

Year 8 Geography

Geography literally means ‘to write the earth’. In Geography, students study the physical (or natural) world and the human (man-made world). Students also study how the physical and human worlds interact and impact upon each other. In Year 8 students study topics that allow them to develop their Geographical skills and understanding whilst also preparing them for the IGCSE. Topics covered by students in Year 8 will be met again and developed upon in Year 9 and 10. Students are assessed using a variety of methods that allow them to demonstrate their knowledge, skills and understanding in different ways.

M Dixon Head Of Humanities

Topic/Term		Development and Globalisation Term 1.1
Key competencies (student abilities)		<p>Students will be expected to :</p> <ul style="list-style-type: none"> • Understand the meanings of the key words; Development, LEDC and MEDC • Understand how we can measure development • Explain the causes of development differences • Understand the cause of global wealth differences • Be able to explain the meaning of the term ‘Globalisation’ • Understand the role of Multi-National Corporations in Globalisation
Assessment		Students will complete an assessment based on an information booklet about the differences between fair trade and free trade.
Links to CES learning Charter/IB learner profile		<p>This topic aims to:</p> <p>Reach our full potential through active engagement in lessons</p> <p>Develop open-minded reflective learners</p> <p>Promote the principle that differences define, not divide</p>

Topic/Term		Development and Resources Term 1.2
Key competencies (student abilities)		<p>Students will be expected to :</p> <ul style="list-style-type: none"> • Be able to define the meanings of the terms resources, non-renewable and renewable. • Understand that fossil fuels are a non-renewable resource and the world faces major problems when oil runs out. • Understand that renewable power sources are a potential solution to world energy problems. • Be able to describe the different types of renewable energy technologies. • Understand the relationship between resource use and pollution and be able to describe the different types of pollution. • Understand global warming and the potential relationship between human activity and global warming.

	<ul style="list-style-type: none"> Understand that the global share of resources is uneven and that there is a relationship between levels of development and access to resources Understand that the river Nile is a shared resource and the conflicts that have arisen and may arise between nations over the use of the rivers water. Understand the role that access and demand for resources plays in conflicts and development
Assessment	Students will complete a research enquiry into the relationship between resource use and war in the Democratic Republic of Congo
Links to CES learning Charter/IB learner profile	<p>This topic aims to:</p> <p>Develop open-minded reflective learners about people living in different locations whilst developing their geographical inquiry skills and knowledge. Promote the principle that differences define, not divide</p>

Topic/Term	Plate Tectonics term 2
Key competencies (student abilities)	<p>Students will be expected to :</p> <ul style="list-style-type: none"> Be able to describe the main layers within the earth and their properties Be able to describe tectonic movement and its causes and effects Understand the different properties of oceanic and continental crust Be able to label a diagram of a destructive, constructive and conservative plate boundary and explain the processes that occur there Be able to describe the structure of a volcano Be able to explain the different effects of tectonic natural disasters on MEDCs and LEDCs and how those countries can respond to them.
Assessment	Project exploring the impact of earthquakes on MEDCs and LEDCs
Links to CES learning Charter/IB learner profile	<p>This topic aims to:</p> <p>Develop open-minded reflective learners</p> <p>Reach our full potential through active engagement in lessons</p>

Topic/Term	MEDC's Japan and Tourism Term 3
Key competencies (student abilities)	<p>Students will be expected to :</p> <ul style="list-style-type: none"> • Be able to clearly identify the main physical and human features on a map of Japan • Understand why we classify Japan as an MEDC • Understand some parts of the history of Japan • Be able to describe the location of Japan's cities and their role in its economy • Be able to describe Japanese agricultural methods • Be able to describe the major industries of Japan • Be able to explain the role of the service economy in Japan • Understand the impact of plate tectonics on Japan (2011 Earthquake and Tsunami) • Be able to define tourism and the different types of tourism • Understand that there are environmental, social and economic advantages and disadvantages to tourism
Assessment	Students will produce a project about the landscape, people, economy and future challenges facing Japan
Links to CES learning Charter/IB learner profile	<p>This topic aims to:</p> <ul style="list-style-type: none"> • Reach our full potential through active engagement in lessons • Develop open-minded reflective learners • Promote the principle that differences define, not divide

Examples of homework tasks	<ul style="list-style-type: none"> • Practicing skills. E.g. map skills or drawing graphs and diagrams • Developing understanding through research tasks e.g. finding out information about specific geographical locations • Improving literacy through extended writing tasks e.g. a diary entry • Developing creativity through project work e.g. creating information booklets about geographical issues • Completing activity sheets to reinforce knowledge and skills • Developing communication skills through rehearsing for presentations on Geographical topics and issues • Revising for tests
Study equipment needed	Geographers should come equipped with the standard lesson equipment plus various mathematical equipment (ruler, compass, protractor) as well as colouring pencils, scissors, glue
Useful websites	www.nationalgeographic.com www.bbc.co.uk www.bbc.co.uk/bitesize/ks3 kids.nationalgeographic.com

	www.kidsgeo.com www.cesegypt.com
Contact in school	mdixon@cesegypt.com

