

# Year 8 Geography Learning Outcomes

## Unit 1: Tourism

- To understand and be able to explain what sort of person, and what actions/activities, constitute a 'tourist'.
- To understand the reasons why more and more people go on holidays.
- To understand and be able to explain the theoretical positive and negative impacts of mass tourism.
- To be able to explain how ecotourism can reduce the negative impacts of mass tourism and make it more sustainable, through a case study of the Galapagos islands.
- To understand and be able to explain how various factors cause tourist numbers to increase or decrease.
- To investigate the attractions, and positive and negative socio-economic and environmental impacts of tourism in the U.K.'s national parks through a case study of the Lake District. Then to explain how tourism can be made more sustainable in national parks.
- To investigate and explain whether or not tourism in a slum environment is a good idea – does it benefit or take advantage of the slum residents.

## Unit 2: Glaciation

- To understand what glaciers are, how they form, and how they move.
- To understand and be able to explain the processes that shape glacial landscapes, including weathering, erosion (plucking and abrasion), transportation, and deposition.
- To identify and explain how glacial erosion creates distinctive landforms such as corries, arêtes, pyramidal peaks, U-shaped valleys, truncated spurs and hanging valleys.
- To identify and explain how glacial deposition creates landforms such as moraines, drumlins, and erratics.
- To investigate how glaciated landscapes are used by people for activities such as tourism, farming, quarrying, and water storage.
- To understand that these land uses can lead to conflicts between different groups of people.
- To explore and explain how glaciated areas can be managed sustainably to balance economic, social, and environmental needs.
- To study a glaciated upland area in the U.K. (for example, the Lake District) and understand how it has been shaped by ice and used by people over time.
- To be able to interpret maps, photographs, and diagrams to identify and describe glacial landforms.

## Unit 3: Restless Earth

- What continental drift is, how we know it exists, and how it occurs.
- The different ways in which tectonic plates interact with each other, and how they create earthquakes and volcanoes.
- What the key features of and hazards created by a volcano are.
- The effects of volcanic eruptions on people, the economy and the environment.
- The different ways that people manage and respond to a volcanic eruption.
- The decisions faced when dealing with an erupting volcano.
- The existence of super volcanos, and how they are different to a normal volcano.
- How the whole world could be affected by a super-volcanic eruption.
- How and why a tsunami occurred in the Pacific Ocean.
- The impacts of and responses to the 2011 Japanese tsunami.

## Unit 4: Migration

- To understand what different types of migrant exist.
- To be able to explain the push and pull factors that cause people to migrate.
- Investigate, discuss and understand the complex causes and effects of migration from Mexico to the USA, and into Europe from Africa and the Middle East.
- To explore and understand the thoughts and emotions of all the different people involved in a migration story.