

Curriculum Journey 2025-2026

Subject: Geography

Year 8	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half Term 6
Topic	<p><u>How does water shape the physical landscape?</u></p> <p>What processes go on in the water? – Erosional and transportation processes.</p> <p>How does a river change on its journey from the source to the mouth? – Studying width, depth, sediment size along a river long profile.</p> <p>How are waterfalls formed? – Erosional processes forming landform in upper course</p> <p>How does a meander become an oxbow lake? – Erosional</p>	<p><u>Why is it important to tackle climate change?</u></p> <p>Has the climate always been changing? – History of the Holocene</p> <p>What is causing climate change? – Natural and human causes of climate change</p> <p>What are the impacts of climate change?</p> <p>How is climate change already affecting the Maldives? – Causes, impacts and</p>	<p>For 2025/6 – Tectonics (See Year 7 Curriculum Journey)</p> <p><u>How does geography shape a continent? Africa.</u></p> <p>What is Africa like? – Introduction and challenging perceptions of Africa</p> <p>What are the different ecosystems in Africa? – Characteristics of main ecosystems</p>	<p><u>Why is energy essential for development?</u></p> <p>Why are we still using fossil fuels? – Advantages and disadvantages of Coal oil and gas</p> <p>How does nuclear energy work? – Process of nuclear energy production, advantages and disadvantages through example of France and Japan</p> <p>Should we use renewable energy? Advantages and disadvantages of</p>	<p><u>How does geography shape a continent? Asia</u></p> <p>Where is Asia and what ecosystems does it have? – Characteristics and animal and plant adaptation</p> <p>What is China really like? – Addressing different views of China socially, environmentally and economically</p> <p>Where do the Chinese live? – Population distribution and</p>	<p><u>How can we contrast Asia and Africa? – Synoptic</u></p> <p>In this topic students will draw on themes they have learnt across Year 8 and Year 7 to draw a contrast between parts of Asia and Africa. Students will then create a presentation of links and differences between the two continents.</p> <p><i>How is the rainforest under threat in Asia and Africa?</i> <i>Causes and impacts of deforestation</i></p>



	<p>depositional processes in the middle course of the river.</p> <p>Why do rivers flood? – physical and human causes of river flooding</p> <p>Why did Sheffield flood so badly? – Using prior knowledge from previous lesson – analysis of Sheffield’s flood risk</p> <p>What do different waves do? – erosional and depositional processes by constructive and destructive waves</p> <p>How do cliffs change? – erosional coastal landforms</p> <p>What makes the sand dunes at Formby Beach? – Depositional coastal landforms</p> <p>How can we stop our coastline disappearing? – Hard and soft engineering methods</p>	<p>solutions to sea level rise in the Maldives</p> <p>How is climate change already affecting Europe? – Heatwaves in Europe case study – cause, impact, solution</p> <p>Who is responsible for tackling climate change? – Adaptation and mitigation of climate change at a local, national and international level.</p> <p>Should we tackle climate change? – Study of Greta Thunberg and debates at COP</p>	<p>– Plant and animal adaptations of desert and rainforest</p> <p>What is life like in the Sahara? – Climate of Sahara and cause and impact of desertification</p> <p>How do droughts affect Africa? – Causes and impacts of drought in 2022 in the Horn of Africa</p> <p>Why is it so green around the River Nile? – Importance of the River Nile economically, environmentally, socially</p> <p>How is the population distributed across Africa? – Population density and study of</p>	<p>wind, solar and hydroelectric</p> <p>Why can’t we just use one source of energy? Energy mix and consumption of energy around the world</p> <p>How is energy managed sustainably in Freiburg?</p> <p>Should we use Fracking to meet our energy needs? – Process, advantages and disadvantages of Fracking</p> <p>What is the energy mix of Ethiopia? – Produce pie chart for Ethiopia energy mix. Explanation of level of development and energy sources</p> <p>Should we use more renewable energy at</p>	<p>rural to urban migration</p> <p>How has China’s population changed? – Study of population growth, One Child Policy and Aging population</p> <p>Why is everything made in China? – reasons China is a manufacturing hub</p> <p>Why have Apple located to China? – Causes and impacts of Apple manufacturing in China</p> <p>What are the similarities and differences between India and the UK? – Introduction to character of India, comparison of social, economic</p>	<p>Who is more vulnerable to climate change – Bangladesh or Mozambique?</p> <p>Who has the best renewable energy? China or Kenya?</p> <p>Where is more developed? Vietnam or Ethiopia?</p> <p>Why is China investing in Africa?</p> <p>What are the similarities and differences between Asia and Africa?</p>
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Vocabulary	<ol style="list-style-type: none"> 1. River 2. Mouth 3. Source 4. Upper Course 5. Middle Course 6. Lower course 7. Erosion 8. Transportation 9. Deposition 10. Hydrograph 11. Hard engineering 12. Soft engineering 	<ol style="list-style-type: none"> 1. Holocene 2. Anthropocene 3. Climate change 4. Global warming 5. Heatwave 6. Adaptation 7. Mitigation 8. Carbon dioxide 9. Methane 10. Enhanced greenhouse effect 	<ol style="list-style-type: none"> 1. Perception 2. Ecosystem 3. Biome 4. Desert 5. Drought 6. Densely populated 7. Sparsely populated 8. GNI/capita 9. Developed 10. Emerging 11. Developing 12. Slum 	<ol style="list-style-type: none"> 1. Fossil fuel 2. Nuclear 3. Non renewable 4. Renewable 5. Energy mix 6. Energy consumption 7. Energy demand 8. Fracking 	<ol style="list-style-type: none"> 1. Ecosystem 2. Perception 3. Population density 4. Densely populated 5. Sparsely populated 6. Aging population 7. Monsoon 8. Slums 9. Top down 10. Bottom up 	<ol style="list-style-type: none"> 1. Continent 2. Tectonics 3. Climate change 4. Sea level rise 5. Deforestation 6. Desertification 7. Development 8. Renewable energy 9. Neo-colonialism
Skills	OS Maps skills Evaluation	Graph description Choropleth maps Evaluation	Choropleth maps Latitude and longitude Graph skills	Graph skills Choropleth maps Map skills Aerial photographs Evaluation	Choropleth map Climate graph Population pyramids Location map	Map skills Graph skills Evaluation
Assessment	Milestone Assessment <ul style="list-style-type: none"> - Key Vocab - Map and graph skills - Knowledge - Extended writing 	Milestone Assessment <ul style="list-style-type: none"> - Key vocab - Map and graph skills - Knowledge - Extended writing 	Milestone assessment <ul style="list-style-type: none"> - Key vocab - Map and graph skills - Knowledge - Extended writing 	Milestone assessment <ul style="list-style-type: none"> - Key vocab - Map and graph skills - Knowledge - Extended writing 	Milestone assessment <ul style="list-style-type: none"> - Key vocab - Map and graph skills - Knowledge Extended writing 	Milestone assessment <ul style="list-style-type: none"> - Presentation of similarities and differences of Asia and Africa.



<p>Links to prior learning</p>	<p>In Year 7 students will have understood the role of rivers and the ocean in the water cycle. From KS2, students may have done study on different rivers around the world.</p>	<p>Students will have an understanding on average weather patterns and processes from their Year 7 Weather topic. They will be able to use this knowledge as a foundation to understand what climate conditions are expected and how this has changed. In addition they will use their knowledge from Development to consider how countries of different levels of developed may be impacted and respond to climate hazards.</p> <p>Students are also likely to have learnt about climate change causes and impacts at KS2 or in other subjects, and will have an awareness from absorbing the media around them.</p>	<p>This topic draws knowledge acquired from Year 7, whereby students will need their foundational understanding of characteristics of different global biomes and their location, as well as causes and impacts of development. This topic will also provide contextual knowledge of rivers, where students can identify the importance of the River Nile as well as an impact of climate change, with increased desertification and drought in sub-Saharan Africa.</p>	<p>In year 7 students were introduced to different levels of development across the world. The impact of level of development on countries has been explored in other contexts through year 7 and 8 including tectonic hazards, impacts on responses to climate change and now in this case consumption of energy. In addition, from learning about climate change previously in the year, students will have an awareness of the importance of reducing CO2 emissions. Students may have also learnt a little about renewable energy in KS2, or form their own learning outside of school.</p>	<p>This topic draws knowledge acquired from Year 7, whereby students will need their foundational understanding of characteristics of different global biomes, and build on knowledge regarding population growth and density and urban structures and challenges. Furthermore, students will be introduced to rivers through a different lens considering the cultural significance of the River Ganges, as well as human impact upon it. Students will likely have a preconceived understanding of these countries through media, prior learning and their own travel.</p>	<p>Students will require their knowledge of ecosystems, tectonics, development and climate change to compare different case studies of these themes within the continents of Asia and Africa. This will allow students to think critically utilizing their foundational and contextual knowledge.</p>
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<p>Catholic Social Teaching</p>	<p>Creation and environment</p> <p>In this topic students will develop an appreciation of how natural processes shape our landscape, and in addition how we are influenced by these landscapes and how we can impact them.</p>	<p>The Common Good, Creation and Environment, Stewardship, Rights and Responsibilities</p> <p>In this topic students will enhance their understanding of their role in caring for the environment to ensure a sustainable future worldwide.</p>	<p>Creation and Environment</p> <p>In this topic students will understand the importance of the ecosystems within Africa. In addition, students will consider how this physical environment influences and is influenced by the human geography in Africa.</p>	<p>The Common Good, Stewardship</p> <p>In this topic students will be encouraged to evaluate a range of different energy strategies, from a variety of different perspectives.</p>	<p>Creation and Environment, Dignity of Work and Participation</p> <p>In this topic students will understand the importance of the ecosystems within Asia. They will also consider development in India and China, and be encouraged to consider some of the challenges people go through in order to work and improve their quality of life.</p>	<p>Solidarity</p> <p>In this topic students will explore a variety of themes within physical and human geography. They will compare different examples from countries within Asia and Africa, being sympathetic to the challenges and opportunities faced by each.</p>
<p>Careers and Personal Development links</p>	<p>Hydrologist Conservationist Environmental consultant Flood risk analyst Engineer</p>	<p>Climate scientist Meteorologist</p>	<p>Ecologist Travel agent Business analyst</p>	<p>Engineer Environmental Consultant</p>	<p>Ecologist Travel agent Charity worker Town planner</p>	<p>Seismologist Climate scientist Ecologist Conservationist Business analyst Researcher</p>