

Year 8 Curriculum Overview 2026- 27
Subject – Geography

[illegible]

HT2 ‘What are the challenges and opportunities for countries in Africa?’ HT3	What is Africa like? How is Africa changing? What is the future for African nations?	• Describe the physical and human diversity of Africa, including its countries, climates, landscapes, populations, and cultures. • Explain why levels of development and urbanisation • Explain how natural resources, tourism, and trade contribute to economic development. • Evaluate the extent to which Africa is a continent of challenges and opportunities	• Low-stakes quizzes – multiple-choice, short answer or mixed-format quizzes at the start of lessons. • Dual coding retrieval – Combining sketches, symbols and keywords to retrieve learning. • Exit tickets revisiting prior learning • Mini whiteboard recall activities	Implementing the STAR strategy - • Speaking confidently • Thinking critically • Articulating through writing Reading with purpose	• Global Awareness – Understanding different cultures, economies and international issues. • Communication – Presenting ideas, debating geographical issues and explaining evidence clearly. • Teamwork – Collaborating to solve problems, complete enquiries and share responsibilities. • Critical Thinking – Evaluating evidence, questioning sources and making informed judgements. • Problem Solving – Investigating real-world geographical challenges and proposing sustainable solutions.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear assessment.
CST Catholicity Across the Curriculum	Through this unit, pupils develop an understanding of the diversity and dignity of people across Africa while recognising their shared responsibility to care for God's creation. By exploring development, sustainability and global interdependence, pupils are encouraged to reflect on how compassion, justice and stewardship can contribute to the common good and human flourishing.					

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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]			
HT4 ‘Why are rivers important?’	How do river systems work? How do rivers continue to change the landscape? How can we manage rivers?	- Understand the importance of rivers and why they are vital for people, ecosystems and the environment. - Explain the water cycle and drainage basin system, including how water flows into rivers through different processes. - Investigate river processes, including erosion, transportation and deposition, and how they shape landscapes. - Explain the causes and impacts of flooding. - Assess strategies used to manage flood risk.	Low-stakes quizzes – multiple-choice, short answer or mixed-format quizzes at the start of lessons. Dual coding retrieval – Combining sketches, symbols and keywords to retrieve learning. - Exit tickets revisiting prior learning - Mini whiteboard recall activities	Implementing the STAR strategy - - Speaking confidently - Thinking critically - Articulating through writing Reading with purpose	Decision Making – Weighing up different viewpoints before reaching justified conclusions. Environmental Responsibility – Recognising the importance of sustainability and responsible decision making.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear assessment.
Catholicity Across the Curriculum	Through the study of rivers, pupils develop an understanding of humanity's responsibility to care for God's creation. They explore how water is essential for life, why access to clean water reflects human dignity, and how sustainable management of rivers supports the common good and protects the most vulnerable members of society					

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HT5 ‘Can the world’s growing cities meet the needs of everyone?’	What is urbanisation?	- Describe the pattern of global urbanisation and identify the location and characteristics of megacities. - Explain why people migrate from rural to urban areas using push and pull factors. - Evaluate the opportunities and challenges created by rapid urban growth for people, the economy and the environment. - Evaluate how sustainable urban planning can improve cities and create more resilient places to live.	Low-stakes quizzes – multiple-choice, short answer or mixed-format quizzes at the start of lessons. Dual coding retrieval – Combining sketches, symbols and keywords to retrieve learning. - Exit tickets revisiting prior learning - Mini whiteboard recall activities	Implementing the STAR strategy - - Speaking confidently - Thinking critically - Articulating through writing Reading with purpose	Leadership – Organising group tasks, leading discussions and taking responsibility for decision making. Global Awareness – Understanding different cultures, economies and international issues. Numeracy – Calculating, estimating, interpreting statistics and presenting data accurately.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear assessment.
Catholicity Across the Curriculum	This unit encourages pupils to recognise the dignity of every person by exploring how urbanisation affects people's quality of life. Through the principles of Catholic Social Teaching, pupils consider the importance of creating cities that promote the common good, care for those experiencing poverty, act as responsible stewards of creation and work in solidarity to build sustainable and inclusive communities.					

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	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT6 ‘How is Asia changing, and what does this mean for people and places?’	How is Asia changing, and what does this mean for people and places?	• Describe the physical and human diversity of Asia. • Explain how China has changed economically, socially and globally. • Compare how different Asian countries have developed. • Explain how trade, technology and globalisation have transformed Asia. • Evaluate how sustainable Asia's future development may be.	• Low-stakes quizzes – multiple-choice, short answer or mixed-format quizzes at the start of lessons. • Dual coding retrieval – Combining sketches, symbols and keywords to retrieve learning. • Exit tickets revisiting prior learning • Mini whiteboard recall activities	Implementing the STAR strategy - • Speaking confidently • Thinking critically • Articulating through writing Reading with purpose	• Leadership – Organising group tasks, leading discussions and taking responsibility for decision making. • Global Awareness – Understanding different cultures, economies and international issues. • Numeracy – Calculating, estimating, interpreting statistics and presenting data accurately.	Formative assessment throughout the topic. Mid topic assessment. End of unit linear assessment.

Catholicity Across the Curriculum	Studying Asia helps pupils appreciate the richness and diversity of God's creation while recognising the dignity of every person. By exploring development, culture and environmental change, pupils reflect on the importance of stewardship, solidarity and working for the common good to build a more just and sustainable world.
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