



Curriculum Plan: Geography

Year 8	Knowledge (Topics covered)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra-curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	7. Africa - Development 8. Oceania - Climate Change	<ul style="list-style-type: none">Using an atlasCause & EffectImpacts (Economic, Social & Environment)Drawing and labelling diagramsProducing a Venn diagramMaking decisions based on informationUsing thematic diagramsUsing Aerial photographsUsing satellite images	Africa: 'Explain the physical and human factors that have affected the development of Burundi' Oceania: 'Using evidence from the photograph, describe the impacts of drought in Australia'. End of Cycle Knowledge Test (EOCKT) End of Cycle Test (EOCT)	Description Explanation Assessing Evaluation Reasoning Data interpretation Central tendencies Number range Line graphs	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks. Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to		To understand that many different countries make up Africa/Oceania. To become more globally aware. To understand the concept of an uneven world (Global citizenship) To understand the concept of Sustainability Link to GCSE: Paper 2: Challenges in the human environment: Section B: The changing economic world Paper 1 - Living with the physical environment: Section A: The challenge of natural hazards – Climate Change



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					embed the knowledge into their learning.		
Cycle 2	9. South America - Migration/Urban/Rural 10. Europe - Energy/Resource	<ul style="list-style-type: none">• Categorisation• Thematic map interpretation• Photograph interpretation• Pictogram interpretation• Interpreting choropleth maps• Cartoon interpretation• Line graphs• 4 and 6 figure grid references• Annotating diagrams• Making decisions based on information• Stakeholder analysis	<p>South America: 'Discuss why some people choose to move and some people are forced to move'</p> <p>'To what extent do you think the UK will meet its net zero carbon emissions target by 2050'</p>	<p>Description Explanation</p> <p>Extended reading</p> <p>Writing a newspaper article</p> <p>Writing a diary entry</p> <p>Arguing</p> <p>Assessing</p> <p>Evaluation</p> <p>Reasoning</p> <p>Percentages</p> <p>Graphical Coordinates</p>	<p>Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p>Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p>Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context.</p> <p>Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>To improve global awareness of place – South America & Europe</p> <p>Discuss racial discrimination</p> <p>Discuss modern day slavery</p> <p>Discuss the how we are all responsible for our planet. Our actions have consequences.</p> <p>The concept of sustainability – Meeting the needs of today, without compromising future generations ability to meet their needs.</p> <p>Link to GCSE: Paper 2 - Challenges in the Human environment: Section A: Urban</p> <p>Paper 2 - Challenges in the Human environment: Section C: Resource Management</p>



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Cycle 3	11. Middle East - Conflict/Refugees	<ul style="list-style-type: none">• Atlas skills• Annotating diagrams• Using choropleth maps• Using satellite images• OS Map Skills• Impacts (Economic, Social & Environment)• Issue analysis• Cause & effect• Stakeholder analysis• Route Planning	'To what extent is conflict having on the development of Afghanistan?'	Description Explanation Assessing Evaluation Reasoning	Attitude – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.		To improve local & global awareness of place – The Middle East/Thailand/The Galapagos Islands
	12. Global Tourism	<ul style="list-style-type: none">• Using satellite images• OS Map Skills• Impacts (Economic, Social & Environment)• Issue analysis• Cause & effect• Stakeholder analysis• Route Planning	'Using evidence, explain how you reached your decision about the choice of location for a Theme Park'	Scale ratio Percentages Budgeting Mean Mode Median EOCKT EOCT .	Achievement - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons. Community - Work together & respect different ideas & opinions. Make connection between the topics and students' lives. Understand the lifestyles of different groups and put this into context. Endeavour – Persevere with learning & understanding Geographical concepts. Use Knowledge Organisers to embed the knowledge into their learning.		Concept of conflict Discuss discrimination and prejudice. Discuss the need of aid/help. The concept of sustainability – Meeting the needs of today, without compromising future generations ability to meet their needs. Personal Budgeting Discussion of impact of going on holiday Links to GCSE: Paper 2 - Challenges in the Human environment: Section C: Urban Challenges Link to BTEC: Travel & Tourism