



**Subject:** Geography

**Head of Subject:** Mr J Haslam

**Year:** Eight

**Organisation of the Subject**  
 Geography is taught in form groups of 29/30 students. The students have 1 of lesson per week.

Key Concepts (The big ideas underpinning the subject)	Key 'Learning Capacities' in this subject
<ul style="list-style-type: none"> <li>Understanding the physical and human characteristics of real places</li> <li>Knowing where places are located, why they are there, the patterns and distributions they create and the implications for people.</li> <li>Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.</li> <li>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</li> <li>Exploring the social, economic, environmental and political connections between places.</li> </ul>	<ul style="list-style-type: none"> <li>Map and graph analysis and evaluation.</li> <li>Plan geographical enquiries, suggesting appropriate sequences of investigation</li> <li>Construct maps and plans at a variety of scales, using graphical techniques to present evidence.</li> <li>Literacy; reading, writing, vocabulary, structure.</li> <li>Communication, listening and learning from others.</li> <li>Revising – reviewing work as you progress.</li> <li>Memory and recall; distilling information, empiricism/factual detail.</li> <li>Empathy and citizenship.</li> </ul>

What will your daughter be learning?	How will your daughter be learning?
<ul style="list-style-type: none"> <li>Rivers – processes and characteristics</li> <li>Writing up a Geographical enquiry</li> <li>Natural Hazards with focus on tectonic processes such as volcanoes and earthquakes and how people live in these areas.</li> <li>Geography of Development.</li> </ul>	<ul style="list-style-type: none"> <li>Using and producing a variety of geographical material (maps, diagrams, graphs).</li> <li>Class and group discussion.</li> <li>Independent research.</li> <li>PowerPoint presentations.</li> <li>Role play.</li> <li>Use of the internet.</li> </ul>

How will learning be assessed?	What can you do to support your daughter?
<ul style="list-style-type: none"> <li>Rivers will be a written report of the fieldwork enquiry</li> <li>Natural Hazards(Physical) will be a mapping exercise</li> <li>Natural Hazards(Human) will be an essay</li> <li>End of Year exam</li> <li>Race to the Poles will be a group presentation</li> <li>All tasks / grades to be recorded on Learning Progress sheets at the back of exercise book.</li> </ul>	<ul style="list-style-type: none"> <li>Help with revision strategies and testing before the exam.</li> <li>Watch geographical TV programmes and documentaries.</li> <li>Follow current affairs; compare and contrast different parts of the world.</li> <li>Useful website: <a href="http://www.bbc.co.uk/schools/ks3bitesize/">http://www.bbc.co.uk/schools/ks3bitesize/</a></li> </ul>

Equipment needed for this subject	Extra-Curricular / Enrichment Opportunities
Pencil case with scissors, glue, protractor, coloured pencils.	<ul style="list-style-type: none"> <li>All Year 8 students will have the opportunity to participate in a fieldwork enquiry based on a River Study in Easedale, Near Grasmere</li> </ul>

If you have any questions about this Learning Overview, please contact your daughter's subject teacher in the first instance.