

## **Year 8**

Location Knowledge and Places.

Understanding of Physical Geographical Processes.

Understanding of Human Geographical Processes.

Geographical Skills.

Enquiry Skills/ Decision Making, Applying Knowledge.

In year 8, we are passionate about encouraging our young geographers to broaden their understanding of the world around them and how both physical processes, human interactions and decision making impact the places in which we live. Using international examples as well as those closer to home, our students will extend their ability to look critically and reflect on the challenges our Earth is facing both in the human and natural world, using their work in year 7 as a base for re-applying their understanding to specific examples.

### **Autumn Term**

#### **China**

One of the world's most rapidly developing countries, China's place in the world is one which can be analysed from many perspectives.

Our geographers will begin by **identifying key features within China** in order to create reference points which will be continually returned to throughout the topic. Having already mastered the ability to **accurately and precisely locate countries** in Year 7, students will expand on this knowledge and consider how **China's physical location** can have impacts upon its **level of development**. **Using classifications and data from the International Monetary Fund (IMF)**, students will develop a deep understanding of **China's economic and social status** and will use their prior knowledge of place and space to be able to evaluate **China's current position as a rapidly growing international superpower**.

On a national scale, students will also look at **disparity and inequality within China**, assessing **population distribution** and the underlying **human** and **physical** reasons why some places are more densely populated than others. This is building upon existing knowledge acquired in Year 7 topics such as Population and Migration, with added emphasis on the **impacts that this can have on a country's prosperity**; a skill which has growing importance in a rapidly developing and ever-changing world.

Our students are asked to evaluate China's rich historical past as well as recent events including the **One Child Policy**, **TransNational Corporations' presence in Shenzhen and protests in Hong Kong**. Through these issues, our students will formulate and develop **balanced arguments, critically evaluate** contemporary issues and assess how these events have altered ways of life in China. Students will also critique the choices China has made regarding **top-down development strategies**, focussing on the Three Gorges Dam and the South-North Water Transfer Project. Our geographers will **question the sustainability** of these projects and evaluate whether the costs of these projects outweigh the longer-term social and economic benefits.

#### **Coasts**

As residents of a coastal location, this topic will give students the opportunity to discover the science behind the processes occurring in their local environment and the importance of coastlines to people at different scales, including local, national and global importance.

Geographers will begin by **locating key coastal areas in the UK and around the world** as well as identifying how these dynamic landscapes play key **economic** and **environmental** roles on **local, national and international scales**.

Our students will then gain a richer knowledge of the **geomorphological processes** occurring along different coastlines. Students will be able to describe and explain the **journey of coastal sediment** from the mainland to its final place in the landscape. By studying **weathering** and **erosional processes, transportation** in the form of **longshore drift** and **deposition**, our geographers will discover how a variety of coastal landforms are created: **wave cut notches and platforms; caves, arches stacks and stumps; headlands and bays; beaches and spits**. We continue to build upon this in KS4 considering the role that other geomorphological factors such as **geology and climate** have on these environments.

Being able to understand these coastal processes can allow us to determine **how different environments are impacted**. Students will look at a case study of the **Holderness Coast** in Yorkshire; Europe's fastest eroding coastline, to assess how these processes have a real **impact on coastal communities**. Students will then use this knowledge to apply to a real-life scenario and **make critical decisions** about how to sustainably manage a coastline. This will be done through the **evaluation of various hard and soft engineering strategies** used to manage erosion on coastlines. This is a crucial process as students combine all of their acquired knowledge to make **balanced, considered decisions**, taking **stakeholders'** opinions into account- a skill used regularly, not just in the geographical world, but in wider society.

### **Spring Term**

#### **African Challenges**

Africa is an example of a truly diverse continent, be it socially, culturally, economically or environmentally. Our geographers will be studying a variety of geographical themes through exploring different regions of Africa and the contemporary challenges they face.

Firstly, our students will build upon their knowledge of climate and space by discovering **tropical rainforests**, exploring the **structure** of these diverse **ecosystems** and the **adapted wildlife** within them. They will then delve into a **comparison** between rainforests in the **DRC and Ghana**, continuing to work on **critically evaluating** whether these precious environments are being **managed sustainably** and the impact of **human exploitation** of the rainforest. This is an issue of ever-increasing importance in a developing world, allowing our students to see the environmental cost and social benefit of human interference with nature.

In year 7, our geographers began learning about types of **migration** and its impacts. Through studying **Lagos in Nigeria**, students will delve deeper into the **push and pull factors** associated with **rural-urban migration** in Africa and the impacts that **rapid urbanisation** can have on a developing country. This will be done through analysing patterns on **migration maps** and **comparing migration statistics** for Nigeria and other areas of Africa.

Students will also develop their focus on the relationship between **Transnational Corporations** and developing nations, studying the economic, social and environmental impacts of **Shell's presence in the Niger Delta**. This will apply knowledge acquired from their China topic earlier in the year, applying the same concept to LIDCs rather than Emerging and Developing Countries (EDCs).

Students will begin to discover the role that **ecotourism** can play in Low Income Countries, focussing on how **Botswana** has promoted ecotourism and the impact that it has had on the country's **development, the environment and social prosperity**. Students will design their own ecotourism reserves, using **diagrams and cartography skills** acquired previously to highlight key features of an ecotourism reserve.

Finally, students will undertake a **decision making exercise** for a new (undiscovered for the students) area of Africa. Students will have to **analyse information** to decide what would be the best way to help this region of Africa develop further, applying their knowledge from this topic to evaluate how best to overcome these challenges. Students will be able to develop their skills in resource analysis, justification and stakeholder analysis.

## **Extreme Weather**

Our everyday lives are altered by the weather and the systems which influence it- but what makes weather 'extreme'? Students will begin this topic by understanding how **everyday lives are impacted upon** by the weather as well as differentiating between 'weather' and 'climate'. They will also assess what makes weather in the UK extreme compared to other global locations. This topic calls back to the learning that they undertook in year 7 when they were introduced to 'Weather and Climate', building on their basic understanding of what weather is and what might make these everyday phenomena become extreme.

Firstly, students will be looking at the impacts of extreme dry weather by studying **droughts**. Through students understanding the causes and impacts of drought they will begin to appreciate the notion of extreme weather and the catastrophic impacts these can have on **people and the local economy**. Through studying **Ethiopia**, students will assess the social, economic and environmental impacts that a period of drought can have on a **developing country and** how this compares to a drought event in the **UK**. **This will provide a base knowledge for students to further develop at GCSE, considering the longer term implications of these events.**

Secondly, through studying **Hurricane Katrina**, students will be able to describe the **formation and distribution** of **tropical storms** and explain the **conditions needed to create them**. This case will highlight the differing impact it had on both LIDCs and ACs as well as how **stakeholders responded** in different locations.

These modern case studies will inform our students of the extreme conditions our planet is facing, analysing these events by **manipulating data** as well as **weather maps**.

Our students will also begin to explore the **frequency and magnitude of extreme weather events** in the UK and around the world, along with their varying impacts, to gain a perspective on the **immediacy of climate change**. This will inform and equip our geographers for future topics in Key Stage 3 and beyond, as well as inform our students of the every-changing role in which our changing climate plays in our everyday lives.

## **Summer Term**

### **Around the World Project**

Students will take a lead in applying their skills and experiences to develop a deep, enriched and varied country profile of a global destination chosen at random out of a hat by their groups. Students will work in groups of between 3-4 using basic guidelines in the form of a brief. The onus for the students is creativity and development.

Working collaboratively, students will investigate a variety of different aspects of life in their chosen country, including **locational knowledge, physical geography and natural features, economy, politics and culture**.

Reflecting back on skills and knowledge acquired throughout Key Stage 3 so far, students will consolidate skills, including **cartography, climate graphs and independent research**. Students will also develop their **independent learning and teamwork skills** as well as their ability to present information in a **concise and eye-catching manner**.

This project is an opportunity to not only provide students with a chance to apply their learning in

geography to date, but also to improve and develop their role as a global citizen, applying knowledge to countries they may not know about and question the successes and challenges facing these places in our ever-changing world.