

## Year 8 Topics

In year 8 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>1 Europe Weather and Climate</b>	<p><b>Links to ....</b> Year 7 'what is Geography?' and locational skills. Corrects potential misconceptions about countries/continents. Improves locational knowledge and physical/human interaction. Builds on cartography skills.</p> <p><b>Laddering .....</b> Introduces key and core understanding over weather trends and climate distributions needed for AQA geography Paper 1.</p>	<p>What countries are in what continents around the earth?</p> <p>What and where are the countries in Europe?</p>	Country, Continent, North America, South America, Europe, Asia, Africa, Oceania	<p><b>a) <u>Subject Specific Skills</u></b></p> <p><b>Cartography skills</b></p> <p>Locational knowledge</p> <p>Describing patterns of distribution</p> <p>Fieldwork Skills</p> <p>Data Collection</p> <p><b>b) <u>Numeracy</u></b></p> <p>Evaluation</p> <p>Measurement</p> <p>Graph construction and interpretation</p> <p>Hypothesis</p> <p><b>c) <u>Literacy</u></b></p> <p>Description</p> <p>Explanation</p> <p><b>Exam question technique</b></p> <p><b>d) <u>Reading</u></b></p> <p><b>Map Reading</b></p> <p><b>Use of Atlas</b></p> <p><b>Key Stage 3 Textbook</b></p> <p><b>e) <u>Cultural Capital</u></b></p> <p>Knowledge of European countries / flags &amp; location</p> <p>Investigating local area</p>
		<p>Where are the main seas and rivers located in Europe?</p>	River, Sea, Ocean, Country, Europe	
		<p>What is the difference between weather and climate? What are the different climate zones around the world and where are they? What are their characteristics?</p>	Weather, climate, distribution, atmosphere, Polar, Arid, Temperate, tropical, Mediterranean, Alpine, Mountains, Average	
		<p>Why do we measure weather? What methods are the fore measuring weather? How effective are different measurement methods?</p>	Temperature, wind speed, pressure, sunlight, rain gauge, thermometer, barometer, anemometer, Beaufort scale, wind vane, Oktas scale, visibility metre	
		<p>What are anti-cyclones? What is a depression? How do anti cyclones and depressions affect the weather? What do AC and D look like on a weather chart? what is the difference between high and low pressure?</p>	Anti-cyclone, high pressure, low pressure, pressure charts, isobars, depression,	
<p>Why are some parts of the earth warmer than others? How does the sun's energy change as you move from the equator? How does pressure affect the weather, what does low pressure do, what does high pressure do, how can we use</p>	Pressure, Concentration, climate, energy,			

		temperature and pressure to explain the worlds climate zones		<b>f) <u>Links to National Curriculum</u></b> The topic focuses specifically on weather & climate as specified in the national curriculum, Fieldwork skills including data collection and interpretation as well as analysis of findings. Extends locational knowledge and deepens spatial awareness of the world’s countries. Focus given to contrasting geographical regions including desert and polar regions.
		How and why do plants and animals adapt to the environment they are in? What kind of adaptations exist? How does this change depending on the climate?	Adapt, adaptation, environment, temperature, weight, size, shape, defence, attack, predator, prey,	
		What are microclimates? What can cause a microclimates? What affects microclimates? How can we measure microclimates? Are there any microclimates in school? Can we measure them?	Slope angle, aspect, altitude, shelter, temperature	
<b>2 Coasts</b>	<b>Links to ....</b> Refreshes and builds on erosional and depositional processes, and how humans manage these studied in ‘Rivers’ year 7. Builds on knowledge of ‘Tourism’ and its impacts studied in year 7.  <b>Laddering ....</b> Builds a knowledge foundation for Physical Landscapes AQA Geog Paper 1 (key stage 4)	Why do people live on coasts? what is there to do on coasts? How has tourism affected coastal areas?	Coastline, pressures, tourism, toursits, developments, social economic environmental	<b>a) <u>Subject Specific Skills</u></b> Photograph and image interpretation Knowledge of physical processes Identification of coastal landforms <b>Map reading</b> Illustration and diagrams Locational Knowledge  <b>b) <u>Numeracy</u></b> Evaluation Measurement Understanding cost benefit analysis (Beach Management)  <b>c) <u>Literacy</u></b> Description Explanation Evaluation
		What process occur along the coast? How do the four erosional processes affect the coastline? How do they work? How does transportation occur along the coast? What does deposition mean?	Erosion, transportation, deposition, Hydraulic action, Abrasion, Attrition, solution, longshore drift	
		What are headlands and bays? How are they formed? How do human influence headlands and bays? How do headlands erode? What are caves arches stacks and stumps? How do they form?	Landforms, erosion, headlands, bays, cave arch stacks stumps, retreat, deposition,	
		What is deposition and how does it occur? What are some examples of deposition? How does longshore drift work? What are bars spits and tombolos and how do they work?	Spit, bar, tombolo, deposition, longshore drift, energy, material	
		Why does Bangladesh experience floods? What are some of the long term and short effects of flooding in Bangladesh? What are primary and	Cause, Effect, response, primary, secondary, short term and long term effects, immediate, future	

		secondary effects? What were the primary and secondary effects of the floods in Bangladesh?		Exam question technique <b>d) <u>Reading</u></b> Key Stage 3 Textbook
		How do we manage erosion along the coast? What is hard and soft engineering? What examples of hard and soft engineering are there along the coast? How effective are these strategies?	Hard engineering, soft engineering, management, coastline, sea wall, revetments, groynes, offshore breakwater, Rock armour, gabions, Beach replenishment, dune regeneration, managed retreat	<b>e) <u>Cultural Capital</u></b> Focus on both local and distant coastlines for comparison.  <b>f) <u>Links to National Curriculum</u></b> Understanding of key physical processes. Case Study within Asia. Ordnance survey maps used, including skills such as scale and grid references. Aerial photography used and interpreted.
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>3 Development</b>	<b>Links to ....</b> Concepts relating to development in Year 7, 'Tourism'. Locational knowledge developed within 'What is Geography?', Year 7 and 'Europe, weather and Climate', Year 8. Links to the understanding of	<b>What is development?</b> What are some of the characteristics of developed and developing countries? Which countries could be considered developed/developing?	Development, developing, developing, characteristics, life expectancy, literacy rate, GDP Per Capita, population	<b>a) <u>Subject Specific Skills</u></b> Describing and understanding 'Distribution' Evaluation Skills Cartographic skills
		What kind of things can affect the development of a country? What are living standards? <b>What is quality of life?</b> What kind of things affect quality of life and living standards?	Living standards, Quality of life, basic needs	Inference skills Creating links  <b>b) <u>Numeracy</u></b> <b>c) <u>Literacy</u></b>
		<b>How can we map development?</b> How have we mapped development through time? What are the issues with mapping	Brandt line, world system, GNI per capita	Explanation Description Exam question technique Extended writing planning

	<p>differences between Human and Physical Geography in year 7.</p> <p><b>Laddering ...</b> Introduces key concepts vitally important for AQA Geog Paper 2. Introduces key concepts such as life expectancy and the links between development and health care studied in Year 9, 'Disease'.</p>	<p>development the way we have? <b>What is the Brandt line?</b></p>		<p><b>d) <u>Reading</u></b> Key Stage 3 Textbooks Atlas Reading Map Reading</p> <p><b>e) <u>Cultural Capital</u></b> Understanding wealth and development differences across the world. Understanding differences between LIC and HIC countries Knowledge of history and links between some HICs and LIC countries.</p> <p><b>f) <u>Links to National Curriculum</u></b> Case study within Africa (Ghana) Case Study within Asia (China)</p>
		<p><b>How can we measure development? What are the seven development indicators?</b> How do these differ within developing and developed countries?</p>	<p>Death Rate, Birth Rate, People per Doctor, GDP, Literacy Rate, Infant mortality rate, Life Expectancy, Human Development Index</p>	
		<p><b>What is the development gap?</b> Why are some countries more developed than others? What could stop a country from developing?</p>	<p>Development barriers, disasters, climate, trade, corruption, colonies, natural resources, arable land, industry</p>	
		<p><b>How does Ghana compare to the UK?</b> How are Ghana and the UK different/similar? What factors have affected how developed Ghana and the UK have become? How might the UK have affected Ghana's development level?</p>	<p>Contrast, industry, colonialism, climate, natural resources, navy</p>	
		<p><b>Where is China? Is it a developing country? What is modern working life in China like? How do people feel about life in China?</b></p>	<p>Economic, working conditions, pressure, China, trade access,</p>	
<p><b>4 Asia &amp; Russia</b></p>	<p>Part of National curriculum. Very relevant area, builds on development</p> <p><b>Links to ...</b> Map skills and interpretation skills built throughout year 8 and year 7 topics. Links to key economic knowledge embedded within 'Development' topic in year 8. Human and</p>	<p><b>Where Asia and what is the landscape like? What countries are there in Asia? Is there a link between landscape and wealth in Asia?</b></p>	<p>Asia, continent, diverse. Landscape, climate, distribution, population</p>	<p><b>a) <u>Subject Specific Skills</u></b> Evaluation Describing distribution <b>Cartographic skills</b> Locational knowledge Inference Skills – <b>Using an Atlas</b>, understanding and interpreting aerial photographs, GIS, interpreting choropleth maps Introduction to climate graphs Introduction to population pyramids</p>
		<p><b>What is the climate like in Asia? How many climate zones are there in Asia and what are they? How can we measure climate?</b></p>	<p>Climate zones, weather, latitude, tundra, tropical, arid, temperate, mountains</p>	
		<p>What tourist attractions are there Asia? Where are the tourist attractions in Asia? Which tourist attractions are suitable for different groups of people?</p>	<p>Attractions, location, distributions, evaluation</p>	
		<p>Where do people live in Asia? <b>How is the population distributed in Asia? Is there a link between landscape/climate and</b></p>	<p>Population, distribution, landscape, climate, sparsely, densely</p>	

	<p>physical geography differences links back to 'What is Geography?' in year 7. Provides a link with previous, 'Weather and Climate' topic.</p> <p><b>Laddering ...</b> Provides knowledge foundation for AQA Paper 2, 'Resource Management' and 'Urban Challenges'.</p>	<p>where people live? What is the difference between sparsely and densely populated?</p>		<p><b>b) <u>Numeracy</u></b> Numeracy when looking at climate graphs and resource values</p> <p><b>c) <u>Literacy</u></b> Description Explanation Exam question technique Describe the Location Exam command word interpretation Literacy in extended writing</p> <p><b>d) <u>Reading</u></b> Key Stage 3 Textbooks Atlas Reading Map Reading</p> <p><b>e) <u>Cultural Capital</u></b> Locational knowledge Knowledge of Russian culture such as history, art, theatre &amp; music</p> <p><b>f) <u>Links to National Curriculum</u></b> Specific requirement to study Russia. GIS used to interpret place data.</p>
		<p>Where is Russia located? What is the Russian flag like? Describe the location of Russia. What is Russia like physically? What is Russia culture like? Russian Cultural influence on the world.</p>	Physical, population, location, global, culture, influence	
		<p>What is physical geography? (Recap) What is the physical geography like in Russia and does it vary? Where do people live? What is the capital city called? Students will locate major rivers, Ural Mountains and cities on a map.</p>	Physical, human, Relief	
		<p>What is the climate like in Russia? What are the differences between weather and climate (recap). Specific investigation of the climate in Moscow. How does the climate link to the physical landscape in an area?</p>	Climate, regions, biomes, hot desert, grasslands, deciduous forest, coniferous forest, hawing tundra, arctic tundra, climate graphs,	
		<p>What is the population of Russia like? Where do people live? How does the physical geography of Russia affect where people live?</p>	Population density, population distribution, densely, sparsely, choropleth maps,	
		<p>What are the natural resources that are located in Russia? How are they valuable both locally and nationally? What is Russia's role in European and global trade? How does physical geography help the Russian economy?</p>	Resources, international, value, economic, materials,	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Crime	Links to ... Builds on earlier 'development' knowledge such as wealth & poverty	What kinds of crime are there? What crimes are more serious than others? What makes some crime more severe than other? How does crime affect people?	Crime, affect, evaluate, severity, punishment	<p><b>a) <u>Subject Specific Skills</u></b> Description Inference (Creating geographical links) Analysis</p>

<p>studied in Year 8. Allows contextual environment for further development of the core subject skills covered so far such a comparing and completing graphs and figure interpretation.</p> <p><b>Laddering ...</b> Allows for an introduction to knowledge relating to development and the relationship with crime and the environment, studied for AQA Paper 2, Key Stage 4.</p>			<p>Evaluation Figure and photograph interpretation Cartographic Skills Locational Knowledge</p> <p><b>b) <u>Numeracy</u></b> Analysis of figures Interpretation of graphs Data Analysis Constructing graphs</p> <p><b>c) <u>Literacy</u></b> Explanation Description of distribution Exam question technique</p> <p><b>d) <u>Reading</u></b> Key stage 3 text books Map reading</p> <p><b>e) <u>Cultural Capital</u></b> Understanding human and physical geographical factors that may influence crimes rates. Local and national scale distribution of crime and types of crime.</p> <p><b>f) <u>Links to National Curriculum</u></b> Analysis of GIS data used. Place knowledge extended by the study of geographical similarities and differences of places.</p>
	Why do people commit crimes? What reasons are there for people committing crimes? What is meant by crime? How are areas affected by crimes occurring?	Analysis, evaluation, explanation interpretation, activities, infer	
	How is crime distributed across the world? Which countries have the highest and lows crime rates? How does wealth and income affect crime rates? How is crime affected by police numbers?	Distribution, prison population, crime rate	
	How does crime vary around the UK? What patterns of crime are there around the UK?	Patterns, distribution, data presentation	
	How does crime vary across Newcastle? Which areas experience more crime than others in Newcastle? Why might some areas experience more crime than others? How does demographics have an effect on crime?	Burglary, violent crime, vehicle crime, postcode, demographics, population	
	How do LA Gangs have an effect on Los Angeles? Where is Los Angeles? Who are some of the gangs in LA and what do they do? How can we reduce the effects that gangs can have?	Los Angeles, California, location, gangs,	
	What are blood diamonds? Who is involved in the distribution of conflict diamonds? What impacts do conflicts diamonds have on the miners? Why is the crime on the rise?	Conflict diamond, distributed, social economic environmental	
Where is Antarctica? How are humans affecting the biome of Antarctica? Is the destruction of the biome a crime? Is	Antarctica, biome, location, climate change, global warming,		

		climate change and global warming a crime?		
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\*Bridging gaps due to Covid19

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Substantive Knowledge

Disciplinary Knowledge