



Founded in 1888

# Queen Elizabeth's Girls' School

Educating Women of the Future

## Geography - Year 8 - Spring Term

Spring term 1st half		
Unit of work	Knowledge	Skills
Coastal Environments  <i>Exploring the physical and human processes which operate at the coast</i>	<ul style="list-style-type: none"> <li>● Overview of what the coast is and physical and human processes which operate there</li> <li>● Processes of coastal erosion (abrasion, hydraulic action, attrition and solution)</li> <li>● Coastal landforms created as a result of coastal erosion (caves, arches, stacks and stumps)</li> <li>● Processes of coastal transport (traction, saltation, suspension and solution) and longshore drift</li> <li>● Coastal landforms created as a result of coastal deposition (spit and tombolo)</li> <li>● Coastal management - hard and soft approaches to managing the coastline</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Map skills</b> - locating different coastal environments around the UK</li> <li>● <b>Sequencing</b> information (formation of caves, arches, stacks and stumps)</li> <li>● <b>Classifying</b> information (economic, social and environmental; long and short term)</li> </ul>
<p><b>Key Terms:</b> coastline, sand dune, erosion, abrasion, hydraulic action, attrition, solution, transportation, traction, saltation, suspension, longshore drift, deposition, swash, backwash, landform, coastal defence, hard engineering, soft engineering</p>		
<p><b>Course Materials:</b> All lessons and resources are available to access via your daughter's Google Classroom</p>		
<p><b>Homework will include:</b> Learning key words and spellings for the topic, newspaper article investigating causes, impacts and management of coastal erosion along the Holderness Coast, revision for assessment</p>		
<p><b>Assessment details:</b> 50 minute closed book assessment which include questions on the topic as well as previous topics (Population and Migration and Urbanisation)</p> <p><b>When will the assessment take place?</b> Fortnight before February half term</p>		



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Spring term 2nd half		
Unit of work	Knowledge	Skills
<p>China</p> <p><i>Exploring an emerging country</i></p>	<ul style="list-style-type: none"> <li>● Location of China in the world</li> <li>● Location of key physical and human features of China</li> <li>● Ways in which China is linked with the rest of the world</li> <li>● Ways in which China has and is developing</li> <li>● Exploring how sustainable China's recent development is</li> <li>● Managing China's growth and development sustainably</li> <li>● Ways in which China is likely to change in the future</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Map skills</b> - locating China on a world map and locating China's key physical and human features</li> <li>● <b>Classifying</b> information (economic, social and environmental; long and short term)</li> <li>● <b>Classifying</b> impacts into advantages and disadvantages</li> <li>● <b>Decision making skills</b> - what is the best option for China's sustainable future</li> </ul>
<p><b>Key Terms:</b> BRIC economies, G6 economies, sustainability, eco-city, development, economy, economic growth, Gross Domestic Product (GDP), greenhouse gas emissions, migration, population, energy consumption</p>		
<p><b>Course Materials:</b> All lessons and resources are available to access via your daughter's Google Classroom</p>		
<p><b>Homework will include:</b> Learning key words and spellings for the topic, research in to a small scale sustainable project in the UK (BEDZED), extended piece of writing justifying option which you think is the best sustainable option for China's future</p>		
<p><b>Assessment details:</b> This topic will be formally assessed as part of the end of year assessment which will take place in June</p> <p><b>When will the assessment take place?</b> Fortnight after May half term</p>		