



Subject and year group: Geography Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit to be studied	Tectonic Hazards: Volcanoes & Earthquakes	Brazil	Coasts	Energy and Resources	Climate Change	Decision Making Exercise- London 2012
Subject Content Outline	This topic covers the basics of plate tectonic theory and the resultant earthquakes and volcanoes. Students consider what a hazard is and study the Nepal 2015 earthquake in detail. Haiti is looked at for its vulnerability to natural hazards, exploring why developing countries are more at risk than developed countries.	This topic allows students to consider what it means to be an emerging country through the example of Brazil. Students study how we measure development before looking at the physical geography of Brazil- in particular the Amazon rainforest.	The 3 main processes that occur along the coast are studied: erosion, transportation and deposition in the context of the UK coastline. Having learnt about the processes which occur along the coastline, students look at our options for management the coastlines- accessing which might be the most effective.	Students begin by understanding where fossil fuels come from and the challenge of relying so heavily on these depleting resources. Oil is focused upon for its importance in economic development before students study of the importance of renewable energy sources and the problems of switching to these alternative energy sources.	Moving on from their study of energy and resources, students apply this knowledge to the study of Climate Change and the problems it presents to the planet. Students consider evidence for and consequences of both natural and human caused climate change.	Students use the topic of the London 2012 Olympic Games in order to work through a GCSE style DME- ultimately concluding which option would be best to ensure sustainability of the legacy of the games.
Aims/Assessment Objectives	To use the study of tectonic hazards to understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.	To use Brazil as a basis for understanding geographical similarities, differences and links between places through the study of human and physical geography.	To use the study of coasts to cover geology, weathering, and coastal processes through using place-based exemplars at a variety of scales.	To consider the use of natural resources to understand how human and physical processes interact to influence and change landscapes, environments and the climate.	To consider how human and physical processes interact to influence and change ,landscapes, environments and the climate.	To bring together their studies over the past year to analyse and interpret different data sources.
Assessment	End of topic test / Examination	End of topic test/ Examination	End of topic test/ Examination	End of topic test / Examination	End of topic test / Examination	End of topic text / Examination
Cross curricular opportunities	Science: Tectonic processes and hazards.	English: Extended writing tasks about life in the	Science: Process of erosion and basic geology.	Science: Energy and Resources.	Science: The Water Cycle and related processes.	English: Extended

		Favelas and deforestation of the rainforest.				writing tasks about the sustainability of London 2012.
Social, Moral, Spiritual, Cultural	Throughout the study of Geography, we encourage the spiritual development of students through providing opportunities to reflect upon the landscapes and environments studied. We encourage Geographers to be curious about the world in which we live and ask questions about future events. Moral questions present in the majority of topics studied- they form a key part of geographical issues that are present within the world today. Finally, cultural and social issues and the needs of different groups of people are common themes explicitly recognised on a regular basis, such as the need to create a sustainable society.					
Homework	Regular homework will be set on tasks related to the units being studied. Prior to assessments, revision will be required to be completed as a homework task. Additionally, students may be required to complete classwork tasks that they have not completed.					