

Year 8 Curriculum Overview [2025/2026]

Geography

| Autumn Term | Knowledge & Understanding | | | Literacy Skills Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
|-------------|---|--|------------------------------|---|---|--|
| | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | | | |
| HT1 | <p>Evidence for climate change</p> <p>Natural causes of climate change</p> <p>Human causes of climate change</p> <p>Effects of climate change</p> | <ul style="list-style-type: none"> To explain what climate change is To evaluate the evidence for climate change – ice cores, paintings, diary extracts, tree rings and temperature data. Explain the natural causes of climate change – suns pots, volcanic eruptions and orbital patterns Describe and explain the greenhouse effect Explain what the enhanced greenhouse effect is Explain how human activity has created this – agriculture, burning fossil fuels as examples. Understand that climate change will have a range of impacts on local, national and international scales. | Weather and climate – Year 8 | Description and explanation-based writing | <p>Map analysis</p> <p>Data analysis</p> <p>Analytical skills</p> | <p>MCQ's</p> <p>Formative assessment throughout</p> <p>Summative assessment at the end of the unit</p> |

Year 8 Curriculum Overview [2025/2026]

Subject

| Spring Term | Knowledge & Understanding | | | Literacy Skills Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
|-------------|---|--|-----------------------------------|--|---|--|
| | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | | | |
| HT3 | <p>The water cycle</p> <p>The profile of a river</p> <p>River landforms</p> <p>River flooding</p> | <ul style="list-style-type: none"> • Describe and explain the water cycle • Identify and locate the main features of a drainage basin • Describe how the long and cross profile of a river change from source to mouth • Explain how erosion, deposition and transportation create river landforms e.g. waterfalls, meanders and floodplains • Explain the causes of river flooding • Explain the social, environmental and economic effects of flooding • Explain the responses to flooding • UK case study of 2019 flooding in the north – west • Pakistan 2022 case study <p>Comparing the effects and responses of differing development levels</p> | <p>Weather and climate Year 7</p> | <p>Key vocabulary</p> <p>Description and explanation-based writing</p> | <p>Map analysis</p> <p>Data analysis</p> <p>Analytical skills</p> | <p>MCQ's</p> <p>Formative assessment throughout</p> <p>Summative assessment at the end of the unit</p> |

| | | | | | | |
|-------------------|---|---|--|--|--|--|
| <p>HT4</p> | <p>Global population distribution</p> <p>Population growth</p> <p>Population Structure</p> <p>Population Change</p> | <ul style="list-style-type: none"> • To describe the current pattern of population distribution • To explain the human and physical factors that have influenced this pattern • To explain why the world's population is increasing • To understand natural increase and explain why rates are high in developing and emerging countries • To explain the potential consequences of overpopulation. To categorise these into social, economic and environmental. • Explain how the Demographic Transition Model the link between development and population change. • To analyse population pyramids and explain how they show the age/structure of a country's population | <p>Geographical skills – Year 7</p> <p>Urban Patterns in the UK – Year 7</p> | <p>Key vocabulary</p> <p>Description and explanation-based writing</p> | <ul style="list-style-type: none"> • Map analysis • Data analysis • Analytical skills | <p>MCQ's</p> <p>Formative assessment throughout</p> <p>Summative assessment at the end of the unit</p> |
|-------------------|---|---|--|--|--|--|

Year 8 Curriculum Overview [2025/2026]

Subject

| Summer Term | Knowledge & Understanding | | | Literacy Skills Opportunities for developing literacy skills | Employability Skills [if any] | Assessment Opportunities |
|-------------|--|--|------------------------------|--|---|--|
| | Composites | Components [KEY concepts & subject specific vocab] | Formal Retrieval [if any] | | | |
| HT5 | <p>The structure of the earth</p> <p>Plate boundaries</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>Living with the risk</p> <p>Reducing the risk</p> | <ul style="list-style-type: none"> Explain the layers of the earth – inner core, core, mantle and crust Explain the theory of continental drift Explain the different ways the earth's crust moves - constructive, conservative, collision and destructive Explain the differences between shield and composite volcanoes Mount Nyiragongo case study. What is an earthquake? Syria/Turkey case study Explain the benefits of living in areas on plate margins Explain how we monitor, predict, protect and plan to reduce the risk | Year 7 development unit | <ul style="list-style-type: none"> Key vocabulary Description based writing Explanation based writing | <ul style="list-style-type: none"> Map analysis Decision making | <p>MCO's</p> <p>Formative assessment throughout</p> <p>Summative assessment at the end of the unit</p> |

| | | | | | | |
|---|--|---|--|--|---|--|
| <p>HT6</p> | <p>The problem with plastic</p> <p>Environmental problems of plastic pollution</p> <p>Reducing plastic waste</p> <p>School based plastic project</p> | <ul style="list-style-type: none"> • To understand and explain why plastic is everywhere in our day to day lives. • To explain what happens to our plastic waste. • To understand and explain what the Greta Pacific garbage patch is. • To evaluate the impacts of plastic pollution on marine ecosystems. • To examine and evaluate strategies to reduce plastic waste. • To examine how we can reduce plastic waste in our everyday lives. • To carry out an investigation in plastic pollution around the school grounds. • To work in groups to create a St Anne’s plastic pledge. | <p>Climate change Year 8</p> <p>Geographical skills – Year 7</p> | <ul style="list-style-type: none"> • Key vocabulary • Description based writing • Explanation based writing | <ul style="list-style-type: none"> • Map analysis • Decision making • Group work • Project management | <p>MCQ’s</p> <p>Formative assessment throughout</p> <p>Summative assessment at the end of the unit</p> |
| <p>Catholicity across the Geography Curriculum</p> | | <p>Throughout Year 8, pupils study topics that balance both physical human geographical ideas and skills. They will also begin to apply the principles of catholic social teaching to lessons, to guide them in living out their faith in the world.</p> <p>HT1 – through the climate change unit, pupils will focus on the CST principle of creation and the environment. In the first pages of the Bible, we read how God created the sun and the stars, the water and earth, and every creature. Pupils will learn about the effects of climate change on the planet and how we can mitigate and adapt to them. We also consider the principle of dignity work and participation. Everything is interconnected, and all of creation praises God. It is our Christian vocation to care for creation.</p> <p>HT2 – Through the energy unit, pupils will focus on the CST principle of option for the poor. This will remind them of God’s preferential love for the poorest and most vulnerable people. God’s love is universal; he does not side with oppressors but loves the humble. This links to advent fundraising for Caritas and the poor in our community, through food bank donations.</p> <p>HT5 – through the plastic problem unit, pupils will revisit the principle of creation and the environment. “Who turned the wonderworld of the seas into underwater cemeteries bereft of colour and life?” Catholic Bishops of the Philippines, 1988.</p> | | | | |

| | |
|--|---|
| | <p>Discussions around this quote and the human actions that have created a huge environmental crisis. They will examine how they can have a positive impact at a local level.</p> <p>Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.</p> |
|--|---|