

## Geography – Year 8

### **Curriculum Intent**

In Year 8, Geography builds on the foundational skills and concepts developed in Year 7 by exploring physical and human processes in greater depth and at wider scales. Students develop a stronger understanding of systems, interactions and risk, while continuing to strengthen map skills, data interpretation and extended geographical writing, going into more depth to explain their responses. The curriculum is sequenced to move from atmospheric processes in the UK to global economic connections and powerful physical processes, preparing students for more integrated and evaluative geographical thinking in Year 9.

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### **What Students Will Study Across the Year**

#### **Autumn Term – Is the UK’s Weather Predictable?**

Students explore weather and climate in the UK, developing understanding of why UK weather is so variable. They investigate atmospheric processes including air masses, pressure systems, the Jet Stream and the Gulf Stream, and learn how weather is measured and forecast. Students also carry out a local fieldwork enquiry, collecting and analysing data to explore microclimates. This unit strengthens physical geography knowledge, data skills and enquiry-based learning.

#### **Autumn Term – Is the World Getting Smaller?**

Students examine globalisation and how increased connectivity links people and places across the world. They explore global supply chains, trade, transnational corporations and patterns of production and consumption. Case studies such as China, Nigeria, Bangladesh and the UK are used to evaluate the impacts of globalisation, including inequality, sustainability and quality of life. Students develop evaluative writing skills and consider whether globalisation benefits everyone.

#### **Spring Term – Are Rivers or Glaciers More Powerful?**

Students investigate rivers and glaciers as dynamic systems that shape landscapes. They study processes of erosion, transportation and deposition, and examine how distinctive river and glacial landforms are created. Using examples and virtual fieldwork from the UK, including the Lake District, students compare the power of rivers and glaciers and justify conclusions using geographical evidence. This unit strengthens understanding of physical processes and systems.

#### **Spring Term – Is Living Near a Volcano Worth the Risk?**

Students explore tectonic processes and volcanic hazards, learning why volcanoes are located in specific global patterns. They examine different types of volcanoes and eruptions, and investigate the impacts of volcanic activity on people and environments. Case studies of multiple volcanic hazards in a variety of locations are used to evaluate risk, response and preparedness, and students consider why people continue to live in tectonically active areas.

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### **Assessment and Progression**

Students are assessed through a mixed constitution of retrieval activities, map and data skills tasks, multiple choice questions, sequencing, drawing diagrams, extended writing and end-of-unit assessments. Assessment focuses on accurate use of geographical terminology, explanation of processes, evaluation of impacts and justification of viewpoints. By the end of Year 8, students can apply geographical knowledge more independently, understand systems and interactions, and are well prepared to integrate physical and human geography in Year 9.

