

<h1>Year 8</h1> <h2>Geography</h2>			
1. Contextual world knowledge (Population and migration)	<ul style="list-style-type: none"> Students will understand some impacts of population increase. Students will be able to define key terms; ageing population, birth rate, death rate. Students will understand reasons why some areas of the world are sparsely populated and some areas are densely populated. 	<ul style="list-style-type: none"> Students will be able to give examples of sparsely and densely populated areas and describe some reasons why. Students will know the difference between forced and voluntary migration. Students will know information on countries preventing and promoting the birth of children. 	<ul style="list-style-type: none"> Students will be able to fully explain the reasons for areas of the world that are sparsely and densely populated with examples. Students will be able to use case studies to explain the differences between voluntary and forced migration. Students will have key detailed information about pro-natalist and anti-natalist policies. Students will understand key aspects of geographical theory like the demographic transition model - they will be able to allocate countries to each stage.
2. Patterns and processes of the environment (Glaciation)	<ul style="list-style-type: none"> Some glacial landforms will be recognised. Keywords like deposition, erosion and transportation will be understood in reference to glaciation. Diagrams will be accurate and drawn well. Students can describe what happens in an avalanche. 	<ul style="list-style-type: none"> Glacial processes and landforms are partially understood and can be described. Students will know some key facts about one avalanche. Diagrams will always include annotations. 	<ul style="list-style-type: none"> Glacial landforms and processes are fully understood and can be explained. Connections are made between people and glaciers, information such as tourism and environmental impacts can be explained. Diagrams will include annotations and explanations. Students can give details of impacts and responses to a specific avalanche using key facts and figures.
3. Geographical enquiry (Middle East)	<ul style="list-style-type: none"> Students can make reference to at least 1 plant and 1 animal adaptation. Students understand why the resources in the Middle East might cause conflict. Can describe climate and key aspects of the people living in the Middle East. 	<ul style="list-style-type: none"> Students know some animal and plant adaptations in the Middle East. Students work well within teams to create research presentations. Understand the people and the environment of the Middle East. Can pick out the problems the regions have with a lack of water and resources like oil. 	<ul style="list-style-type: none"> Students know a range of aspects about the Middle East including climate and animal and plant adaptations. Students can give specific details about conflicts over resources, key information about any wars. Students able to work well as a team to produce a detailed and informative presentation. Students will be able to follow clear instructions set for a project and there will be evidence of clear planning.
4. Patterns and processes (Weather and climate)	<ul style="list-style-type: none"> Understands simple weather patterns like heat from the sun. Can pick out some features of a weather map. Can grasp the basic differences between low and high pressure. 	<ul style="list-style-type: none"> Has key knowledge of different climates and can describe weather patterns in low and high pressure. Can pick out features of a weather map and confidently forecast weather using them. Has an understanding of the formation of hurricanes and tornados with basic diagrams. 	<ul style="list-style-type: none"> Understands detailed formation of climatic hazards such as hurricanes and tornados. Can draw diagrams of climatic hazards and explain their formation. Understands the differences between low and high pressure and how this may affect the weather. Uses key geographical words throughout written responses with links to processes that form hazards
5. Contextual world knowledge (Africa)	<ul style="list-style-type: none"> Begins to see patterns in different African countries. Understands how developed countries can be picked out with different indicators. Can understand the positive impacts of aid in Africa. 	<ul style="list-style-type: none"> Uses development indicators to see patterns in African countries. Has a range of case studies and knowledge about different parts of Africa. Can list some climatic issues in African countries. 	<ul style="list-style-type: none"> Able to develop an argument with key examples of trade and aid throughout Africa as a continent. Has a developed writing style which incorporates two sided arguments. Has key knowledge of facts and figures and case studies linked to the Africa module. Understands how to fully structure paragraphs and prepare an extended written answer in geography.