

**Subject: Year 8 Geography**

Year 8 curriculum intent: Our year 8 curriculum continues to challenge students' learning with an increasingly global perspective focussing on the diversity that exists in life experiences across populations. The year starts with an analysis of world population growth since 1800 considering population distribution. In year 7 students were introduced to the concept of inequality at a local and global scale. By studying global inequalities in wealth, health and education students deepen their understanding considering the procedural knowledge of how development indicators are used to make judgements about nations. Critical thinking and numeracy skills are incorporated here to critically evaluate a range of possible development indicators. A variety of strategies to reduce the development gap are evaluated before students are asked to analyse the sustainability of the 'Sand Dam' project in rural Kenya. The challenge of service provision in rural parts of developing nations leads into our next topic 'Urban Life in Africa' where students analyse the opportunities and challenges of rapid urbanisation of Lagos, Nigeria. The concept of culture features strongly here and how this is influenced by a range of physical and human factors. A decision-making exercise gives students the opportunity to evaluate a range of potential futures for the squatter settlement of Makoko. Ingenuity in the face of adversity makes this a very powerful learning experience for many pupils. Students continue their learning across the world as they explore what life is like in Asia, whilst having a case study on the economic giant that is China. Students learn about the combination of physical and human geography that creates the continent of Asia today. They investigate climatic challenges; such as how flooding threatens the lives of those living in Asia, the variety of different biomes that exist in Asia and the impact this all has on the lives of those who live there. Students continue their learning across the world by then exploring what life is like in the Middle East, whilst having a case study on the influencer sensation destination that is Dubai. Students learn about the combination of physical and human geography that creates the region of the world known as the Middle East today. They investigate climatic challenges; such as how many areas of the region suffer from a lack of rainfall, the different biomes that exists in the Middle East and the impact that this all has on the lives of those who live there.

	Scheme 1: How does economic development impact the world?	Scheme 2: What is life like in Africa?	Scheme 3: What is life like in Asia?	Scheme 4: What is life like in the Middle East?
Acquire	<p>To understand that the world population has increased rapidly over the last 200 years.</p> <p>To be able to identify the difference between LIC, NEE and HIC countries.</p> <p>To understand the factors influencing economic development</p> <p>To know the different stages of the demographic transition through the study of the Amazon, Mozambique, China, The U.K and Japan.</p>	<p>To understand that urbanisation is the increasing percentage of people living in towns and cities.</p> <p>To know that Lagos is a rapidly urbanising megacity in the West African country of Nigeria.</p> <p>To know that urbanisation is caused by a combination of natural increase and rural to urban migration.</p> <p>To know that rapid urbanisation in Lagos creates economic opportunities and challenges.</p>	<p>To understand the landscape of Asia, including the physical features and climate.</p> <p>To know why it floods in Asia and how these floods threaten lives.</p> <p>To know the vast variety of different biomes that exist in Asia.</p> <p>To describe population distribution across Asia.</p> <p>To understand the vast number of ethnicity, language and religion within Asia.</p> <p>To understand how the growth of China has seen impacts across the world.</p>	<p>To understand that the Middle East is a region in the world and to understand its importance.</p> <p>To understand the landscape of the Middle East, including the physical features and climate.</p> <p>To understand the variety of biomes that exist in the Middle East.</p> <p>To describe the population distribution across the Middle East and to be able to explain why this pattern exists.</p> <p>To understand some of the challenges the region of the Middle</p>

	To understand international aid and how it can help to improve development. To understand the sustainability of international aid through the study of the sand dams in Kenya.	To know that rapid urbanisation in Lagos creates social opportunities and challenges. To understand why improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors.		East faces, including; water stress, food, and energy. To understand why some areas of the Middle East are becoming popular tourist destinations.
Apply	To be able to use a line graph to be able to describe the pattern of population growth across the world. To analyse world maps to describe the distribution of the world's wealth. To compete in the trade game to gain an understanding of how world trade works through team work. To be able to explain the link between the demographic transition model and economic development. To be able to evaluate the sustainability of international aid.	Explaining why global patterns of urbanisation vary in Africa. Analysing the link between rural to urban migration and natural increase. Explaining the link between informal employment and housing / education provision in Lagos. Justifying sustainable choices to improve the quality of life for the urban poor in Lagos, Nigeria.	Being able to create a features map of Asia with the use of an Atlas. Analyse maps to describe distribution patterns of biomes, population, ethnicity, language and religion. Use of the demographic transition model to compare the development of countries within Asia to each other.	Being able to create a features map of the Middle East with the use of an Atlas. Analyse maps to describe the patterns of biomes, population distribution, water, food and energy.
Vocabulary	Development Population Distribution Demographic Economic Environmental Life expectancy Tertiary Dependent Mortality	Nigeria Migration Squatter settlement Informal Illegal Opportunities Challenges Cholera Makoko Development	Asia Biome Economic Distribution Climate zones Sustainable Eco-cities Ethnicity Demographic transition model	Middle East Biome Economic Distribution Climate zones Surplus Deficit Natural gas Oil Tourism
Assessment	Milestone 1: 'Using your knowledge of the trade game, explain why trade is unfair for Low Income Countries (LIC's).'	Milestone 3: 'Migrating from rural to urban Nigeria improves people's quality of life'. To what extent do you agree with this statement?	Milestone 5: 'How can we use the demographic transition model to understand different levels of development in Asia?'	Milestone 7: 'Using your knowledge of the Middle East, explain why the Middle East is a challenging place to live'.

	Milestone 2: How does economic development impact the world? End of unit assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 4: What is life like in Africa? End of unit assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 6: What is life like in Asia? End of unit assessment. Mixture of multiple choice, source analysis and extended writing.	Milestone 8: What is life like in the Middle East? End of unit assessment. Mixture of multiple choice, source analysis and extended writing.
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