



St Benedict's Catholic School

The Catholic Secondary School for West Suffolk

GEOGRAPHY CURRICULUM GUIDE

Year 8 Autumn

Go with the Flow

In this topic students will develop their understanding of the water cycle and river landforms and flooding using real world examples.

Within this topic students will:

- Examine the processes of erosion and deposition along rivers
- Identify landforms created by the processes
- Explore river management and how effective it is
- Design a flood management plan for 'Watu Island' and design and build a model of a flood resistant house to 'beat the flood'.

Assessment: Based on the flood management plan, students will complete a report on their plan and model house.

Tourism

In this new unit, students will explore the human and physical motivations for tourists and will investigate the positive and negative economic, environmental and social impacts tourism can have on a destination. Pupils will be introduced to sustainable development using real world examples.

Students will have the opportunity to create a model of an ecotourism lodge and justify how the resort will be sustainable.

Students will investigate how tourism has impacted Bury St Edmunds and complete fieldwork in the town centre and Abby Gardens. The fieldwork is designed to build report building skills necessary for GCSE.

Assessment: Fieldwork report entitled 'Impacts of tourism on Bury St. Edmunds'.

Year 8 Spring

An Icy World

During this new topic students will develop their knowledge and understanding of the Arctic and Antarctica. Students will study:

- Geological timescales and ice ages
- Glaciation
- Biodiversity in the Arctic and Antarctica
- Threats to the Poles (tourism and resource extraction)
- The effect of global warming on the poles

- Why does Greenpeace want Antarctica to become a protected world park?

Assessment: Exam style paper.

Development or Disaster?

This unit explores modern developments and asks whether they are positive or negative. Students will consider the following case studies:

- Tourism development on the Daintree Coast, Queensland
- Development of the desert: Dubai
- Informal developments in Mumbai and Sao Paulo

Students will build a 'shanty town' in lesson and experience the challenges people and planners face.

Assessment: Exam style paper.

Year 8 Summer

Ecosystems

In this new unit students will develop their understanding and knowledge of contrasting ecosystems in deserts, savannahs and tropical rainforests using real world examples. Students will:

- explore the different biological cycles such as the nutrient cycle
- become more knowledgeable about different soils and the plants they can support
- Learn about the adaptations of animals and plants in each biome
- Understand the importance of ecosystems and interdependence between animals, plants and insects

Students will visit Cambridge Botanical Gardens to further understand the 'Amazing Adaptations' of plants in different biomes.

Assessment: Exam style paper.

Country Study of Russia

In this new unit of work students consolidate their understanding of previous units and apply their understanding to a country study of Russia. Students will develop an understanding of how Russia is a globally significant place and home to a diverse range of landscapes and environments.

Students will explore:

- Russia's varied physical regions, as defined by their landforms, climate, vegetation and soils.
- Spatial variations, from hot desert to icy tundra, not forgetting the marine environment of the Arctic Ocean.
- Students will learn about the role that geological, climatic, ecological and human processes have all played in Russia's history and the different timescales for the changes that these processes bring to places.
- How contemporary climate change may be affecting Russian ecosystems.

- Russia's role in the world and global interdependence
- Russia's population demographics and economics

Assessment: Exam style paper.