

**Subject: Geography**  
**Long-term plan Year 8**

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<u>Extreme Weather and climate</u>
Aut1-2		1: What is the difference between weather and climate and what is the climate of the UK? How do we measure weather?
Aut1-3		2: Students complete written weather report using outside classroom to gather data. What affects the weather of the UK?
Aut1-4		3: What are the different types of rainfall? What is extreme weather and how is the extreme weather different between the UK and USA?
Aut1-5	October	Homework on the Beast from the East.
Aut1-6		4: What are tropical storms and where do they form? Students use the skill of latitude and longitude to plot previous storms. Why do tropical storms form and what are the different parts of a hurricane?
Aut1-7		5: What were the effects and responses of hurricane Irma? How are the USA reducing the effects of tropical storms? Students use satellite imagery to assess damage.
		6: Hurricanes vs tornadoes- what is the difference between tornadoes and hurricanes? What is Tornado Alley and why has it formed? The use of maps of states to locate.
		7: Assessment and feedback.
		Connected curriculum link: Link to Year 7 science when students look at evaporation and condensation (water cycle) and also the pressure and the convection of energy transfers. This can be used as retrieval when students are looking at how tropical storms form.
		<b>Half term holiday</b>
Aut2-1	November	<u>Population and migration</u>
Aut2-2		1: Introduction to population- what are the 5 most densely populated countries in the world and population graph? How does population change (natural and migration)? Choropleth maps to show population density.
Aut2-3		2: What are push and pull factors and what are the different types of migration? What are population pyramids?
Aut2-4		3: Mexico to USA migration- What, why, when, where, who? Students use flow line graphs to show movement. Stacey Dooley documentary on USA to Mexico migration.
Aut2-5	December	4: Students to complete a diary entry of a Mexican migrant. Should Trump build the wall?
Aut2-6		5: Comparison of migration in the USA to the UK. Who lives in the UK? What are the impacts of Syrian refugees on the UK?
Aut2-7		6: What are the impacts of overpopulation? How has China and Kiribati dealt with overpopulation?
		7: Assessment and feedback.
		<b>Christmas holiday</b>
Spr1-1	January	<u>Chaotic climate change</u>
Spr1-2		1: How has our climate changed and what is the evidence that our climate is changing? What is the greenhouse effect?
Spr1-3		2: What are the human causes of climate change? What are the physical causes of climate change?
Spr1-4		
Spr1-5		

Spr1-6	February	<p><u>3:</u> Who is contributing the most (link to China and industrialisation)? What are the impacts of climate change?</p> <p><u>4:</u> How is climate change effecting tropical storms and extreme weather in south Asia. How is climate change causing water shortages in Asia?</p> <p><u>5:</u> How can we mitigate the effects of climate change? How can we adapt to climate change? (look at artificial glaciers in Himalayas and flood/storm resistant housing).</p> <p><u>6:</u> Assessment and feedback.</p>
		<b>Half term holiday</b>
Spr2-1		<u>Industrialization and globalization</u>
Spr2-2		<u>1:</u> What are the different types of jobs sectors? How has the UK industry changed and why?
Spr2-3	March	<u>2:</u> Causes and impacts of Industrialization in Asia- focus on China. Are we becoming more connected? What is globalization?
Spr2-4		<u>3:</u> What are transnational corporations and how have they aided globalisation? Is the cost of Nike trainers too much? Pupils watch documentary to show the problems of TNCs in LICs
Spr2-5		<u>4:</u> Students evaluate the impacts of globalisation using prior knowledge. How could the conditions in sweat shops be improved in the future?
Spr2-6		<u>5:</u> How has globalisation impacted on the environment? Why did the River Tongxin turn black? Can globalisation be sustainable?
		<u>6:</u> Assessment and feedback.
		<p>Connected curriculum link:  Strong link to history who look at the importance of trade and the rise of the globalized world. Also link to migration and empire where students understand changes and continuities in migration, empire and identity of Britain. This knowledge from history can be used for a platform to be built on in this module.</p>
	April	<b>Easter holiday</b>
Sum1-1		<u>The wonders and woes of the tropical rainforest</u>
Sum1-2		<u>1:</u> Where are tropical rainforests and what are the main characteristics? What is the climate like of TRF? Students complete climate graph.
Sum1-3	May	<u>2:</u> How are plants adapted to the tropical rainforest? How are animals adapted to the tropical rainforest?
Sum1-4		<u>3:</u> What is the importance's of the Amazon rainforest? What are the causes of deforestation in the Amazon rainforest? (students use satellite imagery to map deforestation)
Sum1-5		<u>4:</u> What are the effects of deforestation in the Amazon rainforest? Students complete an evaluation of the impacts at a global and local scale.
Sum1-6		<u>5:</u> How can we ensure sustainable forestry? What is the Yachana Lodge and how it is sustainable?
		<u>6:</u> Assessment and feedback.
		<p>Connected curriculum link:  Link to the use of palm oil in food technology and links to deforestation and the link to meat/crop production. Also link to design and technology</p>

		in their sourcing of raw materials for manufacturing. This link can be used as a starter question of 'why do we deforest/what is the material used for?'
	June	<b>Half term holiday</b>
Sum2-1	June	<u>Living in an urbanized world</u>
Sum2-2		<u>1:</u> What is the process of urbanization and how has the world urbanized? Has the world urbanized at the same time and speed?
Sum2-3		<u>2:</u> What are megacities and where are they located? Students use geographical knowledge to map the location. Why do people want to live in urban areas in Brazil- introduction in to the inequality of living in urban areas (Rio)
Sum2-4		<u>3:</u> An introduction in to the biggest favela in Brazil, the favelas of Rio de Janeiro, <a href="https://www.youtube.com/watch?v=c3BRTIHFpBU">https://www.youtube.com/watch?v=c3BRTIHFpBU</a> . What are the challenges of living in a favela?
Sum2-5	July	<u>4:</u> What are the opportunities of living in a favela? Who runs the favelas, the government or the drug lords?
Sum2-6		<u>5:</u> Should the Olympics have been held in Rio 2016? Students combine their knowledge to evaluate this. How can the conditions be improved in the favelas?
Sum2-7		<u>6:</u> How does urbanisation effect LIC differently to the UK? Are slums soon to arise in the UK? What is the process of counter-urbanisation and why is it taking place in the UK?
		<u>7:</u> Assessment and feedback.