

Year 8 – GEOGRAPHY Programme of Study

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Risky World Tectonics</p> <p>Key content</p> <ul style="list-style-type: none"> Structure of the earth; plate tectonic theory; distribution of tectonic hazards; causes, effects and responses to tectonic hazards – Case Study: Japan earthquake and tsunami, 2011 <p>Skills</p> <ul style="list-style-type: none"> Storyboards, decision making, categorising, budgeting <p>Milestone Assessment: <i>For a named volcanic eruption, earthquake OR tsunami you have studied explain the effects on the country(s) – Extended writing question.</i></p>	<p>Dark Tourism</p> <p>Key content</p> <p>Pupils explore a selection of dark tourist sites, with an enquiry question as the focus of each site:</p> <ul style="list-style-type: none"> Kibera, Nairobi: <i>Slum tourism - Education or Exploitation?</i> Pompeii: <i>Are Dark Tourist sites created by Acts of Nature?</i> Auschwitz: <i>Is it educational to go to Auschwitz?</i> Rwanda: <i>Should memorials be made out of Genocide?</i> Chernobyl: <i>Should tourists visit disaster sites?</i> <p>Milestone Assessment: <i>To what extent do you agree, should Dark Tourism be encouraged? – Extended writing question.</i></p>	<p>Exploring Russia, Asia and the Middle East</p> <p>Key content</p> <p>Investigation of a hypothesis to explore the human and physical geography of each region</p> <ul style="list-style-type: none"> Russia - <i>Russia is made up of 1 type of biome</i> Asia - <i>There are more opportunities than challenges in Megacities</i> Middle East - <i>The economies of the Middle East depend solely on oil</i> Skills – annotating photographs, choropleth maps, maps <p>Milestone Assessment: <i>Exploring Russia, Asia and the Middle East</i></p> <p>Knowledge and skills assessment through a range of question styles on each region, with extended question ‘<i>To what extent do the economies of the Middle East depend on solely on oil?</i>’</p>	<p>Microclimates, including fieldwork</p> <p>Key content</p> <ul style="list-style-type: none"> Difference between weather and climate; global climate types; climate graphs; measuring weather; factors affecting climate; microclimates at Sawston Village College <p>Skills</p> <ul style="list-style-type: none"> Climate graphs; fieldwork, data collection and presentation; data analysis and evaluation <p>Milestone Assessment: <i>Hypothesis – There are no microclimates at Sawston Village College.</i></p> <p>Pupils conduct fieldwork on the school site, collecting data about microclimates. Pupils plan their methodology, collect and present data. They make conclusions and evaluate their fieldwork. In the assessment, pupils complete 3 questions reflecting on their fieldwork and conclusions.</p>		