



Y8.1 Geography: China – a superpower in waiting



Learning about this topic is important because: This topic is important at KS3 because it will help you understand one of the world's largest and most influential countries, the emerging superpower that is China. You will learn about population dynamics, urbanisation, economic development, and environmental challenges, helping you develop a better understanding of global issues and how they may be influenced by cultural differences.

This builds on: Learning about China builds on Year 7 by using map skills to explore its location, applying knowledge of natural resources, and challenging perceptions to develop a better understanding of the country.

This leads to: Learning about China prepares students for AQA GCSE Geography by developing skills such as map interpretation, data analysis, and understanding development and resource management. These skills support later study of global development, urban issues, resource management, and geographical enquiry at GCSE.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
The History of China – The Change from Dynasty rule to a Unitary one-party state.			Creating a timeline – understanding chronology.		
The human and physical geography of China.			Interpreting maps and describing patterns.		
Identify physical, human and political differences using maps.			Constructing and interpreting a Choropleth map.		
The problem of China's population – from One Child Policy to an ageing population.			Understanding the shape of population pyramids and how they show us development dynamics.		
Is China becoming more sustainable? Case study: The Three Gorges Dam.			Writing a balanced answer in extended writing.		
Globalisation and China's economic growth.			Synoptic thinking: This means making connections between different topics, such as how the economy, environment, and people all affect each other.		
Emergence of a superpower – China's Belt and Road initiative and China's political and economic future.					
Key vocabulary Stereotyping Population density Population distribution Choropleth map. Superpower Belt and road initiative (BRI). GDP NEE One Child Policy Ageing population Infrastructure			Assessments – Scores and reflection		
			One Child Policy extended writing	/10	
			Population pyramid skills assessment	/10	
			End of Unit assessment	/30	



Y8.2 Geography: Development – improving people's quality of life



Learning about this topic is important because: This unit unravels what development means, how it is measured and how it is changing around the world. As countries go through different stages of development, you will explore this complex process and how there are barriers to overcome, and will understand the actions taken by individuals, governments and organisations to aid development by improving people's quality of life and reducing inequality around the world.

This builds on: Learning about China builds on Year 7 by using map skills to explore its location, applying knowledge of natural resources, and challenging perceptions to develop a better understanding of the country.

This leads to: Learning about China prepares students for AQA GCSE Geography by developing skills such as map interpretation, data analysis, and understanding development and resource management. These skills support later study of global development, urban issues, resource management, and geographical enquiry at GCSE.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
What is development?			Using the development compass to identify SEEP factors.		
Measuring development using economic, social and environmental indicators of development			Interpreting maps and describing patterns. Ranking and analysing data.		
Demographic Transition Model and how countries develop over time using BRICs and MINTs economies as examples			Interpreting a theoretical model and applying it to countries at different levels of development		
Uneven levels of development within countries eg North-South Divide in the UK			Interpreting maps and describing patterns.		
The causes of poverty across the world eg Nepal			Using development compass to identify causes of poverty.		
Gender inequality and how Kerala is reducing the gender gap			Flipped learning and analysis of development data to justify the importance of education for girls in Kerala		
Actions by governments and organisations leading to higher levels of development through aid and the UN's SDGs			Data analysis and prioritisation of information including synoptic thinking regarding Sustainable Development Goals and links to unit.		
Key vocabulary Development HIC (High Income Country) / LIC (Low Income Country) NEE (Newly Emerging Economy) Standard of living / Quality of life Extreme poverty GNI per capita (Gross National Income) / HDI (Human Development Index) Birth rate / Death rate / Natural increase / Life expectancy Ecological footprint Demographic Transition Model (DTM) BRICs and MINTs Gender inequality Aid / NGOs (Non-Governmental Organisations)			Assessments – Scores and reflection		
			Demographic Transition Model mini-assessment	/10	
			Gender equality in Kerala mid-topic assessment	/10	
			End of Unit assessment	/30	



Y8.2 Geography: Development – improving people’s quality of life



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UN (United Nations) / SDGs (Sustainable Development Goals)			
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Y8.3 Africa is not a country!



Learning about this topic is important because: A commonly made mistake as Africa is a vibrant forward-moving continent but is held back by economic, social and environmental issues, including the legacy of colonialism. This unit introduces the challenges and opportunities facing Africa, and begins with the danger of the single story, encouraging you to challenge stereotypical views of this diverse continent. It finishes with a study of Kenya, it's people and the impact of tourism.

This builds on: A synoptic unit that links previous topics of China and Development through China's Belt and Road strategy and its involvement in African nations. Climate biomes in the Weather and Climate topic are revisited with a focus on climate and vegetation, and the process of desertification in the tropics of Africa.

This leads to: Learning about Africa prepares students for AQA GCSE Geography by developing skills of synopticity drawing together a range of topics at GCSE including natural hazards (tectonic and weather), changing economic world, resource management and the living environment (hot deserts and tropical rainforests)

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
Our perceptions of Africa			Empathy and challenging stereotypes. Understanding different map projections and what subliminal messages about Africa they convey.		
Africa's past and present			Comparing historical maps. Using Atlas skills to complete human geography features onto an outline map of Africa.		
Physical geography of Africa			Using Atlas skills to complete physical geography features onto an outline map of Africa.		
Biomes in Africa			Interpreting climate graphs and a map of African biomes.		
Climate change and desertification			Ranking and justification of causes of desertification.		
Physical and human geography of Kenya			Using Atlas skills to complete human and physical geography features onto an outline map of Kenya.		
Life in a squatter settlement - Kibera			Interpretation of video clips and photographs to describe and explain what life is like in a squatter settlement. Annotating photographs.		
The impacts of tourism in Kenya			Interpretation of video and geographical information to evaluate the positive and negative impacts of tourism in Kenya.		
Key vocabulary Stereotypes Single story Colonialism / Imperialism Berlin conference / Scramble for Africa Great Rift Valley Biome / Savanna / Tropical rainforest Desertification Rural-urban migration / Push and pull factors Squatter settlement / Self help Safari Maasai			Assessments – Scores and reflection		
			Skills – Physical and Human Geography of Africa.	/10	
			Extended writing – Impact of tourism in Kenya	/10	
			End of topic assessment	/30	



Y8.4 Geography: Weather and Climate



Learning about this topic is important because: Weather affects our everyday lives and you will learn about the different types of weather, how it is measured, types of rainfall, air masses and weather systems (depressions and anticyclones) that bring our weather. You will learn about climate, how it varies across the UK and how global atmospheric circulation causes variations in global climates. A geographical enquiry into the school's microclimate will also be conducted.

This builds on: Learning about China builds on Year 7 by using map skills to explore its location, applying knowledge of natural resources, and challenging perceptions to develop a better understanding of the country.

This leads to: Learning about Weather and Climate prepares students for AQA GCSE Geography by developing skills such as map interpretation, data analysis, and understanding of global atmospheric circulation and weather systems. These skills support later study of weather hazards and geographical enquiry at GCSE and A-level.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
Difference between weather and climate, and how it affects our daily lives			Applying weather types to how they impact people's lives		
Measuring weather and identifying weather symbols			Reading weather maps and symbols to interpret a weather forecast		
Types of cloud and rainfall			Drawing cross-sectional diagrams to distinguish the three different ways air is forced to rise to produce rainfall		
Weather systems: What are depressions and anticyclones?			Interpreting surface pressure charts		
Understanding climate graphs			Drawing and interpreting climate graphs		
What factors affect and create differences in the UK climate			Flipped learning and analysis of development data to justify the importance of education for girls in Kerala		
How does global atmospheric circulation cause variations in global climates and biomes?			Data analysis and prioritisation of information including synoptic thinking regarding Sustainable Development Goals and links to unit.		
Geographical investigation into "Why does the school's microclimate vary?"			Six-stage geographical enquiry process, collection and analysis of data		
Key vocabulary Weather / Climate Barometer / Anemometer / Rain gauge Cumulus / Nimbocumulus / Stratus / Dew point Relief rainfall / Convection rainfall / Frontal rainfall Evaporation / Condensation / Precipitation Depression / Warm front / Cold front / Warm sector Anticyclone / Isobar / Millibar Climate graph Isotherm Global atmospheric circulation / Temperate / Tropical / Polar / Biome Microclimate			Assessments – Scores and reflection		
			Knowledge test – Key terms	/20	
			Depressions mid-topic assessment	/10	
			Microclimate investigation	/10	



Y8.5 Geography: Global Disasters



Learning about this topic is important because: Learning about global disasters will help you understand how both natural hazards and human-made events affect people, places, and environments. You will develop an awareness of global challenges, build your decision-making and analytical skills, and encourages you to consider how communities can prepare for, respond to, and recover from disasters.

This builds on: By learning about global disasters, you will apply your Year 7 skills of map interpretation and challenging perceptions, while building on your understanding of resource management. You will also use your knowledge from the China topic to explore how population challenges can affect disaster response and recovery.

This leads to: This topic will prepare you for AQA GCSE Geography by developing skills such as map interpretation, data analysis, decision-making, and evaluating different responses to hazards. It provides a foundation for studying natural hazards, resource management, and global development at GCSE.

What we will learn	Check list ✓	RAG Rate	What skills will we develop/practise	Check list ✓	RAG Rate
What makes an event a disaster?			Using atlas and map skills to locate affected countries		
Disaster one: Causes, effects and responses to the Chernobyl disaster.			Analysing graphs, data and images to investigate the impacts of disasters.		
Disaster two: Causes, effects and responses to the 2004 Indian Ocean tsunami.			Comparative writing of different places to understand why some are more vulnerable than others.		
Disaster three: Causes, effects and responses to the 2008 Financial crisis.			Evaluative skills to discuss the effectiveness of different strategies used to prepare for and reduce disaster risk.		
Disaster Four: Causes, effects and responses to the 2010 Eyjafjallajökull volcanic eruption.			Evidence to make decisions and justify your opinions about disaster management		
Planning for Disasters: Prediction, Preparation and Protection.					
Reducing Risk: Mitigation, Adaptation and Building Resilience.					
Key vocabulary Hazard Disaster Risk Vulnerability Resilience Response Recovery Emergency aid Preparedness Prediction Protection Mitigation Adaptation			Assessments – Scores and reflection		
			Extended writing Indian Ocean Tsunami	/10	
			Responses to disasters extended writing	/10	
			End of Unit assessment	/30	



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