

**Intent:** The breadth and depth of the content is designed to inspire curiosity and fascination about the world, creating responsible citizens that care about the future of our planet  
 To introduce and improve the understanding of geographical issues at a global scale  
 Students will develop their fieldwork and analytical skills at a local level

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| <p><b>Key Stage 2 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Place knowledge</li> <li>• Human &amp; Physical Geography</li> <li>• Geography Skills &amp; Fieldwork</li> </ul> |
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# Year 8 Geography Curriculum Sequence (GLOBAL)

**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 the issues of the future.

HT1 : Oceans Under Threat	HT2: Global Climatic Hazards	HT3: World Development	HT4: Restless Earth	HT5: Frozen planet and its fragile future
<p><b>Why this topic?</b>  <b>Oceans under threat</b> introduces students to the varying nature of our Oceans, how we interact with them and the overall impact we as people are having on them.</p> <p>This topic explores the ocean biome, links to climate change, coral reefs, plastics and the overall threat to them.</p> <p><b>P; P&amp;C; CZ; SuS; E&amp;S</b></p>	<p><b>Why this topic?</b>  <b>Global Climatic Hazards</b>                      Global Climatic Hazards 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>P; P&amp;C; CZ; SuS; E&amp;S</b></p>	<p><b>Why this topic?</b>  <b>World Development</b>                      'World Development' explores key themes of Development and inequalities between people/countries.</p> <p>Students will study fundamental concepts including the development gap and then proceed to look at different examples to decide how much of a problem differences in development are.</p> <p><b>P; P&amp;C; CZ; E&amp;S</b></p>	<p><b>Why this topic?</b>  <b>Restless Earth</b> 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>P; P&amp;C; E&amp;S</b></p>	<p><b>Why this topic?</b>  <b>Frozen planet and its fragile future</b> introduces the cryosphere and the complex interactions between different areas that are a part of it.</p> <p>Students will gain an understanding about: glaciation, Antarctica (both environmental and political), food webs/animal adaptations and the influence of climate change on these regions.</p> <p><b>P; P&amp;C; SuS; E&amp;S</b></p>
<p><b>National Curriculum Links. Pupils will:</b></p> <ul style="list-style-type: none"> <li>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</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 natural systems</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> </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>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</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> <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.</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>• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</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 natural systems</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> </ul>
<p><b>Teaching 'Oceans under threat' supports:</b>                      Inspiring students to learn about the complexity of the worlds oceans. Supports science, in particular biology. 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 'Global Climatic Hazards' 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 'World Development' supports:</b>                      Inspire students in knowledge about different countries and the impact that different levels of development have. 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 'Restless Earth' 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 'Frozen Planet and its fragile future' here supports:</b>                      Inspiring students to learn about the complexity of the worlds cryosphere. Supports science, in particular biology. 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>'Oceans under threat' feeds from:</b>  <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate oceans and countries and describe features studied  <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> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>'Global Climatic Hazards' 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>'World Development' 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> human geography, including: types of settlement and land use, economic activity including trade links  <b>KS2:</b> Use maps, atlases and mapping to locate countries and describe features studied</p>	<p><b>'Restless Earth' 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                      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>'Frozen Planet and its fragile future' feeds from:</b>  <b>KS2:</b> Use maps, atlases, globes and digital/computer mapping to locate oceans and countries and describe features studied  <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> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>