Holland Park School | *Year 8 Geography: Tectonics*

Tectonics	
Overview	Students develop their knowledge of tectonic events and landforms and the processes which create them. Students evaluate the issues surrounding monitoring, predicting and preparing for tectonic events. Pupils gain depth of understanding by investigating comparisons, e.g. between different types and locations of volcano, and/or volcanoes and earthquakes. Pupils broaden their understanding to include human actions and the continued human occupation of hazardous locations, human response to risk and the idea of preparedness for natural hazards.
Key words	Geological timescale, Pangea, core, mantle, crust, oceanic crust, continental crust, convection currents, magma, lava, destructive, subduction, constructive, conservative, volcano, earthquake, hazards, tsunami, developed country, developing country, Richter scale, Mercalli scale, magnitude, responses, prediction, monitoring, preparedness.
Key Skills	• Describe the global distribution of plate boundaries and tectonic hazards. • Explain how the movement at constructive, destructive, collision and conservative margins creates different tectonic events and landforms. • Explain how tectonic hazards can be monitored, predicted and prepared for. • Compare the causes, effects and responses to a tectonic hazard in a developed and developing country.

Structure of the Earth	**The world's plates and convection currents.**	**Plate boundaries**	**Features of a volcano**	**Volcanic monitoring and prediction.**
Students will have matched the different characteristics of each layer correctly and will know the differences between the layers. Students will be aware that tectonic plates are made up of oceanic and continental crust, and that there are differences between these two crusts e.g. oceanic crust is thinner, but denser.	Students will know that the continents of the world are moving, and that **Pangea** was a supercontinent that existed. Students will understand that plate movement is determined by the convection currents which take place in the mantle and will be able to explain what convection currents are and how they operate.	Students will know that there are 4 main plate boundaries and the processes operating at a destructive, constructive, conservative and collision margin. Students will know the sequence which leads to tectonic hazards at the different boundaries and be able to explain the different sequences independently.	Students will be able to identify the different volcanoes from photographs and diagrams. Students will be able to describe the different features of the different volcanoes of a shield and composite.	Students will know a range of strategies used to monitor and predict volcanic activity and be able to describe how the different strategies work and know some of the advantages and disadvantages of the strategies. Students will be able to explain the method they think is most effective, as well as explaining why prediction is not always a success.
Why do people live near a volcano?	**Earthquakes – prediction and planning.**	**Earthquake protection.**	**Earthquake Case Study**	**Earthquake Case Study**
Students will know that there are a range of reasons why people live in areas in the shadow of a volcano. Students will understand that there are differing views re: living in the volcanic danger zone.. Students will start to classify the reasons why people live near volcanoes as economic, social, or environmental.	Students will know that there are different ways of measuring earthquake strength. Students will know that there are a range of strategies that can be used to predict earthquakes and a range of strategies to plan for them Students will know the strengths and weaknesses of the different methods.	Students will know a range of methods that could be used to make buildings earthquake proof.. Students will have completed annotated diagrams of an earthquake proof building in a developed country and a developing country. Students will be able to explain the points in chains of reason.	Students will apply knowledge from the previous lessons to make a geographical decision on the best way to reduce the earthquake risk in San Francisco.	Students will know where Japan is and why it is at risk from tectonic hazards including tsunamis. Students will know a range of primary and secondary impacts of the Japanese earthquake in 2011. Students will also know a range of immediate and longer-term responses.

Holland Park School | *Year 8 Geography: Population*

Population	
Overview	In this unit pupils' study different aspects of population growth, structure, density and distribution – in different contexts. Pupils will investigate where people of the world are currently living and understand the difference between density and distribution, as well as the factors that contribute for the distribution. Pupils will draw population pyramids for countries at different stages of development and consider the various issues of ageing and youthful populations. The last section of this unit explores migration. The lessons build on the key aspects of migration, before moving on to look at an example of migration within the wider context of a place.
Key words	Ageing population, young dependents, elderly dependents, economically active, pension, push and pull factors, census, migration, demographics, population pyramids, population structure, dependency ratio, population density, location, natural resources, demographic transition model, birth rate, death rate natural increase, asylum seeker, economic migration, international migration, source country and host country, sparsely populated, densely populated, population density, natural hazard, basic amenities, wider amenities, infrastructure.
Key Skills	• Describe and explain the factors that influence the distribution of population at a variety of scales. • To explain the factors affecting population growth and structures within countries. • Describe and explain the factors which people consider when migrating. • Assess the impacts of migration using a chosen host and source country.

Population distribution and factors which affect it.	**The population explosion.**	**The Demographic Transition Model**	**Population pyramids and structure.**	**Factors affecting population structure.**
Students will know what population density and distribution are. Students will be able to describe the population distribution worldwide and across the UK, as a result they will be able to apply this understanding to unfamiliar maps. Students will be able to locate sparsely and densely populated areas from maps and images	Students will know that the population of the world has been increasing rapidly since the 1950s. Students will be able to represent world population growth on a graph and describe the trends. Students will know some of the possible consequences associated with rapid population growth, and may be able to classify them as economic, social, or environmental.	Students will know what the DTM is and how it links economic development to population change. Students will know how birth and death rates and overall population change, as you move through the different stages of the DTM. Students will be able to explain some of the reasons for the differences in population for each stage of the DTM.	Students will be able to read and interpret different population pyramids. Students will be able to make links between population pyramids and the Demographic Transition Model.	Students will know a range of factors which can influence birth rates. Students will know that there are a range of factors which can influence life expectancy. Students will also understand that life expectancy can vary within countries, this is especially true for developing countries, where there may be significant differences between rural and urban areas.
Population Case Study	**The ageing population.**	**Migration – push and pull factors.**	**Migration in the EU**	
Students will know that countries can use a range of strategies to manage population growth. Students will know that strategies to manage population growth have some advantages and disadvantages, and that not all stakeholders will hold the same view about them.	Students will understand that the UK's population is ageing. Students will know that there are a range of consequences due to the ageing population and if the consequences are positive or negative. Students will know a range of strategies that could manage the ageing population.	Students will know that there are different classifications for different types of migration and the patterns of migration. Students will know the difference between push and pull factors and be able to give place examples.	Students will understand that migration can create positives and negative impacts for the source country. Students will understand some of the significant benefits of this migration for the UK. They will also understand that many migrants have left the UK since the Brexit vote, and this has the potential to create some challenges. Students will be able to explain the impacts of migration using chains or reasons, and some will be able to classify the impacts as either: social, economic, environmental.	

Holland Park School | *Year 8 Geography: Coasts*

Coasts	
Overview	This unit further progresses pupil understanding of the processes of erosion, deposition and transportation, building on Unit 5 in Year 7, but now applied to a coastal context. The unit provides opportunities for pupils to consider different points of view regarding coastal management and to become decision makers and debate whether to defend areas of coastline. Pupils will be provided with further opportunities to interpret a variety of maps, photographs and satellite images at different scales to understand the formation of key coastal features and to consider how the position of the coastline may change over time. In carrying out the latter activity's pupils will engage in enquiry-based learning to decide whether a specific stretch of the UK coastline deserves to be defended based on a range of criteria.
Key words	Wave types, constructive, destructive, swash, backwash, marine erosion (hydraulic action/pressure, wave pounding, abrasion/corrosion, solution), transportation, deposition, longshore drift, spit, hooked end, prevailing wind, fetch, headland, stack, cave, arch, stump, soft engineering, hard engineering, relative sea-level change, storm surge, managed retreat, cost-benefit analysis.
Key Skills	• Explain the processes that lead to the formation of erosional landforms and the resulting features. • Explain the processes that lead to the formation of depositional landforms and the resulting features. • To be able to explain the causes and impacts of coastal erosion. • To assess the effectiveness of coastal management strategies along a specific stretch of coastline

Wave features and changing coastlines.	**Types of erosion and weathering.**	**The formation of headlands and bays.**	**The formation of wave-cut platforms.**	**The formation of caves, stacks and arches.**
Students will know the different factors which affect wave strength and size e.g. fetch, strength of wind etc. Students will know the features of waves (swash, backwash). Students will know the differences between destructive and constructive waves.	Students will know the four types of erosion and how they operate. Students will know a range of factors which can influence the different types of erosion e.g. a larger fetch will result in greater rates of hydraulic action, abrasion and attrition.	Students will know what headlands and bays are and will be able to identify them from a range of maps and photographs. Students will know that differences in geology and rates of erosion lead to the formation of headlands and bays. Students will be able to explain the processes that lead to the formation of headlands and bays.	Students will know that due to processes of erosion, a wave-cut notch can form at the base of a cliff, which undercuts the cliff above, leaving it unsupported etc. Students will understand that a wave-cut platform leads to a steeper beach gradient. Eventually the cliff will reach a state of natural equilibrium, where the erosion and cliff retreat will no longer happen.	Students will know that due to processes of erosion and weathering, a sequence of events happen on a headland to create a stack. Students will know some famous place examples, including Old Harry in Dorset, and the Needles in the Isle of Wight.

The process of longshore drift and beach formation	**Soft and hard engineering.**	**Happisburgh**	**Holderness Coast Case Study**
Students will know the process of longshore drift. Students will know that longshore drift creates beaches and will be able to explain the sequence of events which lead to the formation of a spit and its features.	Students will know the differences between hard and soft engineering, as well as advantages and disadvantages. Students will use their knowledge and understanding to decide upon which coastal defence methods are most effective.	Students will know where Happisburgh is and why it is vulnerability to coastal erosion. Students will use their knowledge to decide if the current management is the most effective for Happisburgh, or if another policy should be followed.	Students will know where Mappleton is and some of the features of this stretch of coastline e.g. one of the fastest eroding in Europe, 29 villages lost since Roman Times etc. Students will know the advantages and disadvantages of the coastal management strategy at Mappleton and will link this understanding to a range of stakeholders.

Holland Park School | *Year 8 Geography: Development*

What is development?	
Overview	Pupils will extend their locational knowledge and deepen their spatial awareness of the world's countries, using atlas maps, to focus on development. Pupils will analyse the distribution of developed, developing countries and emerging countries. In this unit pupils are asked to examine the distribution of development globally. Pupils should consider methods of measuring and comparing development and explain the factors (human and physical) that affect the varying rates of development, for example looking at the impact of colonialism on the development of both the DRC and Mali. Pupils will use a range of indicators to analyse world patterns of development, and then evaluate the effectiveness of similar indicators in assessing the quality of life of different people in different locations. Pupils are required to consider the causes of world poverty before investigating what can be done to improve people's quality of life via top-down and bottom-up strategies. Students will then assess the effectiveness of the different strategies being used to improve the quality of life in a specific location.
Key words	Development, developing country, developed country, emerging country, colonialism, poverty, Brandt line, urbanisation, gross domestic product / gross national income, literacy rate, infant mortality, life expectancy, birth rate, people per doctor, agriculture, cars per 1000, non-government organisation, bilateral aid, multilateral aid, push factor, pull factor, top-down, bottom-up.
Key Skills	• To be able to describe the distribution of developed, developing and emerging countries. • To be able identify how development is measured through single development indicators and HDI. • To explain the factors that affect development. • Assess a strategy that can be used to improve quality of life in a developing country / or region.

What is development?	**Development Indicators**	**Where is the DRC and what is it like?**	**Factors influencing the DRC's development.**	**How can top-down projects support the DRC's development**
Students will know that GDP per capita is a development indicator. Students will know that Brandt classified countries as developed or developing based upon their GDP per capita. They will know that Brandt mapped these countries, creating the Brandt line. Students will be able to describe the distribution of the developed and developing countries based upon the Brandt line	Students will know that there are a range of development indicators (e.g. birth rate, life expectancy etc.). Students will understand that development is not fixed, and the level of development can change overtime. Students will know that development indicators have strengths and weaknesses and that composite indictors are a more accurate way of measuring development e.g. HDI	Students will be able to locate the DRC. Students will know a range of human and physical features for the DRC and will be able to decide if the features could be classed as an opportunity or a challenge re: development.	Students will know that the Rostow Model suggests that all countries will move across the development continuum Using the case study example of the DRC, students will be able to explain a range of human and physical factors which have hindered the DRC's development.	Students will understand the features of the Grand Inga Dam and the potential of the hydro-electric power. Students will also understand the scale of the project and its classification as a top-down project. Students should be able to explain why the different stakeholders hold their views on the project
How does aid help countries?	**Haiti Case Study**	**What is fair trade? And how does it help development?**	**Where is Mali and Why is it important**	
Students will know that aid can be given in a variety of different forms and some of the advantages and disadvantages associated with different types of aid. Students will understand that there are differing views re: the question 'is aid good for developing countries?'.	Students will know where Haiti is and some of the human and physical factors which have affected its development including colonialism. Students will know a range of strategies which could be used to promote economic development in Haiti and the advantages and disadvantages.	Students will know what Fair Trade is and some of the aims of the project. Students will know that there are some advantages and disadvantages associated with Fair Trade and how different stakeholders view it.	The students will be able to explain the features and successes of Tree Aid for the people of Mali. Some students will be able to link the successes to sustainability.	

Holland Park School | *Year 8 Geography: Weather and Climate*

Weather and Climate	
Overview	This unit focuses on patterns and processes associated with weather and climate and the differences between these. Pupils are encouraged to work together to develop an understanding of the principles of weather and climate and the features of weather systems – depressions and anticyclones. In carrying out these activities they engage in enquiry-based learning, interpret weather maps and satellite images. Pupils will investigate the impacts of a high- and low-pressure event from a chosen location and the possible management strategies associated with these.
Key words	Anticyclone, cirrus, climate, condensation, convectional, cumulus, depression, frontal, physical, precipitation, relief, satellite image, stratus, temperature, weather, low pressure, high pressure, tropical storm, eye, relief.
Key Skills	• Describe and explain the factors which affect weather and climate. • To be able to describe and explain the climate patterns of a chosen country or region. • To be able to identify and explain the differences between high and low pressure systems. • To explain the impacts of a high- or low-pressure event on a chosen location and to assess the strategies used to reduce this.

Factors affecting climate.	**Why does it rain?**	**The UK's climate**	**Climate Graphs**
Students will know the difference between weather and climate. Students will know that there are distinct climatic zones globally. Students will know and understand different factors which influence climate e.g. distance from the sea, latitude, altitude etc.	Students will know what precipitation is. Students will know the three main types of rainfall: convectional, relief, and frontal. Students will understand the processes which lead to conventional, relief, and frontal rainfall	Students will know that there are 5 air masses affecting the UK. Students will know the climatic conditions associated with the different air masses and will understand how these climatic conditions are created.	Students will know what a climate graph is and will understand how they display climatic data. Students will understand how to interpret climate graphs.
High pressure	**Low pressure**	**Tropical storm features and formation**	**Hurricane Katrina case study**
Students will know how to identify and describe a high pressure system from a weather map. Students will understand the physical processes which lead to high pressure systems. Students will know the weather conditions associated with high pressure weather systems in the summer and the winter. Students will know some of the potential impacts associated with high pressure systems in the summer and winter.	Students will know how to identify and describe a low pressure system from a weather map. Students will understand the physical processes which lead to low pressure systems. Students will know the weather conditions associated with low pressure weather systems in the summer and the winter. Students will know some of the potential impacts associated with low pressure systems in the summer and winter.	Students will know the features of a tropical storm and will be able to identify tropical storms from satellite images. Students will know that tropical storms have different names based upon where they form e.g. hurricanes from over the Atlantic Ocean and the eastern Pacific. Students will understand the processes which lead to the formation of a tropical storm e.g. 26.5 degrees, rapid evaporation, quick condensation etc.	Students will know where New Orleans is and why it is vulnerable to tropical storms. Students will know how Hurricane Katrina formed. Students will know a range of effects from Hurricane Katrina and will be able to classify the effects as either primary or secondary.