

Fairfield High School Curriculum Overview – Year 8

Subject	Geography	Why do we study these units in Year 8?
Lessons per fortnight	3	<p>Year 8 in Geography begins with the first look at landscapes in UK Rivers. The key Geographical Concepts of Geomorphological processes (erosion, transportation, deposition) and resulting landforms are introduced. Term 2 then introduces a regional approach to Geography with a study of Africa focusing on environmental and economic diversity and the forces driving urbanisation (rural-urban migration). This is significant as Africa is now the fastest urbanising continent with huge implications for Quality of Life in African cities. Terms 3 & 4 look at Global Development, with Term 3 looking at Economic Development (measures and models of development, closing the development Gap) and Term focusing on Health as a Development issue, not only in less developed countries (causes, effects and solutions to food insecurity), but also in specific health issues in more developed regions, particularly obesity. At this point the 3 spheres of sustainability idea is introduced, and referred to as a framework for evaluating sustainability throughout Years 8-11. Global Citizenship is promoted throughout this topic and we aim to make issues as contemporary as possible. Term 5 considers demography and issues around population change and migration, and the close links to the work on Global Development in Terms 3 & 4 are made explicit. Term 6 comes full circle and returns to geomorphology and landforms of UK coasts, introducing hazards presented by changing coastlines and the issues around coastal defences.</p>
Setting	n/a	

Students are encouraged to be Responsible Global Citizens through activities/content on impacts of poverty (UNSDG 1, 4, 8) and a bottom up approach to aid (UNSDG 2 & 3). Health issues are linked to access to food and diet (UNSDG 2, 3, 7-9).

We ensure all students experience high challenge in the subject by including high-challenge assessments on Geomorphology with the need to explain specific physical processes and how they combine to result in characteristic landforms in river and coastal landscapes.

Literacy work this year includes extended writing and many examples of specific academic and subject-specific vocabulary. Strategies to embed this vocabulary are explored and reviewed.

Innovation and Creativity opportunities this year include flipping the traditional human Geography focus of Health Issues in LICs to a focus on health issues in HICs as these issues are more likely to affect our students (healthy diet and obesity).

Employability opportunities/skills covered this year are reference to industrial sectors in our work on development, the opportunities in working in maintaining basic UK infrastructure in coastal defences and river flood management. The factors which drive migration, particularly those which motivate economic migrants are considered as well as NGO work in our study of Africa.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
------	------------	-------------------------------------	--------	------------

1	River Landscapes in UK	Hydrological Cycle, drainage basin dynamics and downstream changes, physical processes and landforms, river management	Identifying landforms on OS maps, explaining complex landforms and processes using annotated diagrams	GCSE Style: Explain the formation of a waterfall
2	Diverse Africa	Africa's Human and Environmental Features/Characteristics. Diversity of environments. Conflicts between development and rights of indigenous people, urbanisation and the impacts of rapid urbanisation. Resource exploitation and impacts on people.	Atlas Skills, photographic interpretation, extracting specific information, group work preparing and participating in a role play debate,	Peer assessment of debating skills
3	Global Development Gap	Defining and measuring development, models of development, closing the development gap through small-scale aid projects.	Statistical analysis, supporting extended written arguments with statistical evidence, evaluation of development models	Is the Brandt Line still valid?
4	Health Issues and Development	Causes, Effects and Solutions to food insecurity, health issues related to lifestyle in higher income countries.	Evaluating sustainability	Explain strategies to increase food security
5	Population Change	Population change globally over time, Natural Increase vs Migration, causes, impacts and management of migration,	Interpreting data presentation techniques – population pyramids. Numeracy – calculating % Natural Increase by handling varied popn based development indicators	GCSE style extended question sequence on Mexico-USA migration

		Examples of politically motivated popn management strategies		
6	Coastal Landscapes of UK	Waves, coastal processes of erosion, transportation, deposition, landforms and their formation, cause-effect-response to coastal management	Identifying landforms on OS maps, explaining complex landforms and processes using annotated diagrams and extended written explanations, numeracy – selecting the most appropriate forms of coastal defence	Explain the formation of Old Harry Rocks