Hawkley Hall High School

**Key Stage 3 Curriculum Journey: Geography Year 8 UPDATED**

| | Week 1 → Week 39 | | | | | |
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| | *Our Amazing island* | *Population* | *Water works* | *Europe* | *Cold environments* | *Global biomes* |
| **Key content (know that…Know how…)** | To know the countries that make up the United Kingdom.<br>To know the climate zones of the UK and the reasons for the differences.<br>To know the different classifications of industry in the UK.<br>To know how primary industries in the UK have changed overtime.<br>To know how industries in Wigan have changed overtime.<br>To know the employment opportunities linked to tourism in Scotland.<br>To know the tectonic processes that created the Giant's causeway.<br>To know evidence of dinosaurs along the Jurassic coast.<br>To know how water affects limestone.<br>To know quaternary industry and give examples from the UK.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range. | To know the global distribution of people.<br>To know a range of factors that can affect population size.<br>To know how to interpret and compare population pyramids.<br>To know the stages of the demographic transitions model.<br>To know the key characteristics of a stage 3 country (Nigeria).<br>To know the key characteristics of a stage 5 country (Japan).<br>To know the theory of push and pull migration and apply it to Mexico-USA migration.<br>To know how the UK's population has changed overtime.<br>To know the patterns of migration within the UK.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range. | To know the water cycle.<br>To know the main processes within a river basin.<br>To know how a waterfall and gorge are formed.<br>To know how a meander and oxbow lake are formed.<br>To know the landforms found in the lower course of the river.<br>To know the effects of Storm Ciara.<br>To know the causes of flooding and how we can reduce the impacts.<br>To know how to complete a river enquiry relating to flood defences in Mytholmroyd.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range. | To know about the different countries that make up Europe.<br>To know the major physical features of Europe.<br>To know different ways we can measure development.<br>To know how to compare levels of development in Europe.<br>To know the different climatic zones of Europe.<br>To know the effects of the Italy 2016 earthquake.<br>To know key characteristic of Iceland.<br>To know the process to create geothermal energy.<br>To know the effects of the Icelandic eruption.<br>To know key characteristics of Greece.<br>To know how caves, arches, stacks and stumps are formed.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range. | To know the location of Antarctica and who discovered it.<br>To know who 'owns' Antarctica.<br>To know the factors affecting Antarctica's climate.<br>To know how animals are adapted to the conditions in Antarctica.<br>To know why cold environments are hard places to work.<br>To know the impacts of tourism on Antarctica.<br>To know the difference between Tundra and Polar.<br>To know how and why cold environments need protecting.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from mean, mode, medium and range. | To know the difference between an ecosystem and biome.<br>To know the location of the major biomes.<br>To know the key characteristics of a tropical rainforest.<br>To know the key characteristics of the Tundra.<br>To know the key characteristics of the Mediterranean biome.<br>To know the key characteristics of a temperature forest.<br>To know the key characteristic of our oceans.<br>To know the key characteristics of polar regions.<br>To know the key characteristics of wetland areas.<br>To know the key characteristics of deserts.<br><br>Within each unit students will learn how to construct and interpret a range of different data presentation techniques.<br><br>Within each unit students will learn how to use a range of statistical tools from |

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| | | | | | | mean, mode, medium and range. |
| **Prior Knowledge** | Retrieval from Year 7<br>-how Wigan is a modern and diverse place (where is my place in the world).<br>- difference between weather and climate (Extraordinary Earth). | | Retrieval from Year 7<br>- tourism geographical enquiry (Tourism adventure).<br>-difference between weather and climate (Extraordinary Earth).<br><br>Retrieval from Year 8<br>-climate zones in the UK (Our amazing island). | Retrieval from Year 7<br>- advantages and disadvantages of leaving the EU (where is my place in the world).<br>- main types of tourism (Tourism adventures)<br>- key facts about Europe (Extraordinary Earth)<br>- difference between weather and climate (Extraordinary Earth).<br><br>Retrieval from Year 8<br>- tectonic processes (Our amazing island).<br>-erosional processes (Water works). | Retrieval from Year 7<br>- location of oceans and continents (where is my place in the world).<br>-types of tourism (Tourism adventures).<br><br>Retrieval from Year 8<br>- climate zones in the UK (our amazing islands).<br>-climatic zones in Europe (Europe).<br>-tourism in Scotland (our amazing island).<br>- key characteristics of Iceland (Europe). | Retrieval from Year 7<br>- location of oceans and continents (where is my place in the world).<br>-National parks (Tourism adventures).<br>- Asian countries (Extraordinary Earth).<br>- South American countries (Extraordinary Earth).<br>-climate of Svalbard (Extraordinary Earth).<br><br>Retrieval from Year 8<br>-climate zones of the UK (Our amazing island).<br>-Climate of Antarctica (Antarctica).<br>-Animal adaptations in Antarctica (Antarctica). |
| **KS3 National Curriculum Links** | **Physical geography -** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:<br>physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.<br><br>**Human geography** relating to: population and urbanisation; | **Human geography-** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective | **Physical geography-** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments | **Human and physical geography** -understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:<br>**physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.<br>**Human geography** relating to: population and urbanisation; international development; economic activity in the | **Locational knowledge:** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.<br><br>**Physical geography** relating to: geological timescales and plate tectonics; rocks, | **Locational knowledge**<br>- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. |

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| | international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.<br><br>**Geographical skills and fieldwork -**<br>interpret Ordnance Survey<br>maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. | functioning of natural systems.<br><br>**Geographical skills and fieldwork**<br>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. | and the climate; and how human activity relies on effective functioning of natural system.<br><br>**Geographical skills and fieldwork -** interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photograph.<br>-use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. | primary, secondary, tertiary and quaternary sectors; and the use of natural resources.<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.<br>**Geographical skills and fieldwork** - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.<br>- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photograph. | weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.<br><br>**Geographical skills and fieldwork** -build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.<br>- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. | **Place Knowledge**<br>-understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.<br><br>**Physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.<br><br>Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.<br><br>**Geographical skills and fieldwork -** build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field<br>- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. |

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| **Assessments** | Diagnostic feedback – Giants causeway. | End of HT 2 – Composite assessment on knowledge from HT1 and 2. | Diagnostic feedback – Storm Ciara. | End of HT 4 Composite assessment on knowledge from HT 3 and 4. | Diagnostic feedback – animal adaptation. | End of Year composite assessment on knowledge from HT 5 and 6. |