



Topic Name	Term	Skills Developed	Link to NC Subject Content	Prior learning	Next link in curriculum
<p><b>8.1 China</b> History and politics. Density and control. Urbanisation and development. Climate and its impact on farming. Energy and climate change. The Three Gorges Dam. There is also a SMSC dimension re approaches to education and personal freedoms.</p>	AUTUMN 1.	<ul style="list-style-type: none"> <li>Viewpoints and political positions</li> <li>Difficult moral concepts</li> <li>3D maps with Lego</li> <li>Choropleth shading</li> <li>Relief maps – atlas skills</li> <li>Comparative studies</li> <li>Decision making exercise</li> <li>Climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities, differences, and links between places through the study of human and physical geography of an Asian region</li> <li>human geography relating to population (migration); international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> <li>physical geography relating to climate change and regional characteristics.</li> </ul>	<p>Y7 general locational knowledge.</p> <p>Some will have undertaken place studies in KS2.</p>	<p>Links with history and politics. Y11 Economic development – population control. resources &amp; A2 Water Cycle – water transfer and reservoirs. GCSE &amp; A2 carbon: Renewable Energy. China Fieldtrip.</p>
<p><b>Y8.2 Development</b> What is development and the spread of wealth. Measuring development. Changes in development over time. The poverty-cycle. Gender equality / female empowerment. Sustainable development.</p>	AUTUMN 2.	<ul style="list-style-type: none"> <li>Development compass rose.</li> <li>Dollar Street website.</li> <li>Demographic (Population) transition mode</li> <li>Teamwork – trade game.</li> <li>Interpreting data sets.</li> <li>Flow line/ proportional pie map construction / data presentation techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Differences between wealthiest and poorest nations.</li> <li>Factors that lead to uneven development.</li> <li>Understanding the human environment and quality of life.</li> </ul>	<p>Rich and poor world – a comparison of two places.</p>	<p>Y10 Economic development. A1 regenerating places Globalisation. Builds on China (Y8.1) Later in Y8 China developing in Africa 'Belt and Road'.</p>
<p><b>Y8.3 Weather</b> The difference between weather and climate. Measuring the weather. Types of rainfall and pressure systems influencing UK climate. Microclimate study. World climates and biomes (vegetation zones). Climate and people.</p>	SPRING	<ul style="list-style-type: none"> <li>Using different piece of weather equipment.</li> <li>Reading synoptic chart Thinking in 3D.</li> <li>annotating diagrams.</li> <li>Fieldwork investigation skill. – choropleth isothermal map Completing a climate graph.</li> <li>Comparing climate maps.</li> <li>Science behind weather.</li> <li>map of biome distributions</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the difference between weather and climate.</li> <li>school microclimate survey, learning how to use weather.</li> <li>Physical geography Weather and climate.</li> <li>Understand how countries adapt or depend on their climatic conditions.</li> </ul>	<p>Possible fieldwork in school grounds at KS2 for some students. Biomes often studied at KS2 especially rainforest and/or deserts as part of place studies for some.</p>	<p>Y10 Weather hazards. Y9/Y10 Rivers &amp; Flooding. A2 weather- global atmospheric circulation / water cycle. Y10 Ecosystems Y9, 10, 11 and 13 – climate change</p>



<p><b><u>Y8.4 Globalisation</u></b> Global brands Containerisation Trade blocs. Global production &amp; trade. Is it fair? The shift to the East.</p>	<p>SPRING</p>	<ul style="list-style-type: none"> <li>• A moral dilemma</li> <li>• Teamwork and competitive activity.</li> <li>• Trade game. Negotiating and working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>• human geography relating to: international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul>	<p>Global brands.</p>	<p>Y11 Economic development Y11 Resource use A1 globalisation A2 Superpowers</p>
<p><b><u>Y8.5 Africa &amp; Kenya</u></b> History &amp; Colonialism. Physical geography - geology of the rift valley Savanna vegetation. Sahel desertification Climate change &amp; Africa's Biomes. Why is China becoming more interested in Africa?</p>		<ul style="list-style-type: none"> <li>• Location and map work</li> <li>• 3D model of rift valley.</li> <li>• Choropleth map to show rainfall differences in East and West Africa.</li> <li>• Climate graphs</li> <li>• Decision making exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• extend locational knowledge and spatial awareness of Africa focusing on environ-mental regions, key physical and human characteristics, countries</li> <li>• human geography relating to population, urbanisation; economic activity</li> <li>• understand how human and physical processes interact to influence, and change landscapes, environments, and the climate;</li> </ul>	<p>Y7 General place knowledge and atlas work</p>	<p>History KS3 Benin GCSE Geology Y9 &amp; Y10 tectonics rift valleys Y11 Desertification in Sahel</p>
<p><b><u>Y8.6 Ice – Cryosphere.</u></b> How as ice shaped our world? Why glaciers are shrinking, and how do they form and move? Landforms created from glacial deposition and erosion. The importance of glaciers and how people use them.</p>	<p>SUMMER</p>	<ul style="list-style-type: none"> <li>• Geological timescales.</li> <li>• Understand Aspect.</li> <li>• Interpreting data e.g., graphs.</li> <li>• Draw and annotate diagrams.</li> <li>• Interpret topographical and thematic mapping, aerial and satellite photographs.</li> <li>• Enquiry into values, threats, and management of an upland glacial landscape.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical geography relating to weather and climate. including the change in climate from the Ice Age to the present; and glaciation,</li> <li>• Use of natural resources</li> <li>• understand how human and physical processes interact to influence and change landscapes and the climate.</li> </ul>	<p>KS2 - the ice part of the water cycle</p>	<p>GCSE Y10: climate change (paper 1) GCSE Y11: resource issues (paper 2). ALEVEL Y12: Glacial environments useful intro to a topic picked up in Y9 Iceland trip and Y10 lake district fieldwork</p>