



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Geography			Year group: Year 8	
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1	The Arctic	<ol style="list-style-type: none"> 1. The difference between Arctic and Antarctic 2. Where do people live in the Arctic Circle 3. What is the Tundra 4. Arctic food webs 5. Who are the Samii 6. Svalbard 7. Life in the Polar night 8. Tracking the Polar bear 9. Climate change and the Arctic permafrost 	<p>Mapping, climate graphs, news articles. Satellite images, choropleth maps,</p> <p>Show increasing depth of knowledge and understanding to describe characteristics of an area studied.</p> <p>Describe physical/human characteristics of places within a wider locational and contextual framework.</p> <p>Describe how physical/human processes can change the features of places and how these changes affect the lives of people living there.</p> <p>Describe how physical /human processes lead to similarities /differences in the environments of different places and in the lives of the people who live there.</p> <p>Describe human/physical characteristics of places and how processes can lead to similarities and differences of places.</p>	<p>Quick quizzes every lesson to recap learning.</p> <p>Extended writing</p> <p>End of unit knowledge test</p>
Term 2	Geography of Russia	<ol style="list-style-type: none"> 1. Location, climate, ecosystems , Chernobyl nuclear crisis, renewable energy, <p>1. Where is Russia?</p>	<p>Mapping, climate graphs, news articles. Satellite images, choropleth maps,</p>	<p>Quick quizzes every lesson to recap learning.</p>





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		<ol style="list-style-type: none"> 2. The climate of Russia 3. Natural environment 4. Population distribution 5. Chernobyl disaster 6. nuclear v renewable energy 7. assessment 	<p>Show increasing depth of knowledge and understanding to describe characteristics of an area studied.</p> <p>Describe physical/human characteristics of places within a wider locational and contextual framework.</p> <p>Describe how physical/human processes can change the features of places and how these changes affect the lives of people living there.</p> <p>Describe how physical /human processes lead to similarities /differences in the environments of different places and in the lives of the people who live there.</p> <p>Describe human/physical characteristics of places and how processes can lead to similarities and differences of places.</p>	<p>Extended writing</p> <p>End of unit knowledge test</p>
Term 3	Geography of the China	<ol style="list-style-type: none"> 2. Location, global super power, primary industry, fur trade, secondary industry, apple factories , population growth, population control and one child policy, <ol style="list-style-type: none"> 1. Where is China? 2.The climate of China 3. Natural environment 4. population pyramids and DTM 5. Population policy and china's one child policy 6. China v Thailand population policy 7. China as a global super power 	<p>Graphs, mapping, photo interpretation, news articles. Satellite images, population pyramids, DTM</p> <p>use knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.</p> <p>Begin to explain the ways in which physical/ human processes lead to diversity and change in places.</p>	<p>Quick quizzes every lesson to recap learning.</p> <p>Extended writing</p> <p>End of unit knowledge test</p>





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		<p>8. Primary industry and the fur trade 9. Secondary industry and apple</p>	<p>Describe and begin to analyse human/physical characteristics of places and explain how human processes can produce distinctive characteristics of places.</p>	
Term 4	Geography of the USA	<ol style="list-style-type: none"> 1. Physical geography of the USA 2. Unique physical features – the Grand Canyon and Niagara falls 3. Extreme weather and formation of tornadoes 4. Hurricane Katrina 5. Tectonics and the Loma Prieta 1989 earthquake 6. Migration and Mexico to the USA migrants 7. 911 the impacts 	<p>News articles, data graphs, photos</p> <p>Make links in knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Analyse the physical/human characteristics of places drawing on my knowledge of a wide range of locations, contexts and scales.</p> <p>Explain interactions within and between physical/human processes and show how these interactions create diversity and interdependence, and help change places and environments.</p> <p>Analyse human/physical characteristics of places and explain a range of human processes at a variety of scales.</p>	<p>Quick quizzes every lesson to recap learning.</p> <p>Extended writing</p> <p>End of unit knowledge test</p>
Term 5	Field work project	<ul style="list-style-type: none"> • Microclimate of the school <p>Climate, ecosystems, field work skills</p>	<p>Field data collection and presentation</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35% FW)</p>	<p>Written report and presentation</p>





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Term 6	Geography of the India	<ul style="list-style-type: none">• Location, river Ganges, religious importance of the Ganges, monsoon rains, plates, fold mountains and earthquakes, migration, push/pull factors, dharavi slum <ol style="list-style-type: none">1 Where is India?2. Climate3. monsoon rains3. natural environment4. The river Ganges – processes source to mouth5. the river Ganges - religious importance6. Fold mountains and tectonics7. earthquakes - Kashmir EQ8. population distribution9. migration rural to urban/ push and pull10 slums , dharavi	<p>Mapping, satellite images, choropleth map</p> <p>Graphs, mapping, photo interpretation, news articles. Satellite images, population pyramids, DTM</p> <p>Use knowledge and understanding to describe characteristics of contrasting areas studied.</p> <p>Describe and begin to analyse physical and human characteristics of places in a range of locations, contexts and scales.</p> <p>Begin to explain the ways in which physical/ human processes lead to diversity and change in places.</p> <p>Describe and begin to analyse human/physical characteristics of places and explain how human processes can produce distinctive characteristics of places.</p>	<p>Quick quizzes every lesson to recap learning.</p> <p>Extended writing</p> <p>End of unit knowledge test</p>
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