



Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior learning	Next link in curriculum
Y8.1 China	AUTUMN	- Understanding different viewpoints and political positions. - Addressing difficult moral concepts – The One Child Policy. - Creating and reading Choropleth maps - Atlas skills - Map skills – Comparing different data sets using maps and identifying patterns and trends. - Decision making exercise. - Constructing and reading population pyramids. - Extended writing – Command word ‘Assess’.	- Building on place knowledge by studying China's human and physical geography and its significance within Asia and the wider world. - Developing their human geography knowledge and empathy by exploring China's dramatic population change and unique methods of controlling this rapid growth. Additionally, they will further explore the impacts of urban change and globalisation and how this has led to rapid economic development. - Develops understanding of physical geography by investigating China's landscapes, rivers and the impact of major engineering projects such as the Three Gorges Dam. - Develops geographical skills by interpreting a range of maps to identify physical, human and political features and explain spatial patterns. - Develops geographical enquiry by investigating China's growing global influence through trade, the Belt and Road Initiative and its role as an emerging superpower.	Builds on pupils' locational knowledge by extending their understanding of continents, countries and major world regions through an in-depth study of China. Develops prior knowledge of human and physical geography by exploring how population, landscapes and development shape places and people's lives.	Y8.2 Development Y9.2 Urbanisation and Lagos GCSE – Urban issues and challenges, Resource management and Changing economic world.
Y8.2 Development	AUTUMN	- Use of Development compass rose. - Dollar Street website. - Using social and environmental data. - Demographic transition model. - Decision making exercise - Teamwork – trade game. - Interpreting data sets. - Researching inequalities. - Flow line/ proportional pie map construction / data presentation techniques.	- Further developing place knowledge by studying countries at different stages of development and understanding their similarities and differences. - Building their human geography knowledge by exploring development, population change, inequality, migration, economic activity and quality of life. - Develops understanding of global processes by investigating the causes and consequences of uneven development and the role of global organisations (TNCs, & NGOs) in reducing inequalities. Focus on Kerala, India. - Further development of geographical skills by interpreting development indicators, demographic data, maps and graphs to identify patterns and trends. - Develops geographical enquiry by evaluating strategies to reduce the development gap, including aid, the Sustainable Development Goals (SDGs) and government policies.	Builds on pupils' understanding settlements by exploring land use, trade and how people live in different parts of the world. Continues learning about contrasting places by exploring why levels of development vary between countries and regions.	Y8.3 Africa and Kenya Y9.2 Urbanisation and Lagos Y9.3 Tectonic Hazards GCSE - Changing economic world, Urban issues and challenges, Hazards.



Y8.3 Africa and Kenya	SPRING	- Describing locations using counties, continents, bodies of water and lines of longitude and latitude. - Creating a map highlighting key features of Africa. - Choropleth map to show rainfall differences in East and West Africa. - Climate graphs (drawing and reading) - Decision making exercise. - Evaluative writing – Challenging perceptions of place.	- Develops place knowledge by studying Africa and Kenya, exploring their physical and human characteristics and their significance within the wider world. - Building physical geography knowledge by investigating Africa's climate, biomes, ecosystems and the processes of climate change and desertification. - Develops understanding of human geography by exploring population, settlements, tourism, development and quality of life in Kenya. - Exploring environment interactions by examining how people adapt to and manage changing environments, including the impacts of tourism and desertification. - Continuous practise of geographical skills by interpreting maps, climate graphs, population data and photographs to identify geographical patterns and processes. - Enhancing geographical enquiry skills by challenging perceptions of Africa and investigating the opportunities and challenges faced by different places and communities.	Builds on pupils' understanding of continents, climate zones and biomes. Develops prior knowledge of contrasting places by exploring the similarities and differences between Kenya, the UK and other parts of the world.	Y8.4 Weather and climate Y9.2 Urbanisation and Lagos Y9.3 Climate change GCSE - Changing economic world, Urban issues and challenges, Hazards.
Y8.4 Weather & Climate	SPRING	- Using different piece of weather equipment. - Reading a synoptic chart and describing patterns. Thinking in 3D. - Drawing diagrams of processes e.g. types of rainfall. - annotating diagrams. - Fieldwork investigation skills – Data collection, data presentation e.g. choropleth and isothermal map. - Writing a field report – Evaluative writing.	- Developing physical geography understanding by investigating weather, climate, atmospheric processes and the factors that influence global climates. - Building on their knowledge of climate and ecosystems by exploring how global atmospheric circulation creates different climate zones and biomes. - Further developing geographical skills by interpreting weather maps, climate graphs, synoptic charts and weather symbols to identify patterns and trends. - Deepening locational knowledge by investigating how weather and climate vary across the UK and around the world. - Develops geographical enquiry and fieldwork skills by planning and carrying out a microclimate investigation, collecting, presenting and analysing primary data.	Builds on Y7 learning of resources and the water cycle by exploring the processes that create different weather patterns and climates. Connects learning from topic 1 China where we used maps to show connections between weather and agricultural output. Strengthens geographical enquiry skills by collecting, presenting and interpreting weather data through maps, graphs and fieldwork investigations.	Y9.1 Coasts Y9.5 Climate change GCSE – Weather hazards, Climate change, Ecosystems.



Y8.5 Global disasters	SUMMER	• Describing locations using counties, continents, bodies of water and lines of longitude and latitude. • Comparing data sets. • Categorising effects into social, economic and environmental. • Decision making exercise. • Comparative writing.	• Further development of their physical and human geography knowledge by investigating the causes, impacts and responses to both natural and human-made disasters. • Making connections between the human and physical and how they create environment interactions. Exploring how physical hazards and human activities create risk and affect communities. • Further develops place knowledge through case studies from Europe, Asia and the wider world, comparing how disasters affect different places and populations. • Beginning to understand environmental processes and change by examining tectonic hazards, technological disasters and the factors that influence vulnerability. • Continuing to develop geographical enquiry skills by analysing maps, photographs, graphs and case study evidence to investigate the causes and impacts of disasters. • Learning about sustainability and resilience by exploring prediction, preparation, protection, mitigation and adaptation to reduce disaster risk.	Builds on learning throughout Y8 – students can make connections between development and the risks created by both human and natural disasters. Prior knowledge of comparing events. Extended writing – assessing – making informed decisions.	Y9.2 Urbanisation and Lagos Y9.3 Tectonic Hazards
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