

Geography – Year 8

	Learning Episode	Learning outcomes	Case Studies/ Skills/ Resources/ Text references
Term 1 & 2	Our extreme planet	LO: To understand the many different extreme environments that exist on planet earth and the reasons for this.	Pressure - Mariana trench Altitude - Life that exists – Himalayas. Temperature – Death Valley, USA – Antarctica Wettest– India Earth's lowest elevation – Dead sea https://www.youtube.com/watch?v=OczG8v-vjXw – The world's top 10 extremes
	E1: What extremes exist on planet earth and why?	Themes / Areas of focus: Temperature, Altitude, Pressure, Biomes, changing conditions, food scarcity, competition.	
	Our extreme planet	LO: To begin to appreciate how and why plant and animal species have adapted to survive our extreme planet.	Darwin's theory of natural selection https://www.youtube.com/watch?v=03YKT7ytjE https://www.youtube.com/watch?v=ZbITQ0dqxCQ
	E2: How has life adapted to our extreme planet?	Themes / Areas of focus: Evolution + Natural selection, Opportunities in extreme environments, Adaptations.	
	Our extreme planet	LO: To understand how life exists at the deepest points in the ocean.	Mariana Trench exploration https://www.youtube.com/watch?v=WD1OzDbMFYQ
	E3: 95% of the world's oceans are unexplored,	Themes / Areas of focus: Pressure, exploration, adaptations, marine conservation, Mapping + GIS.	https://www.youtube.com/watch?v=WD1OzDbMFYQ

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why is this and who can handle the extreme conditions?		Mapping the world's underwater trenches
Our extreme planet E4: How can human civilisation survive in the world's hottest landscapes?	LO: To understand the different opportunities and challenges of living in hot environments. Themes / Areas of focus: Desertification, Population pressure, Cities in the desert (Dubai), Challenges and technological solutions + management.	Thar Desert Death Valley – USA https://www.youtube.com/watch?v=nZrI14lXFHk https://www.bbc.co.uk/bitesize/guides/znxsgk7/revision/2
Our extreme planet E5: Extreme cold, what opportunities exist in the tundra?	LO: To understand the many different extreme environments that exist on planet earth and the reasons for this. Themes / Areas of focus: Svalbard / Antarctica, Opportunities and challenges, Species adaptation (Human, animals + plants), Conservation + management.	Svalbard, Norway https://www.youtube.com/watch?v=5NhIRwCq428&t=399s Antarctica https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1

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<p>Our extreme planet</p> <p>E6: How is planet earth becoming more extreme?</p>	<p>LO: To investigate the different factors that are causing our world to become more extreme.</p> <p>Themes / Areas of focus:</p> <p>Climate change, greenhouse effect, albedo effect, accelerating global warming.</p>	<p>Melting Ice-caps</p> <p>Natural hazards</p> <p>Before the flood</p> <p>https://www.youtube.com/watch?v=zbEnOYtsXHA</p> <p>https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1</p>
<p>Our extreme planet</p> <p>E7: Can species adapt to an ever-changing world or is it too late?</p>	<p>LO: To be able to debate regarding the survival of life on planet earth.</p> <p>Themes / Areas of focus:</p> <p>Endangered species, Behavioural changes in animals, ecosystems in the city</p>	<p>Planet Earth - Cities – BBC</p> <p>https://www.bbc.co.uk/iplayer/episode/b0861m8b/planet-earth-ii-6-cities</p>
<p>Term 3 & 4</p> <p>International decision making</p>	<p>Identify the meaning of resources and can state examples relating to this.</p> <p>Describe different resources and their importance in the world.</p>	<p>https://www.youtube.com/watch?v=PLBK1ux5b7U</p> <p>Renewable and non-renewable resources</p>

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E1: Introduction to resource management	<p>Explain the importance of different resources and begin to understand why there is inequality.</p> <p>Assess the importance of different resources and can summarise their global influence on people and places.</p>	
International decision making	<p>Identify why there is a change in demand for food and the reasons for importing food from other countries.</p>	<p>Food - BBC</p> <p>https://www.youtube.com/watch?v=FMU1AGjH5p8</p>
E2: Can we meet global food demands?	<p>Describe why there is a growing demand for cash crops being exported in from low income countries.</p> <p>Explain why the demand for different foods in the UK changes throughout the year.</p> <p>Suggest potential problems caused by food miles and how this might be addressed.</p>	<p>Starvation in Yemen</p> <p>https://www.youtube.com/watch?v=npk7tfKyXok&t=155s</p> <p>AQA Blue textbook – Resource management GCSE POD</p>
International decision making	<p>Describe the changing demand for water in the UK.</p> <p>Discuss water quality and pollution management.</p>	<p>Water – BBC</p> <p>https://www.youtube.com/watch?v=e0rzaIqDhJY&t=2s</p> <p>Our Thirsty world:</p>

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E3: What is water scarcity?	<p>Explain the issues with matching supply and demand – areas of deficit and surplus.</p> <p>Suggest possible needs for transfer to maintain water supplies.</p>	<p>https://www.youtube.com/watch?v=2pXuAw1bSQo</p> <p>AQA Blue textbook – Resource management GCSE POD</p>
<p>International decision making</p> <p>E4: The challenge of balancing the global energy mix</p>	<p>List the changing energy mix including reliance on fossil fuels, growing significance of renewables.</p> <p>Describe how we can reduce domestic supplies of coal, gas and oil.</p> <p>Explain the economic and environmental issues associated with exploitation of energy sources.</p> <p>Evaluate attempts to ensure energy security for the future.</p>	<p>AQA Blue textbook – Resource management GCSE POD</p>
<p>International decision making</p> <p>E5: Why is the UK important to the wider world?</p>	<p>List reasons why the UK is important towards the wider world.</p> <p>Describe the influence the UK had on global decision making.</p> <p>Explain why the UK is important globally and can identify organisations that our country is part of.</p>	<p>How much power does the UK really have?</p> <p>https://www.youtube.com/watch?v=NiY5RPXyEfU</p> <p>AQA Blue textbook – UK in the Wider world GCSE POD</p>

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		Evaluate how global decision making has been affected by the UK.	
	International decision making	Describe what is being done globally to reduce climate change.	Research the Paris Agreement https://www.youtube.com/watch?v=1DdfNU5iATU&t=279s
	E6: Environmental agreements and the climate crisis	Outline how climate change could be reduced, should some of the targets be met. Decide whether or not I think that these agreements are achievable. Assess whether or not environmental agreements are fair.	Greta Thunberg's UN speech https://www.youtube.com/watch?v=KAjsdgTPJpU
Term 5 & 6	Post industrial London	LO: To understand what it means to be a post-industrial city.	https://www.youtube.com/watch?v=SKcLvul5GCg&t=23s How is the UK a post-industrial economy?
	E1: Post-industrial London?	Key Concepts / Students are expected to be able to: Describe how London is a post-industrial city that has transitioned in its modern history. Fully understand the role of job sectors and how these have changed over time.	https://www.youtube.com/watch?v=kJRv1bVJ9vE Regional planning and post-industrial London Skills: Analysing photo's over time. O.S maps (Old and new) – Bing maps

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		Blue AQA Textbook: Post-industrial economy
Post industrial London	LO: To understand how London's population and demography has changed over time.	https://www.youtube.com/watch?v=WLBIZciMEbo&t=182s London's changing population
E2: How has London's population changed over time?	Key Concepts / Students are expected to be able to: Understand how demographics have changed in London city centre in the past 100 years. Explain why London's population has changed over time. Predict what London's population will be like in the future.	https://www.youtube.com/watch?v=JJtYcagl7Nk The problem of London's population change Skills: Analysing population statistics. Assessing geospatial data – GIS. Blue AQA Textbook: Population
Post industrial London	LO: To understand how urban change has shaped the character of London.	https://www.youtube.com/watch?v=SchjH2m94n4 London, Stratford's regeneration + Olympic legacy
E3: Urban change in London	Key Concepts / Students are expected to be able to: Learn key geographic vocabulary associated with urban change (Urban sprawl, urbanisation, regeneration, migration).	Skills: Interpreting population statistics: Burgess model – Zones in the city

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	<p>To be able to describe and explain how urban change has affected character in the city.</p> <p>To assess impacts of migration on London.</p>	<p>Statistics – Mean, mode, median – Migration stats</p> <p>Blue AQA Textbook pages: Push and Pull Factors</p>
<p>Post industrial London</p> <p>E4: What is regeneration?</p>	<p>LO: To investigate different regeneration projects around the UK capital.</p> <p>Key Concepts / Students are expected to be able to:</p> <p>Describe what urban regeneration refers to.</p> <p>Explain why regeneration is sometimes needed.</p> <p>To assess the success of different regeneration projects (London Olympic park, Docklands).</p>	<p>https://www.youtube.com/watch?v=SChjH2m94n4 London, Stratford's regeneration + Olympic legacy</p> <p>Skills:</p> <p>Comparing different regeneration projects.</p> <p>Debating success and social impacts.</p>
Post industrial London	LO: To be able to assess the sustainability of London city centre.	<p>https://www.youtube.com/watch?v=0CGCvuy6YkQ London – The road to net zero carbon</p> <p>Skills:</p>

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E5: London a city of the future	<p>Key Concepts / Students are expected to be able to:</p> <p>Understand what is meant by sustainability.</p> <p>Articulate how transport has changed in London.</p> <p>Assess how London is planning for the future, are future generations being catered for?</p>	<p>Making predictions about the future based on data and information from current planning.</p> <p>Photo interpretation</p>
Post industrial London	LO: To investigate the transformation of a once declining part of the city.	https://www.youtube.com/watch?v=hDUTR4lecMQ London Docklands regeneration
E6: London Docklands virtual fieldwork	<p>Key Concepts / Students are expected to be able to:</p> <p>Use intermediate fieldwork skills in order to collect, present and analyse data.</p> <p>Evaluate whether or not the Docklands regeneration has been successful for all members of society.</p>	<p>Skills:</p> <p>Analysing data</p> <p>Presenting data using a variety of techniques</p> <p>Reflecting on reliability of fieldwork.</p>