

Geography

We aim to inspire our students to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to equip our students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As students progress through the subject, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Cornwallis Academy, we teach the National Curriculum for Geography, which aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Year 8 Geography

Term One

Content of study	Development
What are the aims and objectives of this term?	In Term One, we teach the basic skills that a student needs to develop their spatial awareness. To start immediately building on locational knowledge, we add context to our study of Development. Our objectives for Term One are: • To define & outline the process of development • To develop contextual knowledge of specific places • To apply knowledge to draw conclusions • To interpret data relating to specific places
What previous knowledge is required?	In this study of <i>Development</i> around the world, we will refer to the <i>Population</i> unit taught in Term 3 of Year 7.
How will this term's content help with future learning?	Geography is a subject that relies on forging links between the human and physical disciplines and any opportunity to see the effects of a number of physical issues can accomplish this. For example, a country with a climate suited to coffee growth but limited other cash crops may result in a dependence on a small number of agricultural products, like in Ethiopia's case, thus linking climate to development.
Resources	Video clip to introduce the topic: What is Development?
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf In Term 1 of Year 8, we teach students how we differentiate between less and more developed countries and in considering the different means by which do that, we learn about different places using the context of selected indicators.

Assessments	In Term One of Year 8, we would like to see if skill they began assimilating in Y7 have become established. Assessments for Y8 will take the form of 3 lower tariff questions, often requiring a simple response. There will be 3 more challenging questions after this, each earning 2 marks, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff question, for 6 marks will be posed, in this case referring to a case study of development. We are able to stretch the most able with the longer questions while avoiding a detrimental lack of confidence in the less able, while still being able to assess progress when they succeed in the lower tariff Qs and attempt the subsequent ones.
Term Two	
Content of study	Weather and climate
What are the aims and objectives of this term?	Our objectives for Term 2 are to: • define & outline the differences between weather and climate • measure variables in weather and climate • apply knowledge to draw conclusions • interpret data relating to specific places
What previous knowledge is required?	In the study of weather and climate, we will reference the learning about tropical rainforests, hot deserts and rivers taught in Year 7 to help students understand the links between the climate experienced and the variable weather.
How will this term's content help with future learning?	Geography is a subject that relies on forging links between the human and physical disciplines and any opportunity to see the effects of a number of physical issues can accomplish this. For example, understanding the impacts of weather and climate on the lives of people (the interaction of human and physical processes).
Resources	Video clip to introduce the topic: Weather and Climate Introduction
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • In Term 2 of Year 8, we teach students how to locate places that allow us the develop a locational knowledge of our country in relation to the UK's air masses • Place knowledge is developed by looking at patterns in weather, over long and short term • A human and physical geography knowledge can be encouraged by learning about the processes influencing weather and impacts on people.
Assessments	In Term 2 of Year 8, we hope to see that the skills students began assimilating in Year 7 have become established. Assessments for Year 8 will take the form of 3 lower tariff questions, often requiring a simple response. There will be 3 more challenging questions after this, each earning 2 marks, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff 6-mark question will be posed, in this case referring to a case study of extreme weather.
Term Three	
Content of study	Urbanisation
What are the aims and objectives of this term?	Our objectives for Term 3 are: • What is a settlement? - Criteria for settling in a given location • Settlement hierarchy and differences • Sustainable settlements [Can use BedZED or another example]

	- Issues found in urban areas [Link to inequality] - Rio de Janeiro – an example of fast growth and social issues
What previous knowledge is required?	- In the study of Urbanisation, we will reference the learning about population dynamics taught in Term 3 of Year 7. The rationale is that cities are often areas of high population density and require solutions to issues - Knowledge from own experience can be applied to inner city living AND from the suburbs.
How will this term's content help with future learning?	Geography is a subject that relies on forging links between the human and physical disciplines and any opportunity to see the effects of a number of physical issues can have on a settlement. Future learning includes direct relevance to the GCSE Unit 2 Section 1 - Urban issues and Challenges. For example, understanding the impacts of push/pull factors on cities and on the lives of people. There is also relevance to the Changing Economic World unit as it references the slums in fast growing cities in LICs/NEEs. In Key Stage 3, the unit dealing with Geography of Health and Disease in Term 6 of Year 8 also makes reference to conditions in many of Haiti's cities - in many cases being likened to Rocinho, a favela in Rio.
Resources	Video clips to introduce the topics: Urbanization and the future of cities - Vance Kite - Bing video Urbanisation and Changing Places (push and pull factors) - Bing video
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf - In Term 3 of Year 8, we teach students how to locate places that allow us to develop a locational knowledge, in such variety that we cover the UK, both industrial and post-industrial and Brazil - Place knowledge would include the specifics of the area, such as its cultural interest, etc - The human and physical geography knowledge is covered by studying the context, covering the mountainous region around the city and the physical limitations of this landscape around such a city.
Assessments	In Term 3 of Year 8, we hope to see that the skills students began assimilating in Year 7 have become established. Assessments for Year 8 will take the form of 3 lower tariff questions, often requiring a simple response. There will be 3 more challenging questions after this, each earning 2 marks, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff 6-mark question will be posed, in this case referring to a case study of urbanisation.
Term Four	
Content of study	Coasts
What are the aims and objectives of this term?	- UK locational recap and key terms. - Processes of erosion - Headland formation - Include marine processes that impact the coast. - Wave cut notches/platforms - Link to the marine processes - Waves - Causes, differences and impacts - Concordant and discordant coast - Link to geology and resultant features, i.e. Bays and Headlands

	• Depositional landforms - Spits, Tombolo's and Offshore bars • Sea defences and example - Holderness coast, specifically Mapleton
What previous knowledge is required?	The topic relies on knowledge of the UK coastline and seas/oceans that affect it. This was first tackled in Term 1 of Year 7 in the introduction to the UK. The Weather and Climate unit also relies on these aspects when studying the air masses affecting our weather.
How will this term's content help with future learning?	Coastal management is a topic that will come up again at GCSE so having completed the basics at Year 8 will allow for easy familiarity in Year 11. The case study of Mapleton to exemplify coastal management will be useful and be elaborated upon when we study the Lyme Regis case study in Year 10 Term 3 in the UK Physical Landscapes unit.
Resources	Video clips to introduce the topics: Coasts video igcse geography - Bing video Britain's collapsing coastline Behind The Story - Bing video Holderness Coast GCSE Geography Case Study - Bing video
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • In Term 1 of Year 7, we teach students how to locate places that allow us to develop a locational knowledge, such as in Holderness, on the UK coastline • Place knowledge would include the specifics of the area, for example the changes being caused by the dynamic actions of the sea • The human and physical geography knowledge is covered by studying the context, like the faster rates of coastal erosion and the debate about the management of it.
Assessments	In Term 4 of Year 8, we hope to see that the skills students began assimilating in Year 7 have become established. Assessments for Year 8 will take the form of 3 lower tariff questions, often requiring a simple response. There will be 3 more challenging questions after this, each earning 2 marks, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff 6-mark question will be based on a decision-making exercise, similar to what will be experienced in the GCSE Unit 3 Section 1 in Geographical Investigations.
Term Five	
Content of study	Changing Asia
What are the aims and objectives of this term?	In this unit, pupils will learn about Asia's diverse physical and human geography; how Asia is a continent of dynamic change; and the changing relationship between Asia and the rest of the world. Our objectives include: • An introduction to Asia • Asia's climatic diversity - Comparison of vast range of climate from the northern Siberia, to the humid conditions in the South east of Asia • The Trans-Siberian Railway - Investigate the context and what drove the need for it • Asia as a global centre of influence-South Korea • Demography v Economy [Two opposing issues that create challenges].
What previous knowledge is required?	There are numerous links with other topics we have studied this year and in Year 7. For example, the use of map skills from Year 7 can be linked to the use of latitude and longitude in helping understand the climatic patterns from work in Terms 4&5 Natural Environments.

How will this term's content help with future learning?	This will all lead into the work on urbanisation and development in GCSE as well as addressing many misconceptions that students have about Asia. Particularly a lack of understanding as to why so much of the world's consumer goods are made in Asia – particularly China – and that they themselves are the drivers of some of the changes they are facing. Specifically, the Changing economic World is closely linked to this unit, as it discusses the classifications of newer, powerful economies, known as BRICs and MINTs, who are attracting investment from large TNCs and are changing global trade and bringing much influence.
Resources	Video clips to introduce the topic: Asia: An Introduction (clip) - Bing video
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • In Term 5 of Year 8, we teach students how to locate places that allow us to develop a locational knowledge, such as Asia in its broad sense as well as the focus on South Korea • Place knowledge would include the specifics of S Korea, for example the varied environments. • The human and physical geography knowledge is covered by the development of an understanding of how a societal led change in how they view careers is threatening their way of life.
Assessments	In Term 5 of Year 8, we hope to see that the skills students began assimilating in Year 7 have become established. Assessments for Year 8 will take the form of 3 lower tariff questions, often requiring a simple response. There will be 3 more challenging questions after this, each earning 2 marks, where the command word is often 'outline' thus requiring description and some explanation. A final high tariff 6-mark question will be posed, in this case referring to the issue of South Korean population and how the changes in it are influencing its economic growth now and in the future.

Term Six

Content of study	Geography of Health and Disease
What are the aims and objectives of this term?	• What is Cholera? Explore an outbreak in London • Transmission and prevention/cure of cholera [Can refer to Dr John Snow's investigation in Soho] • Explore the spread of cholera around the world using maps of outbreaks - Identify patterns when linking to development and access to clean drinking water • Investigate the causes of Haiti's outbreak - use the information to create GIS layer maps on tracing paper, illustrating the earthquake centre and common locations of cholera cases.
What previous knowledge is required?	• Mapwork and an understanding of place. • Work on development indicators in past topics can show how disease (in this case in Haiti) can hold countries back. • Shows that (like Covid) a pandemic can affect everyone particularly the poor in the case of Cholera in London. • Cross curricular links are clear with History, relating to the issues studied in Haiti and London's Soho at the beginning of the unit

How will this term's content help with future learning?	This topic links well with lived experience of Covid times – showing how geography generally, and mapwork specifically, as well as data analysis, can be useful in pandemics. Particularly helpful with Topics on development and health, human rights and interventions.
Resources	Video clips to introduce the topic: John Snow and the 1854 Broad Street cholera outbreak - Bing video Cholera in Haiti
Links to the national curriculum/specification	National curriculum for KS3 Geography.pdf • In Term 6 of Year 8, we teach students how to locate places that allow us to develop a locational knowledge, such as Haiti. • Place knowledge would include some significant synoptic connections, like that of climate and how it affects cholera. • The human and physical geography knowledge is covered by the development of an understanding of how a major earthquake affects human existence and also how the tectonic causes/changes occur.
Assessments	The End of Year Assessment is based on the first four topics learnt in Year 8.