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| Subject: Geography Year 8 Curriculum Map 2025-2026 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | Restless Earth  To understand the characteristics of the layers of the earth.  To recall the layers of the earth, list characteristics of the layers of the earth, explain how convection currents cause movement in the Earth’s Crust.  What evidence is there that the Earths crust moves?  To identify what is happening to the tectonic plates. ​  To describe how convection currents move tectonic plates. ​  To explain how ridge push and slab pull contribute to tectonic plate movement.  To understand how plate tectonics move.  To identify what is happening to the tectonic plates. ​  To describe how convection currents move tectonic plates. ​  To explain how ridge push and slab pull contribute to tectonic plate movement.  To understand how tectonic activity makes fold mountains.  Describe the location of the Himalayas, describe a convergent plate boundary, explain how fold mountains are formed.  To understand how convergent plate boundaries create composite volcanoes  Describe the formation of a composite volcano. label a composite volcano, describe why composite volcanoes are so dangerous, explain how the Iceland eruption affected the world  To understand how divergent plate boundaries create shield volcano  Describe a divergent plate boundary, describe how shield volcanoes are formed, explain how composite and shield volcanoes differ, evaluate which volcano is more hazardous  To understand why people decide to live near volcanoes.  Identify reasons why people live near volcanoes, describe positive and negative factors of living near a volcano, explain why you would live near a volcano.  To understand how igneous rock is formed through plate tectonics.  Know the difference between lave and magma, explain the formation of igneous rock, use knowledge of lava and igneous rock to explain volcanic formations  To understand how tectonic activity can create earthquakes  Define an earthquake, describe how a plate boundary can cause earthquakes, explain why an earthquake can be hazardous to humans, suggest why living near a plate boundary could be hazardous  To understand how countries predict and prepare for earthquakes  Identify impacts of an earthquake, define the 3 P’s, describe how countries prepare and respond to earthquakes, assess earthquake preparation methods.  To understand how plate tectonics aid tourism  To define tourism, describe how plate tectonics help tourism, explain how tourism is good or bad for the countries.  What are tsunamis and how do they form?  To describe what a tsunami is. ​  To describe how tsunamis form. ​  To describe how natural hazards cause tsunamis. ​  To explain how volcanic eruption in Indonesia created a 36m tall wave.  What happened during the 2011 Japanese earthquake and tsunami?  To locate Japan. ​  To describe the primary and secondary impacts of the earthquake​  To explain the short and long term responses to the Japan earthquake. ​  To assess the responses to the Japanese earthquake. | <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/geology> | <https://maritime.rivoagency.com/admin/wp-content/uploads/sites/20/2022/10/Y8-KO-The-Restless-Earth.pdf> |
| Half term 2 | Africa – A continent of contrasts  1. Africa – Scale and Diversity:  To locate Africa and compare the human, physical and environmental conditions.  2. Misconceptions in Africa  To understand common misconceptions of Africa  3. Inequality  To understand why we have inequality in Africa.  4. Conflict in Sudan:  To assess the factors responsible for conflict in Sudan.  5. Hope for Sudan:  To decide the best way to develop Sudan.  6. Ghana – An Economic Success Story:  To understand how trade can help develop a country.  7. Education in Ghana – A Success Story:  To evaluate top-down development projects in Ghana.  8. Africa – Looking to the Future:  To evaluate bottom-up development projects in Kenya. | <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/economics> | <https://ormistonacademiestrust.sharepoint.com/:w:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B74873585-3AE7-57CD-4880-4C52C8DB0AB7%7D&file=Y8%20KO%20-%20Africa.docx&action=default&mobileredirect=true> |
| Half term 3 | Planets natural resources  1. Natural Wonders of the World:  To define natural resources and know where they are distributed.  2. Black Gold:  To understand how oil is formed and why it is important.  3. Minerals on the Market:  To understand the factors affecting the trade of natural resources.  4. Dragons in Africa:  To understand how and why China is investing in Africa.  5. A Resource Curse?  To understand how the oil industry is affecting Nigeria.  6. A Resource Curse?  To understand how the oil industry has aided Dubai.  7. Digging up the Earth  To understand the journey of a diamond.  8. A World of Rubbish:  To understand why recycling is important for natural resources. | <https://www.renewableenergyjobsuk.com/> | <https://ormistonacademiestrust.sharepoint.com/:w:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7BB9972DC3-78B4-55D7-93F6-A49345B9DF62%7D&file=Y8%20KO%20-%20Natural%20Resources.docx&action=default&mobileredirect=true> |
| Half term 4 | China  1. Introducing China  What does China look like?  2. A Tale of Two Cities?  How has Beijing changed in the past 100 years?  3. Made in China? Bought by China  Why is China growing so rapidly?  4. Contrasting China  How is life different in rural and urban China?  5. The Bright City Lights  What is causing migration in China?  6. Mobile China  What are the opportunities and challenges of mass-migration in China?  7. China and the Environment  Is China’s rapid urbanisation causing environmental problems?  8. The One Child Policy  How successful was China’s One Child Policy?  9. An Ageing Population?  What are the future challenges of China’s ageing population? | <https://www.gov.uk/government/organisations/foreign-commonwealth-development-office/about/recruitment> | <https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/_layouts/15/Doc.aspx?sourcedoc=%7B45B5AF1A-C919-5620-D863-D030C38B9E77%7D&file=China%20KO%20(1).pptx&action=edit&mobileredirect=true> |
| Half term 5 | **L1 - Why do people settle on the coast** Explores the reasons why coastal areas attract human settlement, including economic opportunities, tourism, trade, and natural resources.  **L2 - Coastal processes** Covers the physical processes that shape the coast, such as erosion, transportation, and deposition, and their role in changing coastal landscapes.  **L3 - Dangerous coasts** Focuses on hazardous coastal environments and the risks they pose, such as cliff collapse, storms, and erosion-prone zones.  **L4 - Rising sea levels and coastal flooding** Examines the impact of climate change on sea levels and the increasing risk of flooding in low-lying coastal regions.  **L5 - Mappleton** A case study exploring coastal management strategies used in Mappleton to combat erosion and protect the local community.  **L6 - How is Cleethorpes protected from the sea?** Analyzes the methods used to defend Cleethorpes against coastal threats, such as sea walls and groynes, and evaluates their effectiveness.  **L7 - Managed retreat and soft engineering** Introduces sustainable coastal management techniques, focusing on allowing natural processes to occur while minimizing human impact.  **L8 - What factors lead to increased river flooding?** Explores both natural and human causes of river flooding, including heavy rainfall, deforestation, and urbanization.  **L9 - River defences** Looks at the structures and methods used to prevent or reduce the impact of river flooding, such as levees, dams, and floodplains.  **L10 - River flooding in Western Europe** A regional case study examining recent river flooding events in Western Europe and their environmental and social consequences.  **L10 - Somerset Levels** Another case study focusing on the Somerset Levels in the UK, highlighting the causes, effects, and responses to major flooding events.  **L11 - Topic Test** An assessment to evaluate students’ understanding of coastal and river topics, including case studies and key processes.  **L12 - WCF** A review or consolidation session (likely a Written Consolidation Framework) used to reflect on learning and reinforce key knowledge. | **1. Marine Conservation Society**   * **Website**: [www.mcsuk.org](https://www.mcsuk.org) * **Description**: This charity works on protecting UK seas, shores, and marine wildlife. It offers educational resources, volunteer opportunities, and internships that can give insight into the marine conservation aspect of coastal management.   **2. The Crown Estate**   * **Website**: [www.thecrownestate.co.uk](https://www.thecrownestate.co.uk) * **Description**: This organization manages large areas of the UK’s coastline. The Crown Estate provides various resources on sustainable.   **3. Environment Agency**   * **Website**: www.gov.uk/government/organisations/environment-agency * **Description**: The Environment Agency works on protecting the environment, including managing flooding and coastal erosion. It offers educational materials on coastal management and sustainability, as well as potential career paths within the organization.   **4. UK Marine Management Organisation**   * **Website**: www.gov.uk/government/organisations/marine-management-organisation * **Description**: This government body is responsible for managing the marine and coastal environment in the UK. It offers resources for students interested in marine management and potential careers in managing marine environments.   **5. Coastal Management Network**   * **Website**: [www.coastalmanagement.net](https://www.coastalmanagement.net) * **Description**: This network is a resource for professionals in the coastal management sector but can also serve as an excellent resource for secondary school students interested in the field, with opportunities to learn from experts and access case studies.   **6. Coastal Futures**   * **Website**: [www.coastaltaskforce.org.uk](https://www.coastaltaskforce.org.uk) * **Description**: Coastal Futures is a community for those working in the coastal sector, offering events and resources for students interested in coastal management. They provide access to careers advice and support for those looking to get into the industry.   **7. National Trust – Coastal Conservation**   * **Website**: www.nationaltrust.org.uk/features/coastal-conservation * **Description**: The National Trust is involved in preserving coastal areas in the UK. It offers volunteer and career opportunities in coastal management and conservation, with educational resources aimed at young people.   **8. Sea Change Project**   * **Website**: [www.seachangeproject.org.uk](https://www.seachangeproject.org.uk) * **Description**: Sea Change is a UK-based initiative aimed at protecting coastal areas. The website offers resources about how to get involved with coastal protection and management and opportunities for internships and work experience.   **9. Marine and Coastal Access Act (2009)**   * **Website**: [www.legislation.gov.uk/ukpga/2009/23/contents/enacted](https:// | [year 8 Coastal flooding KO.pptx](https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/Year%208/year%208%20Coastal%20flooding%20KO.pptx?d=wa16a763433745f8499e203fa961898c5&csf=1&web=1&e=8sKM3l) |
| Half term 6 | **L1 – What does the North of England look like?**  An introduction to the geographical, economic, and cultural characteristics of Northern England, including key cities, landscapes, and socio-economic indicators.  **L2 – What does Sheffield look like?**  A case study exploring the city of Sheffield – its physical geography, industrial history, regeneration, and its role in the regional economy.  **L3 – Would you open an office in Sheffield?**  A decision-making exercise analysing the benefits and drawbacks of establishing a business in Sheffield, using economic and geographic data.  **L4 – Northern Industrialisation UK**  A historical overview of how industrialisation shaped the North of England, particularly through coal, steel, and manufacturing industries.  **L5 – Deindustrialisation UK**  An exploration of the decline of traditional industries in the North, and the economic and social consequences of deindustrialisation.  **L6 – What is the 'New Economy'?**  This lesson focuses on how the economy in the North is changing, including the shift towards technology, services, and green energy sectors.  **L7 – The North-South Divide UK**  An analysis of the economic, social, and health disparities between the North and South of England, with examples and statistical comparisons.  **L8 – Economic Inequality -** The broader concept of economic inequality, how it manifests in the UK, and the impact it has on communities and regions.  L9 – Improving Northern Transport UK  Looks at current and proposed transport infrastructure improvements in the North, such as HS2 and Northern Powerhouse Rail, and their potential impact.  **L10 – Building a Northern Powerhouse**  Investigates the government’s Northern Powerhouse strategy aimed at boosting economic growth in the North and rebalancing the UK economy.  **L12 – Learning Audit**  A review lesson to consolidate knowledge, reflect on progress, and identify areas for revision across the unit.  **L13 – 8 Mark Practice**  Focused practice on extended writing skills, particularly 8-mark GCSE-style questions, using content from the unit to build exam technique. | **1. The Bank of England**   * **Website**: [www.bankofengland.co.uk](https://www.bankofengland.co.uk) * **Description**: The Bank of England offers a variety of educational resources about the economy, including insights into economic policies, the role of central banking, and financial markets. They also provide information on careers in economics and banking.   **2. Institute for Fiscal Studies**   * **Website**: [www.ifs.org.uk](https://www.ifs.org.uk) * **Description**: The IFS is a leading think tank in economics. They provide research, reports, and analysis on UK economic policies. Their website has resources for students interested in understanding economics in depth, including career pathways in the field.   **3. The Economist**   * **Website**: [www.economist.com](https://www.economist.com) * **Description**: The Economist is a globally recognized publication that covers news and analysis on economic and financial issues. Their website provides a great way for students to stay informed on current economic trends, theories, and global issues.   **4. The Royal Economic Society**   * **Website**: [www.res.org.uk](https://www.res.org.uk) * **Description**: The Royal Economic Society supports the study of economics in the UK. It offers a wide range of resources for students, including scholarships, events, and information about careers in economics.   **5. HM Treasury**   * **Website**: www.gov.uk/government/organisations/hm-treasury * **Description**: HM Treasury is responsible for overseeing public finances in the UK. Their website includes reports, resources, and career opportunities related to economics, public policy, and finance.   **6. Economics Online**   * **Website**: [www.economicsonline.co.uk](https://www.economicsonline.co.uk) * **Description**: Economics Online provides clear explanations of key economic concepts, theories, and real-world applications. It’s | [KO - HT6 The Northern Powerhouse.pptx](https://ormistonacademiestrust.sharepoint.com/:p:/r/sites/OMaA_Humanities/Shared%20Documents/Geography/Knowledge%20organisers/Year%208/KO%20-%20HT6%20The%20Northern%20Powerhouse.pptx?d=wec738e314c6d5e32fbc1e4e9bb2ed7fe&csf=1&web=1&e=elNhox) |