Year 8 GEOGRAPHY Curriculum End Points and Key Vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Units of Work	Unit 7: Development *How do we understand the world?*	Unit 8: Threatened Places *What places are under threat?*	Unit 9: World Resources *How do we use our resources?*	Unit 10: Population Dynamics *How are populations changing?*	Unit 11: Sustainable Cities *What are the cities of the future?*	Unit 12: River Systems (inclusive of fieldwork enquiry) *Why are rivers important?*
Ethos Links	**Sustainability:** How can countries grow economically without harming the environment or deepening inequality? **STEM**: How do geographers use data and technology to measure and understand development?	**Sustainability**: How can we protect the world's most fragile environments for future generations? **STEM**: How do scientists and geographers monitor and manage changes in the natural world?	**Sustainability**: How can we meet today's resource needs without compromising the future? **STEM**: How do science and technology help us manage and distribute resources more efficiently?	**Sustainability:** How can countries plan for future population changes in a sustainable way? **STEM:** How do geographers use data to understand and predict population trends?	**Sustainability**: How can cities be designed to meet the needs of today without compromising the future? **STEM**: How can science, technology, and engineering help solve the challenges of urban sustainability?	**Sustainability**: How can we manage rivers in ways that protect people and the environment for the future? **STEM**: How can science and engineering help us understand and manage river systems and flooding?
Learning End Points	By the end of this unit students will: **Think like a geographer**: Ask critical questions about inequality, progress, and global change. **Work like a geographer**: Use data, graphs, and case studies to compare countries and regions. **Know like a geographer**: Understand how development is measured, why it varies, and how it can	By the end of this unit students will: **Think like a geographer**: Ask questions about the relationship between people and the environment. **Work like a geographer**: Use maps, graphs, and case studies to investigate biomes and threats. **Know like a geographer**: Understand how natural environments function and how they are being changed by human activity.	By the end of this unit students will: **Think like a geographer**: Ask questions about fairness, access, and sustainability of resources. **Work like a geographer**: Use maps, data, and case studies to explore global patterns of resource use. **Know like a geographer**: Understand how natural resources are distributed, used, and contested.	By the end of this unit students will: **Think like a geographer**: Ask questions about population trends, causes, and consequences. **Work like a geographer**: Use population pyramids, maps, and data to analyse demographic change. **Know like a geographer**: Understand how population change affects people, places, and policies.	By the end of this unit students will: **Think like a Geographer:** Understand how cities grow and how sustainability can shape their future. **Work like a Geographer:** Use data, maps, and case studies to explore urban development and sustainability. **Know like a Geographer:** Learn key concepts such	By the end of this unit students will: **Think like a Geographer**: Understand how rivers shape the land and influence human activity. **Work like a Geographer**: Use maps, diagrams, and data to investigate river systems and flooding.

	be made more sustainable.				as urbanisation, regeneration, and sustainable living.	**Know like a Geographer**: Learn key concepts such as erosion, deposition, and flood management.
	By the end of this unit students will develop their ability to: **Define** development and explain how it is measured using indicators such as HDI, GNI, life expectancy, and literacy rate. **Compare** levels of development between countries and regions using social and economic data. **Analyse** the causes of uneven development, including physical, historical, political, and social factors. **Challenge** stereotypes and misconceptions about development, particularly in Africa. **Describe** the economic growth of China and evaluate the environmental consequences of rapid development. **Explain** how gender inequality affects development outcomes. **Evaluate** different strategies for achieving sustainable development. **Apply** development concepts and vocabulary to real-world case studies and global issues.	By the end of this unit students will develop their ability to: **Identify** and describe the characteristics of major global biomes and wilderness areas. **Explain** the causes and consequences of threats to different ecosystems, including deforestation, climate change, and human activity. **Compare** the impacts of environmental change across different biomes such as tropical rainforests, savannahs, coral reefs, and cold environments. **Analyse** how plants and animals adapt to their environments and how these adaptations are threatened by human actions. **Interpret** climate graphs and use them to understand biome characteristics. **Evaluate** the effectiveness of conservation strategies, including rewilding, in protecting wilderness areas. **Apply** geographical vocabulary and concepts to real-world environmental issues.	By the end of this unit students will develop their ability to: **Explain** how natural resources are essential for human wellbeing and development. **Distinguish** between physical and economic resource scarcity and their global implications. **Analyse** real-world case studies of water and food insecurity, including causes and consequences. **Compare** different farming methods and evaluate their environmental and economic impacts. **Interpret** data and maps showing the global distribution of key resources like oil, gas, and water. **Evaluate** the sustainability of different energy sources and propose alternatives to fossil fuels. **Apply** geographical vocabulary and concepts to global and local resource issues.	By the end of this unit students will develop their ability to: **Describe and explain** how global and national populations are changing over time. **Interpret and analyse** population data, including population pyramids and census information. **Evaluate** the causes and consequences of population issues such as ageing populations, overpopulation, and migration. **Compare** different types of migration and explain the push and pull factors behind them. **Apply** geographical vocabulary and concepts to real-world case studies of population change and movement. **Think critically** about how population change affects development, sustainability, and global challenges	By the end of this unit students will develop their ability to: **Describe** the global distribution of urbanisation and sustainable cities. **Compare** urban development strategies in different countries using case studies. **Interpret** population data, sustainability indicators, and urban planning models. **Evaluate** the effectiveness of sustainable living strategies in real-world contexts. **Apply** geographical vocabulary and concepts to design and justify a sustainable urban project. **Think critically** about the future of cities and the balance between growth and sustainability.	By the end of this unit students will develop their ability to: **Describe** the journey of a river from source to mouth using maps and diagrams. **Compare** river processes and landforms in different parts of a river's course. **Interpret** topographical maps to assess flood vulnerability. **Evaluate** the effectiveness of river management strategies in different contexts. **Apply** geographical vocabulary and concepts to real-world river systems. **Think critically** about the role of rivers in shaping landscapes and supporting human life.
Key Vocabulary	• Development • Development Indicator • Economic development	• Adaptation • Agriculture • Biodiversity • Biome	Water key terms • Over abstraction • Water conflict • Water conservation	• Ageing Population • Birth and death rates • Internal vs international migration	• Circular economy / Linear economy • Distribution • Megacity	• Discharge • Flooding • Floodplain / Levee

	• Equality • Gross National Income (GNI) • HIC (High Income Country) • Human development Index (HDI) • LIC (Low Income Country) • Newly emerging economy (NEE) • Quality of Life • Rural to urban Migration Standard of Living	• Climate • Conservation • Deforestation • Distribution • Drought • Ecological collapse • Ecosystem • Endangered • Extinction • Fuelwood • Rewilding • Saturated • Settlement Wilderness	• Water insecurity • Water security Energy key terms • Energy Mix • Fossil Fuels Food key terms • Agribusiness • Food miles Organic farming	• Life expectancy • Migrant and types: refugees, voluntary vs forced, economic, asylum seeker • Migration • Net migration • Population density and distribution • Push and pull factors • Population pyramid • Sustainable Underpopulated vs overpopulation	• Projected • Regeneration • Renewable energy • Rural to urban migration • Sustainable / Sustainable living • Urbanisation • Urban / Rural	• Hard engineering / Soft engineering • Meander / Oxbow lake / Delta • Precipitation • Processes: Erosion / Deposition / Transportation • River • River basin • River management • Source / Mouth • Watershed