

Year 8 Geography

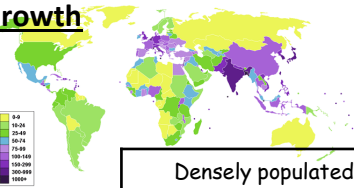
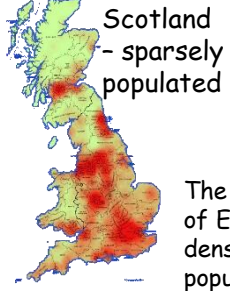
Unit 1: Population and Migration



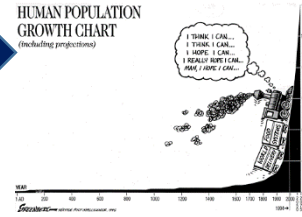
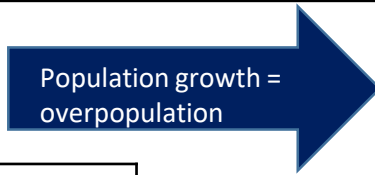
KEYWORDS



Distribution and Growth

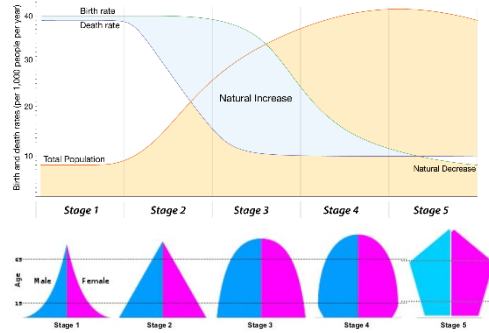


Densely populated	Sparsely populated
Fertile soil Jobs Flat/ gently sloping land Natural resources Good transport links/ close to other places	Too hot/ cold Steep relief Little industry Poor soils Poor transport links



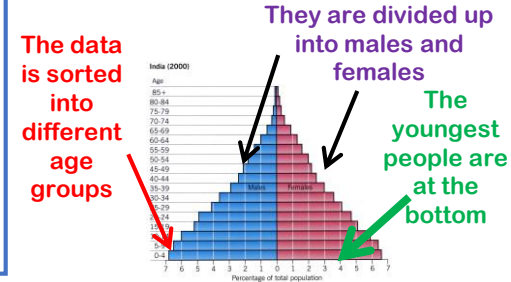
Problems with population growth:
Overcrowding, distribution of resources (food/water), aging populations

Pyramids and DTM

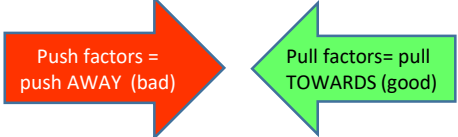


The shape changes based on how develop a country is. This links to the 5 stages of the DTM.
Factors to consider:
Family planning, Children needed for farming, Improvements in sanitation and healthcare, Emancipation of women (women's rights), Later marriages, Religious beliefs
Better food/water supply

Skills= Population pyramids



Migration



Migration Examples

Many of the foods, religions, practices, music etc we have in the UK have come from migrants all over the world

Post-War Migration and the Windrush Generation
-Worked for the NHS
-Helped build the London underground and other transport links
-Brought culture from all around the world



Refugees - An example of forced migration



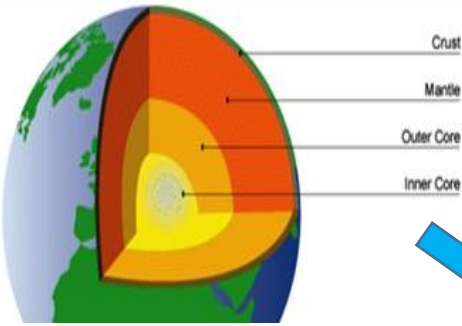
Illegal Migration

Ageing Populations and the Future

WHY: life expectancy has increased due to better health care
PROBLEMS: increase pressure on healthcare and money spent on pensions

	Definition
Birth Rate	The number of births in a year per 1000 of the total population.
Death Rate	The number of deaths in a year per 1000 of the total population.
Demographic Transition Model	A model showing how populations should change over time in terms of their birth rates, death rates and total population size.
Infant mortality	The average number of deaths of infants under 1 year of age, per 1000 live births, per year.
Life expectancy	The average number of years a person might be expected to live.

Layers Of The Earth



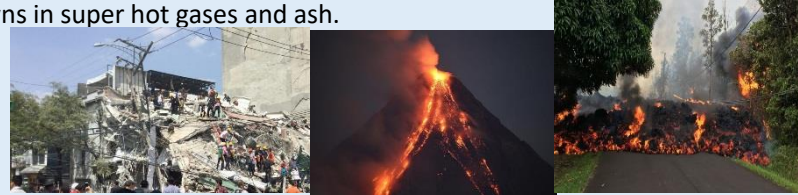
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Unit 2: Tectonic Landscapes



Lesson 1-2 To identify Volcanoes and Earthquakes as hazards and to understand the structure of the Earth.

Vols and Equakes can cause different and similar general effects – For example volcanoes can create fires but so can earthquakes. However so effects are different. For example Earthquakes can create buildings to collapse but Vols can cover towns in super hot gases and ash.



The Earth has 4 basic layers to it. CRUST, MANTLE, OUTER CORE AND INNER CORE. All have different thicknesses, temperatures and made from different materials. It is hottest at the core which is a solid ball of Iron and Nickel while the only fully liquid layer is the Outer Core. The mantle is the thickest layer and the crust is the coolest and thinnest.

KEYWORDS



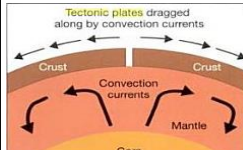
LOOK
SAY
COVER
WRITE
CHECK

	Definition
Primary Effects	The effects of a disaster that happen immediately. For example People are trapped under rubble in an Earthquake.
Secondary Effect	These are effects that happen a while after the a disaster. For example In an Earthquake fires can start and burn houses down.
Plate Boundary	This is where there is a crack in the earth's crust, it is a dividing line. The plates can move.
Responses	Prediction, planning and protection can be put in place so we know how to react/respond to a disaster.

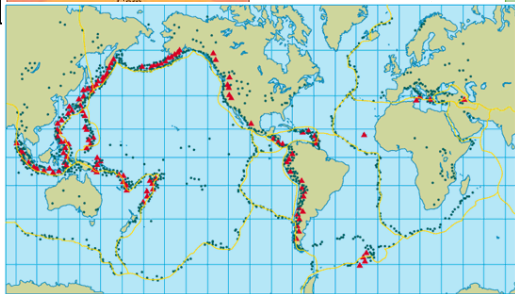
Lesson 3-4: The Theory of plate tectonics and the location patterns of Vols and Equakes.



Did the continents ever fit together? Wegner said they did and they have drifted apart....



Evidence has found that convection cells move the plates in different directions....

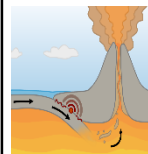


Lesson 4: Locations and patterns

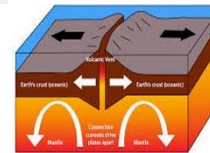
Vols and Equakes are found in LINEAR patterns often near to each other. They often occur on the edges of continents where plate boundaries are found

Lesson 6

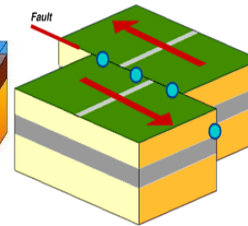
Plate boundaries: DESTRUCTIVE, CONSTRUCTIVE, CONSERVATIVE AND COLLISION



Destructive Oceanic vs Continental



oceanic away from oceanic

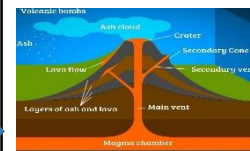


continental sliding past continental

Lessons 7-9

Two examples of Earthquakes – LIC Haiti 2010 in the Caribbean and a HIC example of Japan in 2011. Both had severe effects however, Haiti was less prepared and the damage was more serious due to it being very poor. Japan coped better even though it was a big event. It was prepared and buildings were stronger.

Lesson 10-Composite and Shield differences, and the key parts to volcano



Crater, Cone
Vent, Ash
Magma Chamber
Lava,

Lesson 11- 14

LIC Example: Volcanic eruption in the Congo – Nyiragongo

HIC Example: Mt Etna in Italy.

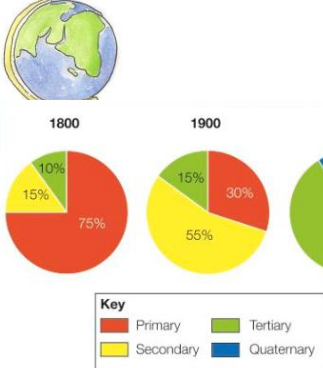
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Unit 3: Economic Activities



LOOK
SAY
COVER
WRITE
CHECK

KEYWORDS



Lesson 1-2: Economic activities are split into 4 categories, primary, secondary, tertiary, quaternary.

Lesson 17:

- In the past, the UK's economy was based on farming. Two types- arable and pastoral farming
- During industrialisation, the UK moved to the secondary sector
- De-industrialisation (factories and industry moving to elsewhere)
- The UK then moved into tertiary and quaternary sectors

Lesson 2-4: When choosing a site for a factory to locate, the following factors need to be considered:

Raw materials- These are the things that are made into something

Labour- These are the workers who work at the factory

Power- This is the energy used to make the factory work

Transport- This is how the natural resources and finished products are moved

Market- This is the place where the finished products are sold

Site- This is where the factory is located

Lessons 10-15: Shopping patterns, high street change and Altrincham fieldwork.




Out of town shopping centres (like the TC) led to a decline in UK high streets, especially Altrincham, resulting in many empty shops. Altrincham has changed its high street to attract more people back to it.

Methodologies carried out during Alt. fieldwork. These were presented as a **bi-polar graph** and **bar chart**.

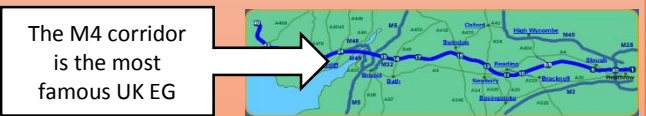
	HOW?	WHY?	POSITIVES?	NEGATIVES?
Land Use Mapping				
Environmental Quality				
Pedestrian Counts				

	Definition
Primary	collecting or producing raw materials e.g coal miner, farmer
Secondary	making something using the processed raw materials. Manufacturing products. e.g a joiner
Tertiary	Selling services or skills. e.g banking or retail jobs
Quaternary	Providing information services. E.g. research and development jobs, government




Lesson 5-6: 'Made in China' China now produces goods for the world. This has given China much more money, but has harmed the environment

Lesson 16: High tech industries: These are advanced industries, that develop new things. They are located near business/science parks and Universities so they can recruit a highly skilled workforce.



Lesson 18: Modern industries, like quarries, can be made more sustainable. This means that the damage they do to the environment can be reduced. One way to do this is by turning old quarries into nature reserves.



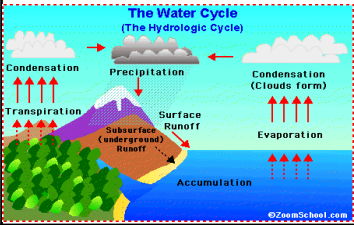
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Unit 4: River Landscapes

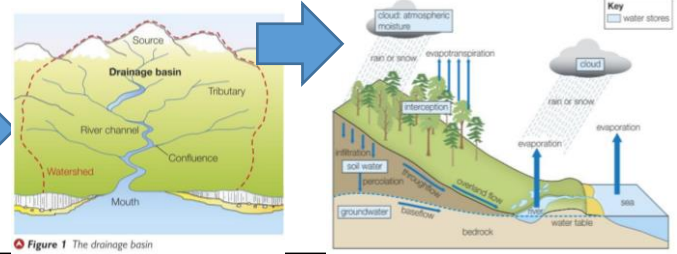
KEYWORDS



Lesson 1-2

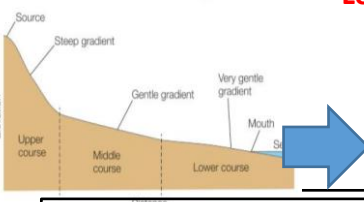


The water cycle is the never ending movement of water from the **air** to the **land**, to the **sea** and back to the air again. This continues over and over. Key transfers of water from these three areas are Surface Runoff, Evaporation, Precipitation and Transpiration.



Lesson 3

The **long profile** shows the side view of the river from **source** to **mouth**. It is steepest in the upper course and more gentle in the middle and lower course. However, the river is slower in the upper course – Know why!



Lesson 4-5

Erosion = Abrasion and Hydraulic Action
Transport = Traction, Suspension
Deposition = Dropping of material

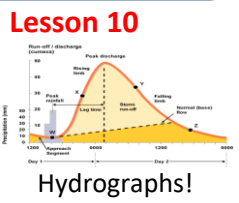
Upper Course landforms like a waterfall is formed when soft rock gets eroded quicker than hard rock and leaves a cliff. Here the soft rock undercuts the hard rock until it collapses into a plunge pool beneath.

Lesson 6-9

Middle course landforms are meanders and sometimes oxbow lakes. These are bends in a river that get larger to faster moving water and erosion on the outside of the bend.

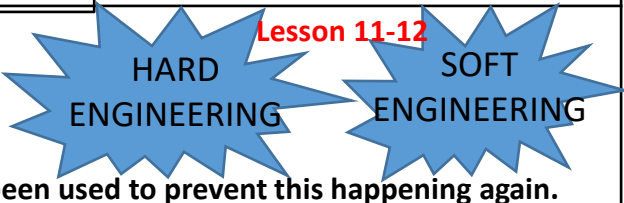
In the lower course the land is flat on each side of the river, this is where flooding can occur. This is called a floodplain. Farming takes place here and the floods deposit Nutrients which is good for crops.

Flooding can be caused by different features of a drainage basin. Eg steep slopes



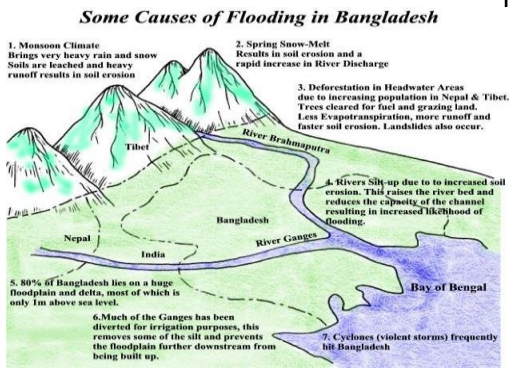
Lesson 13-14 HIC FLOODING EXAMPLE

Boscastle floods in 2004 devastated the village in August. A flash flood caused by natural and human reasons. The effects were environmental, social and economic. Since then a number of hard and soft management methods have been used to prevent this happening again.



Lesson 15-16 LIC FLOODING EXAMPLE

Bangladesh flooding in 2012 devastated large parts of this very flat country. Natural and human causes are responsible for this. However, the effects are often a lot more serious – For example people rely on crops for food. Also flood water contaminates well water and cholera spreads. Despite being a LIC Bangladesh has installed a number of basic but often effective flood protection methods – E.g. Earth Embankments, Stilt houses, Flood shelters and basic warning systems. Each has advantages and disadvantages. Which is best? Which are given by Aid?



	Definition
Drainage Basin	An area of land drained by a main river channel and it's tributaries.
Water Cycle	Where water is moved from the Air to the Land and then to the Sea in a never ending cycle.
Long Profile	The side view of a river from source to mouth. Then it enters the sea.
Meander	This is a bend in a river in the middle section usually.
Hard Engineering	Where expensive methods using concrete and steel are used to stop flooding.
Soft Engineering	Less expensive natural ways are used to cope with floods.