



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Geography			Year group: 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	Geography of The Arctic	<ol style="list-style-type: none">1. The difference between Arctic and Antarctic2. Where do people live in the Arctic Circle3. What is the Tundra4. Arctic food webs5. Who are the Samii6. Svalbard7. Life in the Polar night8. Tracking the Polar bear ICT9. Climate change and the Arctic Circle	<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. 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> <p>Written report and presentation</p>





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Term 2	Geography of Russia	<ol style="list-style-type: none">1. Location, climate, ecosystems , Chernobyl nuclear crisis, renewable energy.2. Where is Russia?3. The biomes of Russia4. The climate of Russia5. Population of Russia6. Where do people live and why7. Social issues in Russia8. Chernobyl disaster9. Nuclear v renewable energy10. Assessment	<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. 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>
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Term 3	Geography of China	<p>Location, global super power, primary industry, fur trade, secondary industry, apple factories , population growth, population control and one child policy.</p> <ol style="list-style-type: none">1. Where is China?2. The climate of China3. Natural environment4. population pyramids and DTM5. Population policy and china's one child policy6. China v Thailand population policy7. China as a global super power8. Primary industry and the fur trade9. Secondary industry and apple factories10. The three gorges Dam	<p>Map skills, OS maps, reading maps, measuring and grid references climate graphs, choropleth maps</p> <p>Show knowledge and identify an area studied and begin to describe the human/physical characteristics of that place.</p> <p>Show knowledge and understanding to describe characteristics of an area studied.</p> <p>Identify and begin to describe both physical/human features of places and recognise and make observations about those features.</p> <p>Identify and begin to describe a human feature in an area studied.</p>	<p>Quick quizzes every lesson to recap learning.</p> <p>End of unit test</p> <p>Extended writing question</p>
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Term 4	Field work project	Microclimate of the school Climate, ecosystems, field work skills	Field data collection and presentation A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35% FW)	Written report and presentation
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Term 5	Geography of India	<p>Location, river Ganges, religious importance of the Ganges, monsoon rains, plates, fold mountains and earthquakes, migration, push/pull factors, dharavi slum.</p> <ol style="list-style-type: none">1. Where is India?2. Climate3. Monsoon rains4. Natural environment5. The river Ganges –processes source to mouth6. The river Ganges - religious importance7. Fold mountains and tectonics8. Earthquakes - Kashmir EQ9. Population distribution10. Migration rural to urban/ push and pull11. 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. 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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Term 6	Geography of the USA	<ol style="list-style-type: none">1. Physical geography of the USA2. Unique physical features – the Grand Canyon and Niagara falls3. Extreme weather and formation of tornadoes4. Hurricane Katrina5. Tectonics and the Loma Prieta 1989 earthquake6. Migration and Mexico to the USA migrants7. 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. Explain interactions within and between physical/human processes and show how these interactions create diversity and interdependence, and help change places and environments. 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>
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