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| **SUBJECT:** | **Geography** | **YEAR GROUP:** | **8** |

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| **Term** | **Topic** | **Content Outline** | **Learning Outcomes** |
| Term 1 | Using GIS, Population, Urbanisation | * John Snow, doctor and detective * Meet GIS * GIS in fighting crime * More about the data * Other uses for GIS * Our numbers are growing fast * So where is everyone? * The population of the UK * Population around the world * Our impact on our planet   What does the future hold?   * How our towns and cities grew * Manchester’s story – part 1 * Manchester’s story – part 2 * Urbanisation around the world * Why do people move to urban areas? * It’s not all sunshine! * Life in the slums   A city of the future? | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. |
| Term 2 | Coasts, Weather and Climate | * It’s the weather * So what causes weather+ * Measuring the weather * More about rain … and clouds * Air pressure * Why is our weather so changeable? * A winter of storms * From weather to climate * Climates around the world Our warming planet * Global warming * Climate change * It’s happening already! * Who will suffer most? | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. |
| Term 3 | Our warming planet, Asia, southwest China | * Our warming planet * Global warming * Climate change * It’s happening already! * Who will suffer most? * So what can we do? | Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. |
| * What and where is Asia? * Asia’s countries and regions * A little history * What’s Asia like? * Asia’s physical features * Asia’s population * Asia’s biomes |
| * China: an overview * The rise of China * China’s Southwest region * Chongqing * Tops for biodiversity! * Tibet * All change in Tibet * The rivers and dams |