

 **Subject Vision — Why Geography Matters**

Our Vision

Geography at Carshalton Boys aims to produce young people who understand the world they inhabit — its physical processes, its human patterns and the complex, often fragile relationships between them.

Year 8 builds on the foundations of Year 7, deepening content complexity, strengthening analytical writing and increasing the sophistication of pupils' ability to evaluate and assess. The year moves deliberately between human geography, physical geography and human–environment interaction — reinforcing the principle that these strands are inseparable.

Key Concepts This Year

- ▶ **Physical geography shapes human activity** — landscapes influence settlement, economy and culture.
- ▶ **Population change and migration** — driven by complex push–pull relationships.
- ▶ **Ecosystems and adaptation** — climate, soils and living things as interconnected systems.
- ▶ **Human–environment interaction** — how humans exploit, modify and damage environments.
- ▶ **Geological time and coastal & glacial processes** — the Earth's ever-changing surface.

 Curriculum Journey — Learning Sequence by Term				
TERM 1	TERM 1	TERM 2	TERM 3	TERM 3
China	Russia	Deserts & the Middle East	Glaciation	Coasts
Physical landscape, the One Child Policy, migration and urbanisation	Biomes, soils and climate — a bridge into physical-systems thinking	An extreme biome; desertification, oil and resource geography	Ice, geological timescales and the consequences of climate change	Erosion, landforms and coastal management — direct GCSE preparation
A Spiral Curriculum Year 8 deliberately revisits and deepens Year 7 learning. Population returns through China's One Child Policy and rural-to-urban migration; climate zones return with greater scientific rigour in the Desert and Russia units; physical processes extend from rivers into glaciation and coasts. No topic is ever truly finished — pupils meet familiar concepts in new contexts, strengthening long-term retention through spaced retrieval. Coasts links directly to KS4 Paper 1 physical landscapes.				

 **Assessment Information**

How Pupils Are Assessed

Each unit combines three assessment strands working together to build knowledge and writing quality:

- ▶ Weekly knowledge tests — scored /10, recorded in pupils' books
- ▶ Summative end-of-unit assessments — extended writing and source analysis
- ▶ PATHS 8-mark ASSESS questions — formal evaluative writing every unit
- ▶ Feeding Forward lessons — pupils respond in green pen

Formal Assessment by Unit

- ▶ China: 8-mark ASSESS — 'Assess the impacts of the One Child Policy' + end-of-unit assessment
- ▶ Russia: PATHS-marked end-of-unit assessment
- ▶ Deserts & Middle East: 8-mark ASSESS — 'Assess the factors that lead to desertification'
- ▶ Glaciation: 8-mark ASSESS — 'Assess the consequences of climate change'
- ▶ Coasts: 8-mark ASSESS — 'Assess the strategies to reduce coastal erosion' (the year's most demanding piece of writing)

 PATHS Marking Framework			
Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.			
	Element	What it means	Example in this year
P	Positive Comment	A specific, sincere comment on a genuine strength of the work — never generic praise.	“Your explanation of longshore drift correctly sequenced swash, backwash and transport.”
A	Attainment Mark / Grade	A clear mark, level or working grade showing where the work sits against expectations.	Mark /10 or working grade against Year 8 expectations.
T	Target to Improve	One single, specific, prioritised geographical target — never a list.	“Reach a supported judgement on which coastal management strategy is most effective.”
H	How-to Instructions	Concrete, do-able steps telling the pupil exactly how to act on the target.	“Add a final paragraph beginning 'Overall, the most effective strategy is... because...'. ”
S	Student Response	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	Green pen response in the same or next lesson, checked by the teacher.