



Year 8 Topic 5 - UK 10 Lessons

Aims: This unit of work aims to give students a solid understanding of the UK. It will examine its key physical and human features, as well as the similarities and differences between rural and urban areas. It will examine migration trends and challenge various misconceptions. Students will explore the UK economy, and the north/south divide, before examining Brexit.

Links To KS3 National Curriculum:

Students should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. Students should extend their locational knowledge and deepen their spatial awareness of the world's countries using maps to focus on key physical and human characteristics and major cities. Students should understand geographical similarities, differences and links between places. Students should develop an understanding of population and urbanisation; and economic activity in the primary, secondary, tertiary and quaternary sectors.

Links to KS4:

Edexcel B, Paper 2 – Topic 4 – UK's Evolving Physical Landscape

Edexcel B, Paper 2 – Topic 5 – UK's Evolving Human Landscape

Edexcel B, Paper 3 – Section D – Making a Geographical Decision (DME Assessment)

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none">Analyse and communicate with a range of dataInterpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.Build on their knowledge of globes, maps and atlasesTopographical and other thematic mapping, and aerial and satellite photographsUse Geographical Information Systems (GIS) to view, analyse and interpret places and data	<p>Key Words:</p> <ul style="list-style-type: none">Migration; Brexit; topography; relief; demography; population pyramid; urban; rural; distribution; sparse; settlement; immigration; emigration; primary; secondary; tertiary; quaternary	<p>Map skills, using data and graphs.</p>
Assessment	Cross-Curricular Links	
<p>A decision making exercise, similar in format to GCSE Paper 3, where students are given material with various figures and data and they need to answer</p>	<ul style="list-style-type: none">Previous topic of superpowersYear 7 topic of water	

<p>questions on the material. Marks vary from 1-12, with the assessment ending in an extended length written question.</p>	<p>SMSC opportunities and British values</p> <ul style="list-style-type: none"> • Explore feelings, values and opinions surrounding Brexit. • Offer reasoned views • Understand aspects of law • Appreciate diverse viewpoints e.g. Brexit • Engage with the British values of democracy – understanding the process and outcomes of a referendum • Appreciate cultural influences – e.g. migration • Understand, accept, respect and celebrate diversity – e.g. migration
<p>Opportunities for further learning</p> <ul style="list-style-type: none"> • Option 1: Revise Core Facts for the unit from your knowledge organiser • Option 2: GCSE Pod (UK' Evolving Human and Physical landscape topics) • Option 3: Seneca Learning (KS3 Geography, Geography of the World, Europe) • Option 4: SMHW quizzes • Option 5: BBC Bitesize KS3 Geography (Rural Environments and Urban Environments) • Option 6: Jet Punk Counties of England quiz (https://www.jetpunk.com/quizzes/counties-of-england-map-quiz) 	