

Intent: To build on prior knowledge from KS2: To inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet

# Year 8 Geography Curriculum Sequence

Key Stage 2 Curriculum

- Locational Knowledge
- Place knowledge
- Human & Physical Geography
- Geography Skills & Fieldwork

**Careers and Aspirations:** Our aim is to link each topic and the skills gained to career options using case study examples. Using varied pedagogy and resources, we aim to inspire students to learn about other countries and cultures around the world and encourage them to help tackle global issues.

HT1 : Africa	HT2: Weather, Climate and World Biomes	HT3: Can the Earth cope?	HT4: Urban Giants and Development	HT5: Time Ticking Tectonics	HT6: Superpowers
<p><b>Why this topic?</b> ‘Africa’ introduces students to the varying nature of Africa in terms of human and physical geographies. Exploring different countries which emphasise these differences.</p> <p>This topic explores population, population density, locational awareness of different African countries differences in altitude, climate and differences in cultures.</p>	<p><b>Why this topic?</b> Weather, climate and world biomes looks at the different types and formations of weather in the UK. It also looks at different climates around the world and the factors that create them. The topic then highlights the links between climate and biomes found around the world.</p> <p>Students will have the opportunity to complete a piece of school based fieldwork to investigate whether Sandbach School has a microclimate.</p>	<p><b>Why this topic?</b> ‘Can the Earth Cope?’ explores a range of geographical issues including the causes, effects and responses to climate change; overfishing, Antarctica, use of palm oil and plastic pollution.</p> <p>Students will use this understanding to explore climate agreements (including COP26) sustainable palm oil and the future of our oceans.</p>	<p><b>Why this topic?</b> Urban Giants and Development explores urbanisation and the growth of Urban areas around the world and the subsequent range of benefits and issues that are faced due to this.</p> <p>Students will explore how urban areas have changed, the challenges and issues that this may cause and will look at the future of urban areas exploring how they may become more sustainable. They will also investigate how peoples experiences of urban areas may differ.</p> <p>Students will have the opportunity to conduct a piece of virtual fieldwork in Las Vegas exploring sense of place.</p>	<p><b>Why this topic?</b> Time ticking tectonics introduces plate tectonics and the subsequent hazards that are associated with them such as volcanoes and earthquakes.</p> <p>Students will gain an understanding of the structure of the earth, Wegener’s theory, and what volcanoes/earthquakes are, hazards associated with them and how we manage them.</p>	<p><b>Why this topic?</b> Superpowers introduces students to the concept of ‘geopolitics’ and the issues associated with it. It helps students to identify the link between the physical landscape and the development of a country. It also gives students the opportunity to identify areas of conflict.</p> <p>This helps with students’ understanding of world systems and power that they read about in the news.</p>
<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Build upon foundational knowledge gained in ‘Fantastic Places’ the year previous where they briefly went through the continent of Africa.</li> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scales, topographical and other thematic mapping and aerial and satellite photographs</li> </ul>	<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present</li> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> <li>• Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics.</li> <li>• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul>	<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial and environmental awareness of the world’s countries to focus on the UK (sea level rise), Antarctica, Borneo (palm oil) &amp; West Africa</li> <li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> <li>• Interpret a range of sources of geographical information, including maps, diagrams combined with geographical skills in analysing and interpreting different data sources.</li> </ul>	<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world’s countries, using maps of the world to focus on Asia (including China and India), and the Middle East, focusing on their environmental regions, including major cities</li> <li>• Understand, through the use of detailed place-based exemplars at a variety of scale the key processes in human geography relating to: population and urbanisation; international development and the use of natural resources</li> <li>• How human and physical processes interact to influence and change environments and how human activity relies on the effective functioning of natural systems.</li> <li>• Understand geographical similarities, differences and links between places through the study of the human geography of a region in Asia.</li> <li>• build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> <li>• use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</li> </ul>	<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to geological timescales and plate tectonics</li> <li>• Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul>	<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, key physical and human characteristics, countries and major cities.</li> <li>• Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>• Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> <li>• Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> <li>• Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>• Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</li> <li>• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</li> </ul>
<p><b>Teaching ‘Africa’ supports:</b> Inspiring students to learn about the variety of Africa in terms of country, climate and culture. Supports history; RS and art lessons. Throughout this topic, numeracy is very the manipulation or description of data. Whilst through this topic, literacy has also been a main focus. Having fortnightly home works concentrating on literacy through guided reading tasks</p>	<p><b>Teaching ‘Weather; climate and world biomes’ supports:</b> Inspire students with knowledge about different biomes and climate phenomena. Deepen students understanding of how biomes and climate are linked together and the impacts of climate change. Deepen students understanding of the interaction between human and physical geography. Supports physics lessons. Numeracy is used when describing data and being able to read varying charts and graphs. Literacy skills (English lessons) as a result of case study reading &amp; extended writing</p>	<p><b>Teaching ‘Can the Earth cope?’ supports:</b> Inspire students with knowledge about diverse places, resources and natural environments, together with a deep understanding about climate change; overfishing, use of palm oil and plastic pollution. Deepen students understanding of the interaction between human and physical geography. Numeracy is used when describing data and being able to read varying charts and graphs – along with manipulating. Literacy skills (English lessons) as a result of case study reading &amp; extended writing</p>	<p><b>Teaching ‘Urban Giants and Development’ here supports:</b> Inspires students to learn about a range of different urban areas in various regions of the world. Numeracy is used when describing data and being able to read varying charts and graphs – along with manipulating. Literacy skills (English lessons) as a result of extended writing</p>	<p><b>Teaching ‘Time Ticking Tectonics’ here supports:</b> Inspiring students to learn about a range of different places through the means of different tectonic hazards. Deepen students understanding of the links between development and impact of natural hazards Supports chemistry lessons Numeracy skills (Maths lessons) with the ability to read varying charts and graphs- along with manipulating Literacy skills (English lessons) as a result of extended writing</p>	<p><b>Teaching ‘Superpowers?’ here supports:</b> Inspires students with the knowledge of how countries interact with each other and the role geography can play in this. Deepen students understanding of the interaction between human and physical geography. Supports physics lessons. Numeracy is used when describing data and being able to read varying charts and graphs. Literacy skills (English lessons) as a result of case study reading &amp; extended writing Supports history lessons</p>
<p><b>‘Africa’ feeds from:</b> <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>KS2:</b> Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>KS2:</b> Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <b>KS2:</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>‘Weather; climate and world biomes’ feeds from:</b> <b>KS2:</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>KS2:</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>KS2:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>KS2:</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>‘Can the Earth Cope’ feeds from:</b> <b>KS2:</b> Human geography describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water <b>KS2:</b> Physical geography describe and understand key aspects of biomes and oceans. <b>KS2:</b> Use maps, atlases and mapping to locate countries and describe features studied</p>	<p><b>‘Urban Giants and Development?’ feeds from:</b> <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>KS2:</b> Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <b>KS2:</b> Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <b>KS2:</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>‘Time Ticking Tectonics’ feeds from:</b> <b>KS2:</b> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>KS2:</b> Physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>KS2:</b> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>‘Superpowers’ feeds from:</b> <b>KS2:</b> Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <b>KS2:</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>KS2:</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey</p>