

# Introduction

Welcome to your Oxford Home Schooling Key Stage Three Geography Year 8 course! In this Introduction you will read about what you may expect from the course and how to plan your Geography studies effectively.

This one-year course will take you through all the material of Key Stage Three (Year 8) of the National Curriculum for Geography. It complements the Year 7 and Year 9 courses. Although it prepares students for the SATs once tackled by schoolchildren at or near the end of Year 9, such tests are no longer set and the primary purposes are as follows:

- an introduction to geographical skills and topics suitable for Years 7-9
- knowledge of the world in which we live
- preparation for GCSE or IGCSE Geography study

The three-year programme has been set out in twenty modules which bring together the various topics (and skills) that need to be developed at this stage in secondary education. There are seven modules in Year 8.

By studying this course, you will enhance your understanding of what Geography is all about. One of our main aims is that you will enjoy the material and want to carry on learning about geography when the course is over!



# Arrangement of Lessons: Year 8

## Module 1 Maps

Lesson 1 About maps and symbols

Lesson 2 All about contours

**Tutor-marked Assignment A (TMA A)**

## Module 2 Climate and Biomes

Lesson 3 Why does the world climate have zones?

Lesson 4 Plotting climate zone differences

Lesson 5 How does climate affect what lives and grows there?

**TMA B**

## Module 3 Population and Migration

Lesson 6 What is population density and distribution?

Lesson 7 Where is the world population growing?

Lesson 8 Why do people move away from home?

**TMA C**

## Module 4 Earthquake!

Lesson 9 How do tectonic plates move?

Lesson 10 How do earthquakes happen?

Lesson 11 What are the effects of earthquakes?

**TMA D**

## Module 5 Coasts

Lesson 12 How does the scenery change?

Lesson 13 What do you see at the seaside?

Lesson 14 Can we stop the coast moving?

**TMA E**

## Module 6 Tourism

Lesson 15 Classifying jobs

Lesson 16 Has there always been tourism?

Lesson 17 How do visitors affect the National Parks?

Lesson 18 What is ecotourism?

**TMA F**

## Module 7 Natural Resources

Lesson 19 Water, water everywhere?

Lesson 20 Why are forests important?

Lesson 21 Where does our energy come from? From non-renewable energy

Lesson 22 Where does our energy come from? From renewable energy

**TMA G**

**TMA H: End-of-year Exam**

## Required supporting texts

This course is designed to provide KS3 students with everything they need for effective geographical study and it is *not* necessary to purchase any specific supporting texts.

From time to time, advice is given on suitable further reading, including other books and relevant websites. Good IT skills will definitely be an advantage.

## The Structure within Lessons: How to Study

### Front Page

The front page of every lesson shows:

- the **title**
- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

### Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guide, and they or your tutor will be able to help you with any aspects of lessons that you find particularly difficult.

### Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

#### Activity

Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Parental Guide for each module.



When you see the pencil symbol (left), it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.

Some optional activities are marked as 'Extension Activities'. You can do these if you would like to try something a bit more challenging, or if you are particularly keen on the topic.

## Twig Resources

Alongside the course materials, you have the opportunity to watch a number of films on the internet, all produced by a company called Twig. Welcome to Twig World!

These films cover almost every aspect of science at secondary level. They are full of information and memorable pictures.

To view the films, you will need an e-mail account, internet access and a password, supplied to you on enrolment. As you work through the lessons, you will come across Twig-links quite regularly, looking like this:



Log on to Twig and look at the film titled **Cloudspotting: Low-Level Clouds**.

[www.ool.co.uk/1212gt](http://www.ool.co.uk/1212gt)

How do the clouds closest to the Earth affect our weather?  
How are they formed and what do they look like?

To reach the film, you would either type the URL into your web-browser (here [www.ool.co.uk/1212gt](http://www.ool.co.uk/1212gt)) or search the Twig site ([www.twig-world.co.uk](http://www.twig-world.co.uk)) for 'Cloudspotting: Low-Level Clouds' or simply 'Clouds'. Having watched it, you return to the lesson.

The films have been made to help you understand ideas by seeing them in the real world. Please bear in mind:

1. Some of the films, in part, will be too “advanced” for your needs, include ideas you have not yet covered, so don’t worry if some bits seem a bit too hard.
2. If you find that a film is not helpful or interesting, stop watching it! It is possible to study the course successfully without watching *any* of the films.
3. Alongside each film, the Twig site offers various additional resources. You can download the words spoken in the film or tackle a quiz based on the film. These are optional extras if you have time.

Further notes on the use of the Twig films are given in the Parents’ Guide.

## Tutor-Marked Assignments

Most modules are tested with a tutor-marked assignment (TMA), which will give you and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well-structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials.

## Guidance for Parents

There is a separate Parents' Guide for each year of the course as well as information at the end of each module. It is recommended that parents take these documents out of the course and keep them in a safe place.

Each Parents' Guide contains everything that a parent should need to offer practical support to the student. There is guidance on the content and aims of each lesson in the course, together with guidelines to help with marking some of the activities. Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

## Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed.

**And finally... very good luck with your studies!**