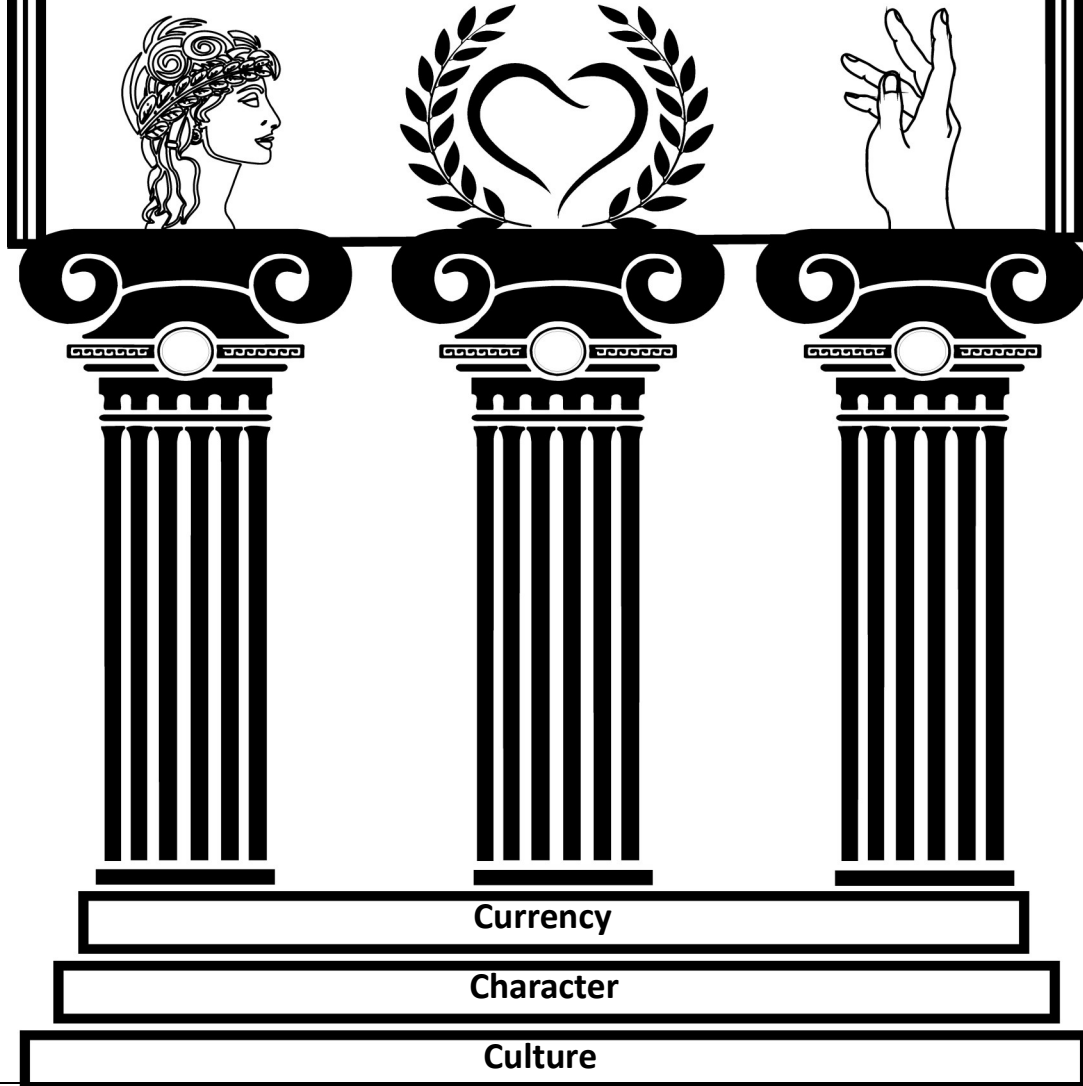




Year 8

INTENT

In Malbank's Geography Department we will develop inquisitive and skilled geographers giving opportunities to explore a range of environments and the human and physical factors that shape them, so pupils can develop the skills to understand global issues and the impact these may have on their lives now and in the future.



<p>Head</p> <p>Understand how physical processes create different landscapes and show awareness of the impact of human activity on these landscapes.</p>	<p>HEART</p> <p>Understand how global issues can affect their own lives and show awareness of actions they can take in order to be considerate citizens of planet Earth</p>	<p>HAND</p> <p>Develop the skills to collect primary data and to use graph and map skills to present and analyse patterns in data sets. Develop the ability to read maps and interpret photographs, satellite images etc. in order to understand the world around them.</p>
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Malbank School year 8 GEOGRAPHY Curriculum



<p>Population</p> <ul style="list-style-type: none"> • growth of population • reasons for growth (natural increase and migration) • population distribution • population pyramids & demographic transition model (DTM) • Why have birth rate and death rate fallen? • Case study : China one child policy • Migration • Case study: Mexico to USA • How is the UK affected by immigration? <p>Big ideas</p> <ul style="list-style-type: none"> - <i>Should China be allowed to do this?</i> - <i>Why do other countries NOT control population this way?</i> - <i>Human Rights violations/ refugee experience?</i> <p>Ecosystems</p> <ul style="list-style-type: none"> • what is an ecosystem and key terms • location of major ecosystems • Model how to do each section of the investigation. E.g. show how to make a climate graph, how do plants and animals adapt etc. Can use SAVANNA for this • Investigate one ecosystem (location, climate, animal and plant adaptations, human activity, conservation issues) <p>Big ideas</p> <ul style="list-style-type: none"> - <i>Which animals are endangered & why?</i> - <i>Whose responsibility to solve the problem?</i> <p>Energy</p> <ul style="list-style-type: none"> • key terms, fossil fuels and renewables • where is each type of energy produced in the UK and why • Group activity: research each type of renewable energy, make resource to teach others • Wind energy decision making activity • Energy survey around school • how can we reduce energy usage? <p>Big ideas:</p> <ul style="list-style-type: none"> - <i>Collective responsibility</i> - <i>Who suffers if we don't solve the energy problem?</i> - <i>Why do countries need to work together to tackled the energy problem?</i> 	<p>Awareness of others. Empathy.</p> <p>Aware of Human Rights. Able to see how a different culture / political system operates</p> <p>Self—awareness - what is my view on immigration in the UK?</p> <p>Aware of morals</p> <p>Organisational skills - to complete an independent investigation</p> <p>Research and communicate your ideas effectively</p> <p>Team work - play an active role in researching energy sources, present / argue your case.</p> <p>Leadership opportunity.</p>	<p>Line graph to show population growth</p> <p>Choropleth map</p> <p>Interpretation of bar graphs (population pyramids) and suggest reasons. Compare/contrast 2 countries</p> <p>Interpretation of line graphs (DTM)</p> <p>Understand information presented a wide range of formats (statistics, photos, Ted talk etc.)</p> <p>Skill of debating an issue and consideration of why people hold differing views</p> <p>Justify a viewpoint</p> <p>Evaluate the success of the one child policy</p> <p>World map—location of major biomes</p> <p>Climate graphs (bar and line graph)</p> <p>Use of globe to account for climate variations</p> <p>Select appropriate methods to present information (graphs, maps etc.)</p> <p>Map work - explain why each energy sources occurs in the location shown on a map</p> <p>Fieldwork— collect first hand data</p> <p>Communicate findings & recommendations in a letter to the Head teacher</p>
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Malbank School - year 8 GEOGRAPHY Curriculum



<p>Kenya</p> <ul style="list-style-type: none"> • perceptions of Africa • location of Kenya + fact file • climate and natural vegetation linked to population distribution • plan a holiday in Kenya • benefits and problems of tourism • solving the problems and eco-tourism • shanty towns - characteristics and problems • Case study: Kibera • Solving the problems of a shanty town <p>Big ideas</p> <ul style="list-style-type: none"> - <i>Should charities spend UK money to help people in Kenya?</i> - <i>Should Kenya encourage or discourage mass tourism?</i> <p>Coasts</p> <ul style="list-style-type: none"> • Locate places around the UK coastline • waves, tides and key terms • erosion processes and formation of stacks • longshore drift and formation of spits • Coastal erosion Case study: Holbeck Hall • Coastal protection methods • decision making activity <p>Case study : Holderness coast</p> <p>Big ideas:</p> <ul style="list-style-type: none"> - <i>How will the coastline of Britain be affected by climate change/sea level change?</i> - <i>Should we defend the UK coastline from erosion?</i> <p>Crime</p> <ul style="list-style-type: none"> • types of crime • where does crime occur? • crime survey around school • The Geography of crime (TV programme) • crime prevention methods • designing out crime - bicycle security • crime in your local area (independent research) • GIS crime activity <p>Big ideas:</p> <ul style="list-style-type: none"> - <i>Who pays for crime?</i> - <i>Impacts of crime on society</i> <p>SUMMER EXAM PREPARATION</p> <ul style="list-style-type: none"> ◆ Post exam therapy ◆ Continue final topic till end of year 	<p>Organisation— planning an itinerary</p> <p>Awareness of others—the impact of tourism or different people</p> <p>Decision-making /problem solving</p> <p>Pair work</p> <p>Empathy</p> <p>Problem– solving</p> <p>Awareness of others</p> <p>Decision making / defend your view</p> <p>Personal perception—why do people hold differing views?</p> <p>Self– awareness—where do you feel safe?</p> <p>Empathy</p> <p>Creative</p> <p>Self– awareness and awareness of others</p> <p>Decision– making</p> <p>Resilience</p>	<p>Use an atlas or ICT to research Kenya</p> <p>Map work</p> <p>Atlas skills - select data from a range of specialist maps</p> <p>Map of Africa</p> <p>detailed map of Kenya</p> <p>Integrate facts from a range of sources</p> <p>Evaluate—look at pros and cons</p> <p>Use a wide ranges of sources of information to investigate the issues affecting Kibera</p> <p>Map—accurate location using atlas</p> <p>Draw suitable diagrams</p> <p>Able to describe correct sequence of event to make a named landform</p> <p>DIGIMAPS - OS map database</p> <p>Photo interpretation</p> <p>Decision-making</p> <p>Fieldwork—1st hand data collection around school site</p> <p>Apply knowledge of crime prevention to design a crime prevention system</p> <p>GIS - decision making using a GIS activity to decide how to allocate police resources</p> <p>Understand and act on command words</p> <p>Recall key facts, explain, map & graph skills</p>
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