Programme of Study for Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	SMSC – Where and how?
Other timescale: From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	**Other timescale:** From: To:	
Development • What does development mean and how can it be measured? • How does development vary around the world? • Where and why do inequalities occur? • How do physical and human factors affect development? • How can individuals, communities and governments support development? **Skills** • Use maps and graphs to compare ACs, EDCs and LIDCs. • Compare development indicators and contrasting ways of life. • Interpret evidence and reach supported conclusions.	**Development: completion** • Complete the study of how physical and human factors influence levels of development. • Assess how individuals, communities and governments can support development. • Use evidence to compare development strategies and reach supported conclusions. **Coasts: start** • How do cliffs, beaches, headlands, bays and dunes form? • How do hydraulic action, abrasion, attrition and deposition shape coastlines? • How do constructive and destructive waves differ? • How do wind speed, fetch and tides affect waves? • How do human activity, development and tourism influence coasts? • Evaluate coastal-management strategies, including sea walls, groynes and beach nourishment. **Skills** • Compare development evidence and assess strategies.	**Africa: challenges and opportunities** • What are the main physical and human features of Africa? • How has colonial history influenced the continent? • What challenges affect people and environments? • What opportunities exist for development and change? • How does resource distribution vary across Africa? **Skills** • Use choropleth, thematic and population maps. • Interpret climate graphs and construct sketch maps. • Compare places and recognise diverse experiences and ways of life.	**Plate Tectonics** • What is the theory of plate tectonics? • How are earthquakes and volcanoes linked to plate movement? • How do tectonic hazards affect people and places? • How do monitoring, prediction, protection and planning reduce risk? **Skills** • Locate tectonic activity using maps. • Draw, annotate and explain processes at plate boundaries. • Compare hazard case studies in countries at different levels of development. • Analyse photographs and evidence of hazard impacts.	**Rivers** • What is a drainage basin and how does water move through it? • How do weathering, erosion, transportation and deposition create river landforms? • Why are rivers important to people? • How can OS maps be used to identify river features? • How can river fieldwork investigate channel change? **Skills** • Interpret long profiles and river cross-sections. • Use OS maps to identify river features. • Apply fieldwork and investigative skills. • Connect geographical learning to current news.	**Exploring the Middle East** • What are the main physical and human features of the Middle East? • How does climate influence environments and ways of life? • How diverse are the region's people, places and cultures? • How do resources, settlement and economic activity vary across the region? **Skills** • Use maps, climate data and geographical sources. • Compare countries and places within the region. • Challenge generalisations using evidence.	**Autumn (1st term) • Development** • Spiritual - Pupils reflect on what makes a good quality of life and reconsider assumptions after comparing development indicators. • Moral - Pupils use evidence about inequality to judge/evaluate how individuals, governments and communities can support development. • Social - Pupils debate different responses to global poverty and consider how decision-makers assess actions designed to support development. • Cultural - Pupils consider different ways of life respectfully, questioning stereotypes based only on income. **Autumn (2nd term) • Coasts** • Spiritual - Pupils use changing coastal landscapes to reflect on the scale and power of the natural world. • Moral - Pupils evaluate who benefits or loses from coastal defences and justify a management choice using geographical evidence. • Social - Pupils practise listening and reasoned disagreement when comparing residents', businesses' and environmental viewpoints. • Cultural - Pupils appreciate the diversity and shared features of coastal communities and how they adapt their ways of life to dynamic environments. **Spring (1st term) • Africa** • Spiritual - Pupils reflect on which prior assumptions about Africa the evidence challenges. • Moral - Pupils investigate how colonial history affected people and opportunities, using evidence to discuss fairness. • Social - Pupils consider how communities and decision-makers navigate challenges

	• Interpret coastal photographs, maps and diagrams. • Sequence and explain coastal processes. • Evaluate hard- and soft-engineering strategies.				
Key Learning Outcomes • Define development and compare countries using a range of indicators. • Explain how physical and human geography can influence development. • Explain inequality at local, national and global scales. • Assess actions designed to support development.	**Key Learning Outcomes** • Explain how physical and human geography can influence development. • Assess actions designed to support development. • Explain how waves, erosion, transportation and deposition shape coastlines. • Identify and explain the formation of key coastal landforms. • Assess the effectiveness and impacts of coastal-management strategies.	**Key Learning Outcomes** • Describe Africa's diverse physical and human geography. • Explain how history, resources and other factors influence development. • Compare challenges and opportunities in contrasting African places.	**Key Learning Outcomes** • Explain plate tectonic theory and processes at different boundaries. • Explain why earthquakes and volcanoes create hazards. • Compare impacts and responses in contrasting countries. • Assess methods used to reduce tectonic risk.	**Key Learning Outcomes** • Explain how water moves through drainage basins. • Explain how river processes create landforms. • Interpret river features using maps and field evidence. • Explain the importance of rivers to people and settlements.	**Key Learning Outcomes** • Locate the Middle East and describe its diverse physical and human geography. • Explain connections between climate, resources, settlement and ways of life. • Use evidence to compare places and avoid generalisations.
Autumn terms **Autumn 1** • Development exam-style questions. **Autumn 2** • Development and Coasts assessment.		**Spring terms** **Spring 1** • Africa assessment and response to feedback. **Spring 2** • Plate Tectonics exam-style questions.		**Summer terms** **Summer 1** • Rivers skills and fieldwork questions. **Summer 2** • End-of-year assessment covering Year 8 content, including the Middle East.	
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Building understanding • Development builds understanding of global inequality and how physical and human factors affect countries. • The unit develops comparison, mapping and data-handling skills.	**Building understanding** • Completing Development at the start of Autumn 2 ensures students can assess the factors and actions that influence development before beginning a new unit. • Coasts then introduces landscape processes and	**Building understanding** • Africa extends understanding beyond the UK and challenges the idea of Africa as a single, uniform place. • Students explore links between history, resources, development, challenges and opportunities.	**Building understanding** • Plate Tectonics develops physical-geography knowledge and introduces ideas revisited in Global Hazards at GCSE. • Case studies develop explanation, comparison and evaluation skills.	**Building understanding** • Rivers continue the study of physical processes and connect landscapes to resources, settlements and human activity. • Map and fieldwork skills prepare students for later geographical enquiries.	**Building understanding** • The Middle East extends regional knowledge through physical and human geography. • The unit develops comparison and evidence-based understanding of a diverse and changing region.

and opportunities to foster development and change.

- Cultural - Pupils compare contrasting places and ways of life, challenging the idea that Africa is one uniform place.

Spring (2nd Term) • Plate tectonics

- Spiritual - Pupils reflect on the Earth's scale and power when explaining how tectonic processes shape landscapes.
- Moral - Pupils compare hazard impacts at different levels of development and consider fair priorities for reducing risk.
- Social - Pupils evaluate how communities and decision-makers attempt to predict, protect against, and manage tectonic hazards.
- Cultural - Pupils compare how different global societies adapt their cultures, housing, and infrastructure to live alongside active plate boundaries.

Summer (1st term) • Rivers

- Spiritual - Pupils develop fascination with how water flows, weathering, and erosion continuously reshape river basin environments.
- Moral - Pupils consider the consequences of river flooding and engineered channel changes on local communities and habitats.
- Social - Pupils collaborate to conduct river fieldwork, using maps and field data to analyse landscape features.
- Cultural - Pupils appreciate how river systems historically and culturally shape settlements, trade, and economic activity for varied populations.

Summer (2nd term) • Exploring the Middle East

- Spiritual - Pupils reflect on how diverse climate systems and landscapes influence human settlement patterns and daily life across the region.
- Moral - Pupils evaluate whether geographical evidence supports or refutes media portrayals and broad generalisations about the Middle East.

	management decisions, providing a foundation for Distinctive Landscapes at GCSE.					• Social - Pupils consider how communities and decision-makers manage water, energy resources, and settlement growth in arid environments. • Cultural - Pupils appreciate the diversity and rich cultural heritage of the Middle East, challenging regional stereotypes using evidence.
Home Learning • Case-study recall and retrieval. • Exam-style questions and response to feedback. • Research tasks and guided reading linked to current topics. • Map, graph and skills practice.						
Reading / literacy • Geographical vocabulary and academic literacy. • Differentiated writing frames and model answers. • Textbooks, newspaper articles, websites and geographical news. • CUBE to decode questions and support extended writing.						
Numeracy • Interpret and create graphs, including pie charts using geographical data. • Demonstrate understanding of number, area and scale. • Interpret tables, maps and climate data. • Compare development indicators and identify geographical patterns.						
Home Learning • Case-study recall and retrieval. • Exam-style questions and response to feedback. • Research tasks and guided reading linked to current topics. • Map, graph and skills practice.						