Long-term planning

Geography - Year 8

Year 8 Themes	Source to Mouth	Cityscapes	Extreme Ecosystems	From Cotton to Coffee Shops
	Students will know that			
	• The **water cycle** is a system with key **stores** (such as the atmosphere, surface water and groundwater) and **flows** (such as evaporation, condensation, precipitation and runoff) that continually move water around the Earth. • A **drainage basin** also operates as a system, with inputs, stores, transfers and outputs, helping students understand how water travels from **source to mouth**. • Rivers change as they flow downstream, developing **distinctive landforms** such as waterfalls, gorges, meanders, ox-bow lakes, floodplains and deltas. • River landscapes are shaped by **fluvial processes**, including **erosion** (abrasion, hydraulic action, attrition), **transport** (traction, saltation, suspension, solution) and **deposition**. • Rivers are **globally significant**, and the case study of the **River Nile** helps students understand how major rivers support people, ecosystems, agriculture, trade and development. • **Flooding** is caused by a combination of **physical factors** (heavy rainfall, impermeable rock, steep relief) and **human factors** (urbanisation, deforestation, land use). • Flood management uses both **hard engineering** (dams, embankments, straightening) and **soft**	• **Settlements develop based on their site and situation**, including factors such as water supply, relief, defence, resources and trade routes. • Cities display patterns of **land use** that can be explained using **urban models**, helping students understand the structure of CBDs, residential areas and industrial zones. • Many **central business districts (CBDs)** have declined due to changes in shopping habits and transport, but can also undergo **regeneration** to revitalise services, housing and public spaces e.g. Manchester • **Urbanisation** drives migration from rural to urban areas and contributes to the growth of **slums and informal settlements**, seen in places like **Kibera (Kenya)**, **Dharavi (India)** and **Cairo (Egypt)**. • Urban areas in **HICs, NEEs and LICs** experience different challenges, including overcrowding, pollution, unemployment, housing shortages and infrastructure pressures. • **Global cities** such as **New York** and **Dubai** are centres of culture, finance and migration, but also face significant **inequality** in housing, income and access to services. • Cities can be made more **sustainable**, through strategies such as green design, renewable energy, efficient transport and water conservation; **Dubai**	• **Ecosystems** are made up of interconnected **biotic** (living) and **abiotic** (non-living) components, and changes to one part of the system can affect the whole environment. • The world's major **biomes**—including rainforests, deserts, tundra and grasslands—are distributed globally and shaped by climate patterns such as temperature and rainfall. • **Tropical rainforests** have distinctive features, including layered vegetation, rapid **nutrient cycling**, and high biodiversity, and face threats such as **deforestation** from farming, logging and development. • Plants and animals in both **rainforests and deserts** show specialised **adaptations** that help them survive extreme conditions, such as limited water, high temperatures or low light. • **Hot deserts**, such as the **Arabian Desert**, offer	• **Manchester's decline and regeneration** show how cities change over time, moving from industrial centres to modern, service-based economies. • **Regeneration** involves a range of **stakeholders**—including local communities, businesses, councils and developers—each with different aims, priorities and views about how an area should be improved. • Fieldwork helps students investigate urban change using methods such as **environmental quality surveys (EQS)**, **pedestrian and traffic counts**, **land-use mapping** and **questionnaires** to gather primary data. • The impacts of regeneration can be **social** (housing, services, wellbeing), **economic** (jobs, investment, business growth) and **environmental** (green

	engineering (flood warnings, afforestation, floodplain zoning) to reduce flood risk. • The **Tewkesbury floods** show how extreme rainfall, river confluences and human activity can combine to produce severe flooding, and how communities respond and adapt to flood risk.	provides an example of a city transitioning towards more sustainable settlement planning.	development opportunities (tourism, energy, agriculture) but also present challenges including water scarcity, extreme heat and fragile soils. • **Desertification** occurs when land becomes drier and less productive due to climate change, overgrazing, deforestation and poor land management. • Solutions to desertification include **Great Green Wall** project across the Sahel region of Africa.	space, pollution, built environment quality). • Students will know that fieldwork methods must be **evaluated** for their accuracy and reliability, considering sampling, bias and limitations in data collection. • **Stalybridge** provides a **decision-making case study**, enabling students to assess different regeneration options and make justified recommendations based on evidence.
	Students will know how to			
	To interpret hydrological cycle diagrams; describe long profiles; explain fluvial processes and landforms; read OS maps for river features; evaluate flood causes and defences; make decisions in resource conflicts (Nile).	To apply urban models; analyse causes of decline; evaluate regeneration strategies; compare global case studies (Manchester, Cairo, Dubai, Kibera, Dharavi); use map skills; assess sustainability initiatives (Isatou Ceesay).	To define key ecological terms; construct and interpret climate graphs; explain interdependence of soils, climate, vegetation and animals; analyse case studies (Amazon, Western Desert); evaluate sustainability of solutions; apply evidence in DMEs.	To plan/conduct fieldwork; collect, present and analyse data; evaluate methods; use DM frameworks (decision matrix, sustainability triangle); weigh stakeholder perspectives; justify regeneration choices with evidence.
	Vocabulary and the concepts they link to			
	Precipitation, infiltration, runoff, drainage basin, erosion, deposition, hydraulic action, abrasion, attrition, solution, meander, oxbow lake, levee, hard engineering, soft engineering, delta, conflict.	Settlement, site, situation, accessibility, urban, rural, regeneration, deprivation, slum, megacity, inequality, top-down, bottom-up.	Ecosystem, biome, food chain, food web, adaptation, deforestation, logging, desertification, opportunity, challenge, interdependence.	Deindustrialisation, dereliction, regeneration, stakeholder, fieldwork, primary data, brownfield site, sustainability, trade-off, justification.
	Assessment			

	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Explanatory responses** demonstrating understanding of the water cycle and its processes. • **Comparative explanations** outlining the advantages and disadvantages of hard engineering strategies. • **Extended evaluative writing**, using geographical knowledge and evidence to justify viewpoints on large-scale water management projects, including the construction of a dam in Ethiopia. • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Decision-making and justification tasks**, selecting suitable settlement sites and explaining choices using geographical reasoning. • **Evaluative responses** assessing proposed improvements to the Central Business District (CBD) of Manchester. • **Applied problem-solving tasks**, choosing and justifying strategies to improve quality of life in Kibera from the perspective of a charity. • **Knowledge-based explanations** identifying and explaining the social opportunities found in New York. • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Data analysis tasks**, examining changes in the rate of deforestation in the Amazon Rainforest between 2002 and 2023. • **Knowledge-based explanations** describing and explaining the global distribution of hot desert environments. • **Extended evaluative writing**, using evidence to assess whether there are more opportunities than challenges for people living in the Western Desert • **A Synoptic end of unit test**	• **Ongoing recall and retrieval starters** at the beginning of each lesson to reinforce key knowledge and subject-specific vocabulary. • **Fieldwork analysis questions**, requiring students to interpret, analyse, and draw conclusions from primary data collected during fieldwork. • **Decision-making and justification tasks**, evaluating potential sites for the regeneration of Stalybridge and justifying choices using geographical evidence. • **A Synoptic end of unit test**
	Diversity & development of cultural capital			
	Students explore how rivers shape environments and societies in different parts of the world, from the UK **Tewkesbury floods** to the global significance of the **River Nile**. This helps them understand how water resources, flood risk and river management affect communities differently, building awareness of inequality, resilience and human–environment relationships.	Students learn about contrasting urban experiences in **Kibera**, **Dharavi**, **Cairo**, **New York** and **Dubai**, developing awareness of global inequality, migration, slum conditions and life in global cities. They explore how different cultures shape urban life and how regeneration can empower or marginalise communities, building empathy and global citizenship.	Through studying the **Amazon Rainforest**, the **Arabian Desert**, and the African **Great Green Wall**, students encounter diverse environments, cultures and ways of life. They develop appreciation of global biodiversity, indigenous knowledge, and how people adapt to extreme conditions, deepening their understanding of sustainability and environmental justice.	Students examine how **Manchester** and **Stalybridge** have changed over time, exploring the impact of regeneration on different social groups and communities. They consider a range of stakeholder perspectives, developing cultural awareness, critical thinking and an understanding of how place identity and opportunity differ across the UK.

	Cross-curricular opportunities and enrichment			
	Science (hydrology), maths (graph skills), history (Ancient Egypt). **Careers:** Flood risk manager, civil engineer.	Literacy (Isatou Ceesay reading), citizenship (urban inequality), economics (urban growth). **Careers:** Urban planner, NGO charity worker.	Science (ecology, adaptations), citizenship (sustainability, global citizenship), fieldwork (soil carbon). **Careers:** Ecologist, conservationist, GIS analyst, soil scientist.	Maths (data presentation), citizenship (stakeholders, community impact), literacy (fieldwork write-up). **Careers:** Urban planner, data analyst/council officer.