





## Curriculum Overview for Geography Year 8

<p><b>Half Term 1&amp;2: What is the human and physical geography of South America?</b></p> <p><b>Substantive Knowledge:</b> Population Density Rainforest Ecosystem Weather and climate in South America Deforestation Sustainability Favela Settlements (Causes, challenges, management) Map skills (L1, L8) Physical Geography (L1, L2, L3, L4, L5, L6, L7)</p> <ul style="list-style-type: none"> <li>• Climate graphs</li> <li>• Relief</li> <li>• Climate</li> <li>• Precipitation</li> <li>• Temperature</li> </ul> <p>Interpretation of maps/sources (L1, L2, L3, L5)</p> <p><b>Disciplinary Knowledge:</b> Literacy skills Analytical\explanation skills Reading comprehension Evaluating Analysis of data Map skills (L1, L8) Interpretation of maps/sources (L1, L2, L3, L5)</p>		<ul style="list-style-type: none"> <li>• Students will be engaging with passages and text informing them of perspectives in relation to the various geographies of South America, consistently these will be read as a class. Using the most able readers in the class to provide a different voice to message the lesson's aims</li> <li>• Students will also be taught how to decipher texts, particularly when looking at social, environmental and economic impacts. Students will be shown how to look for key words and how to identify key information</li> </ul> <p><b>Book Recommendation:</b> National Geographic Student World Atlas</p>
		<p>South America Deforestation Population High Density Low Density Densely populated Sparsely populated Physical geography Human geography Climate change Precipitation Relief Sustainability Ecotourism</p>
		<p>Explanation question on the population distribution in South America</p> <p>Essay on Rocinha – a favela in South America</p>
		<p>Homework booklets, set weekly</p>



<p><b>Half Term 3:</b> How has the UK's industry changed?</p>		<p>Oracy focus tasks Reading comprehension Analysis of contemporary and historical text Key words – spelling and application</p>
<p><b>Substantive Knowledge:</b> Economy Deindustrialisation/Industrialisation Urbanisation Regeneration Employment</p> <p><b>Disciplinary Knowledge:</b> Map skills (L4, L5, L6, L7, L9) Interpretation of maps/sources (L4, L5, L6, L7, L9) Human Geography Concepts (L1, L2, L3, L4, THOA Project) Description Explanation skills</p>		<ul style="list-style-type: none"> <li>➤ Jobs</li> <li>➤ Industrial sector</li> <li>➤ Grid Reference</li> <li>➤ Primary</li> <li>➤ Secondary</li> <li>➤ Tertiary</li> <li>➤ Marketing</li> <li>➤ Raw Materials</li> <li>➤ Profit</li> <li>➤ Economic</li> <li>➤ Quaternary</li> <li>➤ Brownfield</li> <li>➤ Greenfield</li> <li>➤ Regeneration</li> </ul>
		<p><b>End of unit summative assessment</b> – Industry project booklet</p>
		<p>Homework booklets, set weekly</p>



## Half Term 5 and 6: Development

### Substantive Knowledge:

- The definitions of a high income country and low income countries (abbreviated to HIC and LIC).
- Measures of development show differences between HICs and LICs – such as birth rate, death rate and life expectancy.
- How measures of development are combined to make an index to judge quality of life in countries.
- Comparing development between Kenya and the UK.
- How a lack of clean water impacts of the quality of life in LICs like Kenya and how we can help improve access to safe water.

### Disciplinary Knowledge:

- Handling data from an atlas or table.
- Combining measures of development in an index.
- Spotting errors in data to judge their accuracy.



What is development?

How can we measure development?

- Birth rates, death rates, life expectancy, literacy, gross domestic product etc

How can we use an index of development?

- HIC (High income country) v LIC (Low income country)

What are the challenges of living in LICs?

- Kenya as a case study country and the issue of water borne diseases



- Development
- Development Index
- Quality of Life
- HIC (High Income Country)
- LIC (Low income Country)
- GDP (Gross Domestic Product)
- GNI (Gross National Income)
- Life expectancy
- Birth rate
- Death rate
- Water borne disease
- Cholera



End of unit summative assessment



Homework booklets, set weekly