluate the Favela Bairro Project.	To define sustainability. To analyse the human impact of deforestation. To evaluate the opportunities and challenges in the TRF.	To know the differences between renewable and non-renewable energy. To understand the benefits of renewable energy. To evaluate the use of renewable energy.	To know facts of key case studies: Hurricane Katrina and Flooding in the UK. To apply fact to exam questions. To analyse effects and responses to weather hazards.	To define development and globalisation. To understand how we measure development. To analyse the effects of globalisation.
Key Words	Process, landform, erosion, deposition, sediment.	Engineering, management, cost, benefit, groyne, gabion, sediment.	Opportunity, challenge, favela, exploit, crime, pacifying police unit.	Sustainability, deforestation, infrastructure, mining, challenge, protection.	Sustainable, renewable, energy, energy mix, biomass, dam/reservoir.	Extreme weather, torrential, air pressure, tropical storm, flood.	Development, indicator, globalisation, technology, GDP, Literacy rate, percentage.
Pupil Profile	Learned, Active.	Learned, Active.	Compassionate, Hopeful.	Curious, Attentive	Learned, Wise.	Grateful, Truthful.	Curious, Attentive.