The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	**Geography**
Year Group	**Year 8**

Intent	**Successful and resilient learners:** who, • develop detailed knowledge of a variety of places at a global to local scale, including physical and human features and places in the news • develop and discuss various stakeholder opinions, and can link them to a range of geographical issues and problems **Confident individuals:** who are able to confidently demonstrate good understanding of, • human and physical conditions and processes which lead to the change in geographical locations • places which are linked due to issues, and the impacts on people and the environment. • geographical connections **Responsible citizens:** who develop and demonstrate, • lasting awareness of the world around us • sensitivity and empathy towards all others • tolerance and independent thinking • preparedness for an active citizen's role in a changing world
Narrative	Geography in Year 8 is intended to build on and extend geographical learning from Year 7 and continue to stimulate interest and enthusiasm for geography and geographical study. A wide range of places are studied from local to continental, skills are developed in greater rigour, and physical and human topics are studied. The topics have been chosen to develop students' awareness of a variety of different places from around the world so that their learning begins to develop from the 'known' to the 'unknown'. During Year 8 students will have the opportunity to learn how a variety of processes change the physical environment of the earth (**'What makes weather and climate so extreme?'**, **'Coasts'** and **'How does a river change from the source to the mouth?'**). They will be able to learn about the complexities of international development and apply geographical theory to the real world (**'Development in an unequal world'**). There will also be an opportunity to focus on the links between the physical environment and humans (**What difference can we make to the climate?'**, **'What makes weather and climate so extreme?'**, and **'Coasts'**).

	The intent is to provide a varied experience of geographical places and processes in human, physical and environmental geography. This provides the students with the opportunity to develop a greater awareness of the world, a growing knowledge of a changing world and the links between physical change and human responses and an increasing sensitivity and empathy to the lives of other people.				
Half term	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Knowledge (topics studied)	**What makes weather and climate so extreme?**	**Development in an unequal world.**	**What difference can we make to climate?**	**Coasts**	**How does a river change from source to mouth?**
Key skills	Develop increasing **knowledge** relating to a range of **places** at a variety of scales, extending from local to global. Develop increasing **understanding** of the **physical** conditions which lead to the development of a variety of	Develop increasing **knowledge** relating to a wide range of **places,** and **features** at a variety of scales, extending from local to global. Develop increasing understanding of the **human** conditions and processes which	Develop **knowledge** relating to a range of **places** at a variety of scales, extending from local to global. Develop **understanding** of the **physical** conditions which lead to the development of a variety of geographical features.	Develop increasing **knowledge** relating to a wide range of **places, environments,** and **features** at a variety of scales, extending from local to global. Develop increasing **understanding** of the **physical** conditions and processes which lead to the	Develop increasing **knowledge** relating to a range of **places** at a variety of scales, extending from local to global. Develop increasing **knowledge** relating to a range of **environments** at a variety of scales, extending from local to global.

	geographical features. **Explain** various ways in which places are **linked**. Make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a range of data to help **investigate** geographical questions. Be able with increasing independence to choose and use a	lead to the development of, and change in, a variety of geographical features, systems, and places. Increasingly **explain** various ways in which places are linked and the impact such links have on **people**. Increasingly make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a wide range of data	Develop **knowledge** relating to a range of **environments** at a variety of scales, extending from local to global. Start to **explain** various ways in which places are **linked**. Start to make **connections** between different geographical phenomena. Be able with increasing independence to choose and use a range of data to help **investigate**	development of, and change in, a variety of geographical features, systems, and places. Increasingly **explain** various ways in which places are linked and the impact such links have on **people** and **environments**. Be able with increasing independence to choose and use a wide range of data to help **investigate** geographical questions, issues, and problems.	Increasingly **explain** various ways in which places are **linked**. Be able with increasing independence to choose and use a range of data to help **investigate, interpret, make judgements, and draw conclusions about** geographical questions. Be able with increasing independence **to express and engage with different points of view** about geographical questions.

	range of data to help **interpret** geographical questions.	to help **investigate, interpret, make judgements, and draw conclusions** about geographical questions, issues, and problems. Be able with increasing independence to **express** and **engage** with different points of view about geographical questions, issues, and problems.	geographical questions. Be able with increasing independence to choose and use a wide range of data to help make **judgements** about geographical questions.		
Cultural capital and careers	Opportunity to study a topic that is directly relevant to students' daily lives including the complex concepts	Opportunity to study a different part of world, emphasise with other people, prepare for an	Opportunity to study a topic that may have the greatest impact on their lives, including the opportunity to	Opportunity to develop an understanding of the coast and coastal processes with a focus on the UK	Opportunity for independence, link to locality, opportunity for opinion, writing

	responsible for our weather, locational knowledge, weather in other places, human-environment interactions, and the risk, danger, and consequences of extreme weather as a natural hazard.	active citizen's role in a changing world and develop and consider various different opinions.	consider their personal impacts and responsibilities. Students will be able to consider the impacts of individual actions across the world.	coast. Students will be able to study a number of places on the UK coast. There will be a clear focus on change and how people can impact on the coast and how the coast can impact on people.	for a purpose, data manipulation.
Careers Opportunities	Opportunity to discuss careers linked to weather and careers and jobs affected by extreme weather.	Opportunity to discuss careers linked to development. Opportunity to discuss careers and jobs affected by development.	Opportunity to discuss careers and job developments and opportunities created by the response to climate change.	Opportunity to discuss careers linked to the coastal region, including coastal management and tourism.	Opportunity to discuss skills that can be developed to support careers and jobs.
Assessment	DNA knowledge retrieval at start of lessons. Immediate feedback	DNA knowledge retrieval at start of lessons.	DNA knowledge retrieval at start of lessons.	DNA knowledge retrieval at start of lessons.	DNA knowledge retrieval at start of lessons.

	opportunities in knowledge lessons. **What makes weather and climate so extreme? Written Assessment** Written assessment assessing the knowledge, understanding and skills students have learnt and developed during this topic.	Immediate feedback opportunities in knowledge lessons.	Immediate feedback opportunities in knowledge lessons. **What difference can we make to the climate? Written Assessment** Written assessment assessing the knowledge, understanding and skills students have learnt and developed during this topic.	Immediate feedback opportunities in knowledge lessons. **Coasts Exam.** Written exam to assess student knowledge and understanding of the learning throughout this topic.	Immediate feedback opportunities in knowledge lessons. Write up of enquiry.