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Being a global citizen means you contribute positively to the local and global community. You will be aware of the importance of interacting with our planet to meet the needs of today, without compromising the needs of those in the future.

Year 8 Curriculum Overview

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Development	Rivers	Africa	Almighty Dollar	Ecosystems
Key Question				
Why do we live in an unequal world?	How do physical processes shape river landscapes?	What are the misconceptions about Africa?	How does a dollar connect the world?	Why is it important to sustainably manage our biomes?
Key Vocabulary				
- Aid - Bilateral aid - Bottom-up development - Corruption - Development - Gross domestic product - Human development index - Quality of life - Standard of living - Top-down development	- Abrasion - Attrition - Flood / Flooding - Hydraulic action - River - River management - Saltation - Solution (erosion) - Solution (transportation) - Traction	- Bottom-up development - Emerging economy - Fair trade - Inequality - Investment - Misconception - NEE (Newly Emerging Economy) - Slum - Top-down development - Tourism	- Dollar - Economy - Export - Globalisation - Import - Primary sector - Quaternary sector - Secondary sector - Tertiary sector - Transnational Corporation (TNC)	- Afforestation - Biome - Biodiversity - Conservation - Deforestation - Ecotourism - Ecosystem - Environmentalist - Indigenous people - Tropical Rainforest (TRF)

The knowledge you will need to recall:

How you will apply this knowledge:

This links to:

1

Development

You will learn about:

- Measures of development and the factors affecting it
- The negativity instinct outlined in Hans Rowling's book of Fact fullness.
- What life is life on different levels of development.
- How countries use Top – down and bottom – up approaches to reduce the development gap.

The key concept focus for this unit is human interactions. Students will apply their knowledge by:

- Comparing countries around the world that have uneven levels of development.
- Analysing how the aspects of quality of life varies from country to country.
- Explaining that the 'Development Gap' refers to the widening difference in levels of development between the world's richest (HIC) and poorest (LIC) countries. There are inequalities between countries in terms of poverty and wealth, as well as in peoples' wellbeing and access to things such as jobs, housing and education.
- To assess the significance of the BRICS.
- To evaluate the methods of trade and aid to help a country develop.

This encourages students to recall how globally interconnected we are and how trade links can be responsible for rapid changes between countries of differing development levels. When we explore natural disasters in Year 9, you can use this knowledge to assess whether development influences your vulnerability and resilience to hazards. This unit also builds upon the previous units of Asia in Year 7 where students looked at the emergence of Megacities and the issues they bring to a country. Students will also further enhance their understanding of how different aspects can impact upon population dynamics within countries which was previously introduced in Year 7.

2

Rivers

You will learn about:

- How a river changes from source to mouth
- The processes of erosions and transportation occurring in a river.
- Landforms created by erosion and deposition
- The human and physical causes of flooding.
- How hard and soft engineering strategies are used to reduce the impacts of flooding.

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Recalling key terms and definitions associated with processes of erosion, transportation and weathering and applying them within a drainage basin.
- Explaining how physical process create distinctive landform with a drainage basin.
- Explaining the main causes of flooding and categorising them into physical and human causes of flooding.
- Analyse the social, economic and environmental impacts of flooding.
- Evaluate the different methods of hard and soft engineering used to manage river flooding.

You will continue to develop your knowledge of place location as well as further developing your Geographical skills when investigating OS Maps. You will build on your knowledge from Shaping of the UK and Weather and Climate to deepen your understanding of the factors affecting river processes and their landscapes. This unit will allow students to make links between growing population pressures studied in Year 7 and increased risk of flooding due to development of the floodplains. The focus on physical processes will build foundations of knowledge that will be further developed in the coasts unit in Year 9.

3

Africa

You will learn about:

- Misconceptions of Africa
- The location of the different biomes in Africa.
- The different climates of the biomes found on Africa.
- A newly emerging economy (NEE's) and the impacts TNC's are having on their level of development.
- Inequality within a country and schemes to improve lives in Kenya
- The impact of tourism and fair trade on the continent.

The key concepts focus for this unit are significance of place, with a focus on physical processes and human interactions within the place location. Students will apply their knowledge by:

- Analysing the key misconceptions of Africa.
- Explaining the location of the key biomes and climatic conditions associated with them.
- Assessing Nigeria's rise to a NEE and the impact of TNC's within the country.
- Evaluating the schemes introduced to improve people's lives in Nairobi Kenya.
- Assessing the impact of tourism and fair trade on the levels of development within South Africa.

When exploring biomes, we retrieve our knowledge of high and low pressure and apply it to the global atmospheric circulation model. This will help you to understand the location of key biomes such as the deserts, rainforests and savannah. The introduction into TNC's leads into the almighty dollar unit in Year 8 as well as reinforcing the concepts of development from the earlier unit of study. This also feeds into the 21st Century Challenges unit in Year 9 where the global impact and exploitation caused by TNC's is investigated further.

4

The Almighty Dollar

You will learn about:

- The journey of a dollar around the world
- How and why USA TNC's invested in China
- The reasons for low-cost manufacturing moving away from China and its emergence a global superpower.
- Why China has invested billions of dollars into projects all over Africa and the impact this is having.
- How the continued growth of the informal sector is creating a major problem for the Indian government.
- Investigate to what extent this whole process is sustainable.

The key concept focus for this unit is human interactions. Students will apply their knowledge by:

- Mapping the journey of a dollar around the globe.
- Assessing the impacts of TNC growth in China and its continued growth into a Superpower.
- Assessing Chinese investment into Africa.
- Evaluating the impact of a growing informal economy in India and the limitations this places of government investment in the country
- Assessing the sustainability of globalisation by investigating food miles and other aspects of trade.

Students will continue to build upon the knowledge mastered in the units of development and Africa within this unit. You will further explore the emergence of global Superpowers and how the emergence of China studied during the Asia unit in Year 7 is having a significant impact on countries within Africa. When looking at the informal economy in India this has strong links to the Development unit studied earlier in Year 8. The sustainability of globalisation links to the 21st Century Challenges unit studied in Year 9.

5

Ecosystems

You will learn about:

- The location and climate of the world's major biomes.
- How plants and animals have adapted to the different biomes
- The impacts both humans and climate change are having on biomes around the world.
- Approaches to managing biomes to make our use of them more sustainable,

The key concept focus for this unit is physical processes. Students will apply their knowledge by:

- Describing the location of the world's biomes
- Explaining the different weather patterns associated with named biomes
- Analysing the structure and biodiversity of the tropical rainforest.
- Assessing the impacts of deforestation on the tropical rainforest
- Explaining the key adaptations of plants and animals in different ecosystems.
- Assessing the impact of climate change and tourism on the tundra and Antarctica.

When exploring biomes, we retrieve our knowledge of high- and low-pressure and apply it to the global atmospheric circulation model, helping you to understand the location of key biomes such as the deserts, rainforests and savannah. Students will also use their previous knowledge on the physical features of Africa, Asia and the UK to further explore the biomes and their individual structures and functions. The worlds growing population and the impacts of it will also be built upon as we investigate the impacts of a growing population and how the pressures it creates impact directly upon the different ecosystems studied..