

## YEAR 8 GEOGRAPHY

<b>YEAR 8 Geography INTENT</b>	In Year 8 students continue to investigate geographical processes and issues at a range of scales, considering the impact that human activity can have on the world around them.
--------------------------------	--

<b>Exam Information (Y10-11)</b>	<b>Board:</b>	<b>AQA</b>
	<b>Qualification:</b>	<b>GCSE Geography</b>
	<b>Website link to specification/resources:</b>	<a href="#">AQA   Geography   GCSE   Geography</a>

Autumn 1 Ecosystems	Autumn 2 Population	Spring 1 Climate Change	Spring 2 Development	Summer 1 Rivers	Summer 2 Tourism
<p>Different Global Ecosystems Human impacts on an ecosystem Graph Skills – Climate graph How do animals adapt to their ecosystems. How to survive extreme climates Tropical rainforest vegetation and animals Convectional rainfall Importance of the tropical rainforest. Deforestation Palm Oil and the impacts across different scales.</p>	<p>Graphs – Interpretation Factors which influence the population of a country. Overpopulation Pro Natal and Anti Natal population policies. (Sweden and China)</p>	<p>Causes of CC Impacts of CC on our planet and local area How can we live more sustainably? (Solutions to reduce impacts of CC)</p>	<p>How can we measure development. What are the causes of poverty/ uneven development. What is Child slavery? What are TNC and impacts of them. How does Coca cola create positive and negative impacts on its host countries. What is fair trade.</p>	<p>Water cycle What is a long profile of a river What natural processes impact a river (erosion/transportation) Impacts of river flooding.</p>	<p>What is tourism and why is it important The impacts of tourism on a country (positive and negative) How we can be sustainable tourists.</p>
<p><b>Can do statement 3 (M):</b> Students can describe the location of ecosystems and their characteristics in great depth. U can explain how the plants and animals are interconnected. <b>Can do statement 2 (S):</b> Students are aware of ecosystems location, and can describe the characteristics including naming plants and animals. <b>Can do statement 1 (D):</b> Students can name ecosystems and its main weather. I can describe the ecosystem and the plants and animals.</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe the population, factors that alter and strategies to manage a country using geographical keywords. <b>Can do statement 2 (S):</b> Students can describe the population, factors that alter and strategies to manage a country using geographical keywords. <b>Can do statement 1 (D):</b> Students can briefly describe the population, factors that alter and strategies to manage a country.</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe the causes, impact, and solutions to climate change using geographical keywords. <b>Can do statement 2 (S):</b> Students can describe the causes, impact, and solutions to climate change using geographical keywords. <b>Can do statement 1 (D):</b> Students can briefly outline the causes, impact, and solutions to climate change</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe development indicators, understand uneven development and the impact of TNC's using geographical language. <b>Can do statement 2 (S):</b> Students can describe development indicators, understand uneven development and the impact of TNC's using geographical language. <b>Can do statement 1 (D):</b> Students can briefly describe development indicators, understand uneven development and the impact of TNC's</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe physical processes, landforms and human impact on a river using a range of geographical keywords. <b>Can do statement 2 (S):</b> Students can describe physical processes, landforms and human impact on a river using a range of geographical keywords. <b>Can do statement 1 (D):</b> Students can briefly outline physical processes, landforms and human impact on a river.</p>	<p><b>Can do statement 3 (M):</b> Students can accurately describe the location, attractions and impacts of tourism on a range of places using specific examples. <b>Can do statement 2 (S):</b> Students can describe the location, attractions and impacts of tourism on a range of places. <b>Can do statement 1 (D):</b> Students can describe the location, attractions and impacts of tourism on few places.</p>