HOLLAND PARK SCHOOL | 2026-2027

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 8 Geography

Year 8 Continuity Curriculum – Half term 1 – Population:

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
7th September	Lesson 1 – Our Global Population	To be able to describe the how the global population has changed over time.	Our global population KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. Define the term "natural increase" and explain how it affects population size. 2. Using the example from the lesson, calculate the birth rate in a town with 150 babies born each year and a population of 3,000 people. 3. Why do high-income countries tend to have lower birth rates compared to low-income countries? Give two reasons. 4. Explain why countries like Lesotho have higher death rates than countries like Qatar. 5. Describe how the world's population has changed from the year 0 to 2023, using specific population figures. 6. Why has global population growth started to slow down in recent years? What factor is mainly responsible for this trend? Extension Question: Using the terms "birth rate," "death rate," "healthcare," and "family planning," explain why population growth may vary between different countries.

14th September	Lesson 2 – Population Density	To be able to explain why population density differs across the globe.	Population density KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following questions in full sentences: 1. What is meant by the term *population density*? 2. Name two regions in the world that are densely populated and two that are sparsely populated. 3. What is the difference between *dense population* and *sparse population*? 4. How does *climate* influence where people live? 5. Why do cities like London have a high population density? 6. List four factors (two human, two physical) that influence population density. Extension Question: Imagine you are a city planner for a new town. Based on what you've learned, choose a location (real or imagined) and explain whether you would expect the population density to be high or low.
21st September	Lesson 3 – GIS: Analysing the distribution of the world's population	To be able to use Geographical Information Systems (GIS) to investigate population data and analyse the world's population distribution.	GIS: Analysing the distribution of the world's population KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following questions in full sentences: 1. What is the difference between population density and population distribution? 2. How can choropleth maps help us understand population distribution? 3. Why might using total population by country be misleading when analysing where people live? 4. Name two GIS data layers that can help indicate where people live, apart from population density. What do they show? 5. Which toolbar tool is used to add your own data to a GIS map, and what can you add? 6. How can comparing layers using swipe or transparency tools help explain why population is high or low in certain areas? Extension Question: A region shows a very low human footprint on the GIS map, but has a relatively high population density according to census data. Suggest two possible reasons why this mismatch might occur, and explain your thinking.
	Lesson 4 – The population of the UK	To be able to explain where people live in the UK and how topography	The population of the UK KS3 | Y7 Geography Lesson	Watch the video (left) and answer the following questions in full sentences: 1. What is meant by the term *population distribution*?

28th September		influences population distribution.	Resources | Oak National Academy	2. Name two UK cities with a high population density and explain one reason why each city has a large population. 3. How does the relief of northern Scotland affect its population density? 4. What does a choropleth map show in this lesson, and how can you tell which areas are more densely populated? 5. Using your knowledge of relief, why might central Wales have a lower population density than the southeast of England? 6. Explain two features that make an area attractive for people to live in and contribute to a high population density. Extension Question: Look at two areas: London and the Scottish Highlands. If you were a city planner trying to increase population in the Highlands, what changes or developments would you suggest to make the area more attractive to live in? Explain your choices.
5th October	Lesson 5 – Population Structure	To be able to interpret and analyse population pyramids.	Population structure KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following questions in full sentences: 1. Which axis on a population pyramid shows the age groups, and why is this important when analysing population structure? 2. Explain what a wide base on a population pyramid tells us about a country's birth rate. Use an example from the lesson to support your answer. 3. What does it mean if the top of a population pyramid is narrow, and what can this tell us about life expectancy in that country? 4. How can you tell which side of the population pyramid represents males and which side represents females? Describe how the pyramid is structured. 5. Describe what a 'bulge' in a population pyramid shows. What might cause this to happen? 6. Look at a population pyramid where the age group 0–4 has 9% males and 9% females. What percentage of the total population is in this age group, and how do you calculate it? Extension Question: Two countries have very different population pyramids. Country A has a wide base and a narrow top. Country B has a narrow base and a wider top. What different challenges might each country face because of their population structure? Explain your reasoning.
	Lesson 6 – GIS: Analysing the	To be able to use a Geographical Information System	GIS: Analysing the population of the	Watch the video (left) and answer the following questions in full sentences:

12th October	population of the UK	(GIS) to analyse the distribution and structure of the UK's population.	UK KS3 | Y7 Geography Lesson Resources | Oak National Academy	1. What is the purpose of the UK census, and how often is it carried out? 2. How can a GIS help us to understand patterns in population density across the UK? 3. Describe the difference in median age between rural and urban areas in England and Wales. What pattern did you notice? 4. How can the Office for National Statistics (ONS) census maps be used to study population changes over time? 5. Explain one strength and one limitation of using a single-purpose GIS such as the one used in the lesson. 6. Describe how the population density and median age of the city of York have changed over the last 10 years, based on the GIS data. Extension Question: Using your understanding of geography, explain why coastal areas in the UK tend to have a higher median age, while large cities like London and Birmingham have a younger population.

Year 8 – Half-Term 2 – Coasts:

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
2nd November 2026	Lesson 1 - The UK's coastline	To be able to understand and explain what the coastline is and how we use the UK's coastline.	The UK's coastline KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. What is a coastline, and what features might you find there? 2. Describe two different types of beaches found in the UK. 3. How long is the UK's coastline, and how does it compare to countries like France, Italy, and Spain? 4. Give two reasons why people might want to live near the coast in the UK 5. How does tourism help people earn a living in coastal towns like Blackpool? 6. Name one natural feature and one human feature that make Blackpool a popular place for tourists.

				Extension question: Why do you think places like Blackpool are still popular holiday destinations in the UK, even though many people now travel abroad for holidays?
9th November 2026	Lesson 2 - Waves and Tides	To be able to understand and explain what waves and tides are and how to identify and describe different types of waves.	Waves and tides KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. What causes waves to form in the sea, and what role does wind play in their formation? 2. Why do tides still occur even when there is no wind? 3. What is meant by the term 'fetch' and why is it important in determining wave size? 4. How do constructive and destructive waves differ in terms of swash and backwash? 5. Why might a beach be completely covered by water at high tide but exposed at low tide? 6. How do waves and tides both play a role in shaping the coastline? Extension Question: Imagine two beaches — Beach A and Beach B. Both experience the same wind strength, but the fetch at Beach A is 6,000 km, and the fetch at Beach B is only 300 km. **Which beach is likely to experience larger waves, and why?**
16th November 2026	Lesson 3 - Processes shaping the coastline	To be able to understand, describe and explain the different processes that help shape our coastlines.	Processes shaping the coastline KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. What are the three main natural processes that shape coastlines? Describe each briefly. 2. Explain the difference between abrasion and attrition as types of coastal erosion. 3. How does hydraulic action cause cliffs to break down over time? 4. What is the role of solution in coastal erosion, and which types of rocks are most affected by it? 5. Name and describe the four types of transportation that move material along the coast. 6. What causes deposition to happen at the coast, and what effect does deposition have on the shape of the coastline?

				Extension Question: Imagine you are a coastal engineer tasked with protecting a cliff from erosion. Using your knowledge of the four types of erosion and transportation, explain which processes you would focus on controlling and why. Propose one or two methods you might use to reduce erosion or manage sediment along the coast.
23rd November 2026	Lesson 4 – Erosional Coastal Landforms	To be able to understand and explain the different erosional processes and describe the coastal landforms that they create.	Erosional coastal landforms KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. Explain what is meant by the term "erosion" and describe how it affects the coastline. 2. Describe the four main types of erosion that occur along the coast and give a brief example of each. 3. How does the geology of a coastline influence the rate of erosion? Give examples of how soft and hard rocks behave differently. 4. What is the sequence of landforms that form as a headland is eroded over time? List them in the correct order. 5. Using Durdle Door as an example, explain how erosion and geology work together to create coastal landforms. 6. Why do headlands erode differently from bays, and what role does the type of rock play in this? Extension Question: Imagine you are a coastal geographer studying a new coastline with a mixture of soft and hard rock. Predict what kinds of landforms might develop there over millions of years and explain the processes that would lead to their formation. Use geographical terminology in your answer.

30th November 2026	Lesson 5 – Depositional Coastal Landforms	To be able to understand and explain the depositional processes and describe the coastal landforms that they create.	Depositional coastal landforms KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. Explain what happens during the process of deposition at the coast. Why do waves deposit material? 2. Describe how the swash and backwash work together to move sediment along a beach. 3. What is longshore drift and how does the prevailing wind affect it? 4. How is a spit formed, and why might its end curve into a hook shape? 5. What is a salt marsh and why does it often form behind a spit? 6. Compare and contrast the coastal landforms known as a bar and a tombolo. Extension Question: Imagine a coastline where the prevailing wind suddenly changes direction for a long period of time. Predict how this change could affect the shape and development of a spit and the associated salt marsh behind it. Explain your reasoning.
7th December 2026	Lesson 6 - Threats to the UK's Coastline	To be able to understand and explain how the UK's coastline is at risk from threats such as rising sea levels.	Threats to the UK's coastline KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. What is global warming and how does it relate to climate change? 2. Explain how rising global temperatures cause sea levels to rise. 3. What is thermal expansion, and how does it contribute to rising sea levels? 4. Why are coastal communities, like those in the UK, particularly at risk from rising sea levels? 5. Describe how erosion affects the Holderness coast and why it is happening so quickly there. 6. Using the example of Holderness, what are some of the impacts of coastal erosion on people's homes and businesses?

				Extension Question: Imagine you are a local government official in a coastal town like Holderness. Propose three actions you could take to reduce the risks caused by rising sea levels and coastal erosion. Explain why each action might help protect the community.
14th December 2026	Lesson 7 – GIS: Visualising and Analysis Coastal Erosion	To be able to understand and explain how Geographical Information Systems (GIS) systems can help visualise and analyse coastal erosion along the UK's coastline.	GIS: Visualising and Analysing coastal erosion KS3 | Y7 Geography Lesson Resources | Oak National Academy	Watch the video (left) and answer the following video in full sentences: 1. What is a GIS and how does it help geographers understand the world? 2. Why might photographs be useful when studying coastal erosion, and what are their limitations? 3. How can using the side-by-side GIS map viewer from the National Library of Scotland help us measure coastal erosion? 4. If 150 metres of coastline eroded over 75 years, what is the average rate of erosion per year? 5. Based on the GIS evidence from Mappleton, what impact did the rock groynes have on coastal erosion to the north and south of them? 6. When comparing Hornsea and Great Cowden using the GIS app, what differences were observed and what conclusions can you draw about the effectiveness of sea defences? Extension Question: Imagine you're a town planner deciding whether to invest in coastal defences for a small village on the Holderness coast. Using what you've learned about GIS and erosion, explain what evidence you would collect using GIS and how you would use it to make a decision.