

## GEOGRAPHY Scheme of Work 2023 to 2024 - Year 8

AUTUMN TERM 1: SEPTEMBER - OCTOBER	AUTUMN TERM 2: OCTOBER - DECEMBER	SPRING TERM 1: JANUARY - FEBRUARY
<i>Energy</i>	<i>Climate Change and Sustainable Ideas</i>	<i>Fragile environments</i>
<p><b>AO: To understand the role energy plays in society and how to make this more sustainable.</b></p> <p>Pupils will examine how energy is produced and how our need for energy is growing as our world becomes more advanced. Pupils will develop an understanding of how renewable energy sources will be crucial as non-renewable energy sources such as fossil fuels cannot meet demand.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Renewable and non renewable energy sources</li> <li>• How energy is created</li> <li>• Energy disasters</li> <li>• Fracking</li> </ul> <p>Main text: <b>Progress in Geography, Key Stage 3, HODDER EDUCATION</b></p>	<p><b>AO: To understand the causes and consequences of climate change</b></p> <p>Pupils will examine the natural and human causes of climate change and the impact this is having on the world. Pupils will then investigate how to manage climate change through adaptation.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Evidence for climate change</li> <li>• Natural and human causes</li> <li>• Impacts of climate change including flooding</li> <li>• How to manage climate change</li> </ul> <p>Main text: <b>Progress in Geography, Key Stage 3, HODDER EDUCATION</b></p>	<p><b>AO: To understand the characteristics of fragile environments and how these ecosystems suffer.</b></p> <p>Pupils will examine fragile ecosystems that are extremely sensitive to environmental changes and shifts that result from outside influences and presences.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• What are fragile environments</li> <li>• The Antarctic</li> <li>• Coral Reefs</li> <li>• How to save fragile environments</li> </ul> <p>Main text: <b>Progress in Geography, Key Stage 3, HODDER EDUCATION</b></p>
SPRING TERM 2: FEBRUARY - MARCH	SUMMER TERM 1: APRIL - MAY	SUMMER TERM 2: JUNE - JULY
<i>Coasts</i>	<i>Tourism</i>	<i>Knowledge Consolidation</i>
<p><b>AO: To understand the factors that create and shape a coastline and how to manage the coastal erosion.</b></p> <p>Pupils will examine coasts as dynamic and changing systems. Students will examine different types of coasts both in terms of their landforms and their uses and provide a framework within which students can explore different coastal features and processes.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Coastal uses and features</li> <li>• Coastal processes such as erosion and longshore drift</li> <li>• How to manage the coastline</li> </ul> <p>Main text: <b>Progress in Geography, Key Stage 3, HODDER EDUCATION</b></p>	<p><b>AO: To understand why tourism is increasing and the impacts this has.</b></p> <p>Pupils will examine the tourism the growth of tourism, both nationally and internationally, and explore the economic, environmental and social impact it has on different countries.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Tourism definition</li> <li>• Growth of tourism</li> <li>• British tourism including National Parks and decline</li> <li>• History and tourism</li> <li>• Impact of tourism</li> <li>• Sustainable tourism</li> </ul> <p>Main text: <b>Progress in Geography, Key Stage 3, HODDER EDUCATION</b></p>	<p><b>AO: To consolidate our knowledge from this academic year.</b></p> <p>Pupils will use different revision techniques to consolidate their knowledge from the year. This will give them a chance to highlight any misconceptions they may have and trial different forms of revision in preparation for future assessments.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Cornell Method of Notetaking</li> <li>• Mind maps</li> <li>• Posters</li> <li>• Timelines</li> <li>• Presentations</li> </ul>

