



| Topic Name | Term | Skills Developed | Link to NC Subject Content | Builds on | Next link in curriculum | Other Notes | | |
|--|---|--|--|---|---|--|---|--|
| 8. China – a NEE History and politics. | WINTER | <ul style="list-style-type: none"> Viewpoints and political positions | <ul style="list-style-type: none"> Understand geographical similarities, differences, and links between places through the study of human and physical geography of a region within Africa human geography relating to international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. physical geography relating to climate change | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Links with History | <p>The DVDs <i>China School</i> are shown to allow students to go on a virtual fieldtrip. Focusing on 3 schools it gives huge insight into a very different culture and country.</p> <p>There is also a SMSC dimension re approaches to education and personal freedoms.</p> | | |
| China. Population density and control. Urbanisation and development. | | <ul style="list-style-type: none"> Difficult moral concepts 3D maps with Lego Choropleth shading | | <ul style="list-style-type: none"> Y7 skills on choropleth | <ul style="list-style-type: none"> GCSE Economic development – population control. | | | |
| China – Climate: Farming | | <ul style="list-style-type: none"> Comparative studies | | <ul style="list-style-type: none"> Y7 climate resources soil. | <ul style="list-style-type: none"> GCSE resources A2 Water cycle | | | |
| China – Energy and climate change. The Three Gorges Dam | | <ul style="list-style-type: none"> Decision making exercise | | <ul style="list-style-type: none"> Y7 renewable energy | <ul style="list-style-type: none"> GCSE Energy A2 Carbon cycle China Fieldtrip | | | |
| China – Economy and future superpower. | | <ul style="list-style-type: none"> Strategic thinking. | | <ul style="list-style-type: none"> Current affairs | <ul style="list-style-type: none"> A1 Globalisation A2 Superpowers | | | |
| 9. Volcanoes and earthquakes. Earth, tectonic history and plate boundaries. | | <ul style="list-style-type: none"> Scale drawing of the earth. Use of rock samples Use of 3D models in understanding. | | <ul style="list-style-type: none"> physical geography relating to: geological timescales and plate tectonics; rocks. understand how human and physical processes interact to influence, and change landscapes and environments understand how human and physical processes interact to influence, and change landscapes and environments | <ul style="list-style-type: none"> previous work for some in KS2 | | <ul style="list-style-type: none"> GCSE yr.11 tectonic hazard unit Yr.12 Tectonic unit. | <p>Case studies are Mt. St. Helens USA; Pinatubo -Philippines Case studies here is San Francisco, USA. (HIC example)</p> |
| Volcanoes. Comparing different types of eruption, effects and responses | | <ul style="list-style-type: none"> Comparing two case studies – one a LIC the other a HIC. | | | <ul style="list-style-type: none"> | | <ul style="list-style-type: none"> Yr. 12. Tectonic unit (not GCSE) | |
| Earthquakes – The importance of when a hazard strikes for managing the event. | <ul style="list-style-type: none"> Whole class Group Role play activity with individual decision-making process. | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> GCSE tectonic unit which will use NEE and LIC examples | | | | | |
| 10. Africa – Challenging perceptions and history is the continents development. | SPRING | <ul style="list-style-type: none"> Challenging perceptions 'Africa is not a Country'. Choropleth maps. | <ul style="list-style-type: none"> Extend locational knowledge and spatial awareness of Africa focusing on environmental regions, key physical and human characteristics, countries and major cities Human geography relating to: population and urbanisation; Understand geographical similarities, differences and links between places through the study | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> GCSE Geology GCSE tectonics conservative plate margins | <p>Case Studies – Sahel for desertification. Savanna grassland for animal adaptations. Kenya (Nairobi) case study for tourism and development.</p> | | |
| Africa – Distinctive landscapes, Savanna, geology. | | <ul style="list-style-type: none"> Biome mapping. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> GCSE population and development | | | |
| Africa – Climate change, Desertification in the Sahel. | | <ul style="list-style-type: none"> Climate graphs Introduction to Global Atmospheric Circulation. | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> GCSE Desertification unit | | | |



| | | | | | | |
|--|---------------|--|---|---|--|--|
| <p>Kenya - study of a LIC Location and physical geography including the geology of the rift valley and Savanna vegetation</p> | | <ul style="list-style-type: none"> • Location and map work • 3D model of rift valley (Yr.7 model club) and how it forms. • Choropleth map to show rainfall differences in East and West Africa. | <p>of human and physical geography of a region within Africa (Kenya)</p> <ul style="list-style-type: none"> • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Geology fits with tectonics at Y12. | |
| <p>Kenya – Human geography population and tribal groups.</p> | | <ul style="list-style-type: none"> • Population pyramids • Possible tea tasting | <ul style="list-style-type: none"> • Human geography relating to international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • GCSE economic development unit. | |
| <p>Kenya – Human Geography. Rural – urban migration Urban settlement</p> | | <ul style="list-style-type: none"> • Group memory task – revision technique. • Literature review Bill Bryson's <i>African Diary</i>. | <ul style="list-style-type: none"> • physical geography relating to climate change | <ul style="list-style-type: none"> • | | |
| <p>Kenya -Tourism in Kenya. A two-sided coin.</p> | | <ul style="list-style-type: none"> • DVD note taking (after DVD) and virtual field trip to Kenya. • Organising notes from several sources. | | <ul style="list-style-type: none"> • | | |
| <p>Kenya - Development issues. How wealthy is Kenya? Is climate change stopping development</p> | | <ul style="list-style-type: none"> • Interpretation of data from a map and from divided bar graph | | <ul style="list-style-type: none"> • | | |
| <p>11. Globalisation Football: Stitching footballs in Pakistan.</p> | SUMMER | <ul style="list-style-type: none"> • A moral dilemma | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • GCSE Economic development | |
| <p>Global companies: Levi, Gap and Nike. Mr Vanes Jeans.</p> | | <ul style="list-style-type: none"> • Base map to show linkages. | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • A1 globalisation | |
| <p>Global chains of production - who really pays the real price of fashion.</p> | | <ul style="list-style-type: none"> • Group presentation – moral issue. | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • A2 Superpowers | |
| <p>Global Trade and development. Is it fair?</p> | | <ul style="list-style-type: none"> • Role play – trade game. Negotiating and working collaboratively | | <ul style="list-style-type: none"> • Y11 economic trade | <ul style="list-style-type: none"> • GCSE Resources – impact on the environment. | |
| <p>Urbanisation - Karnataka, India.</p> | | <ul style="list-style-type: none"> • Moral dilemma • Photograph/source analysis | <ul style="list-style-type: none"> • Human geography relating to urbanisation and its impacts | <ul style="list-style-type: none"> • Y8 Kenya and Y9 urban | <ul style="list-style-type: none"> • GCSE Urban Issues and Challenges – Impact of | <p>Progress in geography textbooks to be used. Case study looking at</p> |



Curriculum Map – Year 8 – Geography

| | | | | | | |
|---|--------|---|---|---|--|--|
| Booming Bangalore vs. Dharavi. | | <ul style="list-style-type: none"> Comparative skills DME | (Social, economic, environmental and political). <ul style="list-style-type: none"> Slum development in LIC/NEEs following rapid urbanisation. | | urbanisation in LIC and NEE. | Urbanisation in Karnataka – Bangalore followed by Mumbai case study – negative impacts of urbanisation – slum development. |
| Asia – Is Asia the most important economic continent? | | <ul style="list-style-type: none"> Challenging perceptions Viewpoints and political positions Colonialism in India | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Links to Africa unit. Skills from year 7 applied Links to GCSE Economic world and Y13 Superpowers. | |
| 12. Russia - Friend or foe? Russia's fight for the North Pole. | | <ul style="list-style-type: none"> Use of Atlas | <ul style="list-style-type: none"> Human geography relating to Superpowers, urbanisation. Physical geography, Is the location of Russia a curse or a benefit? Physical landscape and climate. Economic geography – Does geography help or hinder the Russian economy? Why did Russia plant their flag on the seabed of the North Pole? | <ul style="list-style-type: none"> Simple place knowledge | <ul style="list-style-type: none"> Links to A Level superpowers GCSE urbanisation GCSE weather and climate. | |
| 13. Hydrology | | <ul style="list-style-type: none"> Line graphs and combination graphs Recording field data | <ul style="list-style-type: none"> What happens when rainwater hits the ground? Why are rivers so important. Hydrographs Undertaking a field investigation | <ul style="list-style-type: none"> Builds on Y7 devising and working through FWK | <ul style="list-style-type: none"> Yr 10 FWK GCSE River landscape unit. Y12 FWK and using hydrology in an NEA. | |
| Yorkshire dales fieldwork – Limestone landscape using OS maps. | Summer | <ul style="list-style-type: none"> OS map skills in lesson – Location map/relief map/ geology map. | <ul style="list-style-type: none"> Physical geography relating to geological time scales, geology | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Links to GCSE distinctive landscapes. GCSE Geology enrichment. A Level Chemical weathering in glacial activity/ water cycle. | 1 day trip to the Yorkshire dales applying skills learnt in class. New skills such as data collection can be practised. |