Geography

Year 7 and 8
Scheme of learning 2025-26

Head of Learning: Mrs. H Finney

Topics by term	Topic overview for year group 7					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topics taught	Geography Exploring the World.	Cold Environments	Stepping into Asia	Weather and Climate *Local Geographical Fieldwork Investigation	Rivers and Flooding	Sustainable Earth
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
Prerequisites	Location Sense of Place Human or Physical Skills / Fieldwork Baseline from local geographical studies, plus global country projects in primary school.	Geographical description skill Term 1. Sense of place, with foundation interrelationships between the physical landscape and humans.	Latitude and Longitude lines from Term 2, and continuation of geographical description Term 1. Human and physical interrelationships examined in Term 2.	Physical and human interconnections continued from Terms 2 and 3. Longitude and Latitude Term 2 for Climate. Geographical skills in Term 1 required for Local Geographical Fieldwork Investigation.	Term 1 Bangladesh flooding revisited here. Glacier landscapes from Term 2, foundations of processes and landform formation for Rivers.	Conflict that arises from human activity and physical geography from Terms 2, 3 and 5. Themes of conserving nature for future generations built upon Cold environments, Stepping into Asia and Flooding previous term. Local scale scaled up to global.
Why is this taught now?	Foundations of skill. Foundations physical and human and the interrelationships between. Cultivate sense of place across the continents feeding into rest of the topics.	Built upon Term 1, taking Antarctica as the sense of place to examine those human and physical interrelationships. Comparison to UK and Russia. Longitude and latitude.	Russia in Term 2 extending into Asia. Human population distribution determined by physical landscape. Sense of place for Mount Everest from Term 2 as a cold environment in Asia.	Term 2 UK physical landscapes, with Term 3 physical (e.g. climate) dictating human population.	Term 5 leads on from Term 4 with the hydrological cycle from the atmosphere to the ground. Rivers introduced Term 1, with frozen rivers (glaciers) Term 2 and flooding Term 3 Bangladesh Asia.	Earth Spheres hydrological cycle, Terms 4 and 5. Impacts upon cold environments, Term 2. Interrelationships of human to physical landscape Terms 1 – 3.

Topics by term	Topic overview for year group 8					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topics taught	Dangerous Tectonic Activity	Economic World	Where the Land Meets the Sea *Local Geographical Enquiry	Climate change and the Earth's Future	International Development	Earth's Conflict Over Resources
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
Prerequisites	Location – Year 7 Term 1 continents and oceans to define plate tectonics. Sense of Place - Year 7 Term 5 flooding impacts and SEE. Physical -	Location – Term 1 Sense of Place – Term 3 Stepping into Asia Dubai Human -	Location – UK Sense of Place – Term 5 Rivers and flooding in UK. Physical – processes creating landforms.	Location – Global Term 1. Sense of Place – Term 2 Year 7 Antarctica. Term 6 Year 7 Sustainable Earth. Term 4 Year 7 Weather and Climate. Physical and Human – Term 2 Year 8 economies.	Location – Global Term 4 Year 8. Term 2 Economics – Middle East. Year 7 Term 3 Stepping into Asia. Sense of Place – Term 1 Year 8 Natural hazards impact. Human -	Location - All
Why is this taught now?	Term 6 Year 7 Geosphere. Physical landscape interacting with human population, and dictating distribution and economics. GCSE – Year 11 Term 2	Economy driven by natural resources, Term 6 year 7 and cemented in Term 1 Year 8. GCSE – Year 10 Term 2 UK economy.	UK economy – cost of coastal UK management techniques. GCSE Term 4 Year 10 – local enquiry foundations for fieldwork. GCSE – Reculver example and Year 11 local investigation Term 1.	Sea-level rise and impact of climate change, in terms of sustainability of management techniques. Continuation from Term 6 Yr 7 sustainable earth, into Earth's future and next term's impact upon humanity. GCSE – Year 11 Term 3.	Physical landscapes determines humanity, with climate impacting upon state of development within countries. GCSE – Development Year 9 Term 4/5. Nigeria Case Study Term 5 Year 10. Rio City LIC Case Study Term 2.	Brings SMSC in KS3 geography to a whole, as students complete examining the consequences of their actions in this world. GCSE – In Year 9 Term 1 is Resource Management, with the option of food. Sets foundation for local, national and global scales in terms of resources.

SMSC In Geography

Spiritual – The study of real people in real places, and of our relationship with the environment, is at the heart of the curriculum.

Moral – Most geographical issues have a moral dimension. Environmental relationships, in particular, have a wealth of opportunities for distinguishing a moral dimension.

Social – Geography has a key role in developing understanding of citizenship. For example, decision-making exercises introducing planning processes.

Cultural – Through its study of real people in real places, geography is a natural vehicle for exploring multicultural society.

Year 7 term 1 – Geography Exploring The World

Specification o References	Periods	Big Questions	Topic area: main items All – grades 1-3 Most – grades 4-6 Some – grades 7-9	Outcomes that students should be able to do	Key terms	Assessment Homework tasks	Resources	Personal development curriculum links (SMSC, British values, PSHE)
	12	1. **What is geography?** 2. **What are the human and physical features of the United Kingdom?** 3. **Where is Rio De Janeiro?** 4. **How do I find my way to the Victoria Falls?** 5. **How long is the River Ganges?** 6. **How far is it to the South Pole?** 7. **What's Taller – Mount St Helen's or the Eiffel Tower?** 8. **Why can't you see the Northern Lights in Faversham?** 9. **What is GIS and how can it be used to**	**- Physical, human and environmental world.** **- UK and World mapping.** **- Geographical descriptions (continent/country/city/ ocean).** **- Ordnance survey mapping / Map symbols** **- Compass points (direction)** **- Scale / measuring distance** **- 4 / 6 figure grid referencing** **- Relief and contour lines** **- Lines of latitude / longitude.** **- GIS layered mapping.** **All** will locate the seven continents and 5 oceans **Most** will do the above and locate 3 countries within each continent **Some** will locate specific locations using latitude and longitude **All** will be able to geographically describe some country's locations **Most** will be able to geographically describe a range of country's locations **Some** will be able to geographically describe almost all countries in detail	**Entry 2 Drill: Rolling "Palms up, let's go" = Continents of the world. Oceans of the world.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Identify all continents and a range of countries on a world map • Describe locations of a range of places using geographical vocabulary S and C – can you name 3 countries within each continent and geographically describe them, with features. • Use 4 fig grid refs and 6 fig grid refs S and C – create a 5 question quiz (plus answers) using an OS map for a peer to complete • Demonstrate cartographic skills: use map symbols; give	**Key terms - literacy** Country Continent Ocean Human Geography Physical Geography Prime Meridian Equator Contour lines Relief Grid Referencing **Numeracy** Scale Compass direction 4 and 6 figure grid referencing Latitude Longitude	Geographical Skills. **Mid topic assessment** – UK and global place. OS mapping skills. Victoria Falls: geographical description and 6 figure grid referencing. **Key Word Quiz** **Homework:** Basic map skills practice on 'world geography games' website Skills worksheets: latitude/longitude; grid referencing; OS map symbols; scale; giving directions; contour lines.	Outline maps at a range of scales ARCGIS website OS maps Satellite images Geographical applications skills textbook Power points. Geog 1 5th edition Chapters 1 – 3.	Studying people, where they live and our relationship with the environment. For students to explore their own feelings about people, culture, place and environment.

		investigate place?	**All** will be able to use 4 figure grid referencing and identify OS map symbols using a key **Most** will be able to use 4 and 6 figure grid referencing and identify OS map symbols **Some** will be able to do the above use scale and give directions on an OS map.	directions; calculate scale; use contour lines to calculate height; cross sections S and C – model contours using 3D materials. Plot a cross section on axis using data • Use satellite images/photographs and identify physical/human features • Use Google Earth/GIS to navigate new places S and C – identify a range of famous human and physical features in each continent. Consider how these may benefit the economy of that area.				
Term 2 – Cold Environments								
	9	**1. What is GPS, and how do we locate globally?** **2. What is the coldest continent on the earth?** **3. How have animals adapted to survive in Cold environments?** **4. What threats are there to cold environments?** **5. Should we protect the**	**- GPS Latitude and Longitude.** **- Climate – isolation / climate graphs.** **- Biome ecosystems – animal and plant adaptations.** **- Antarctica – human threats and international protection.** **- Glaciers, glacial landforms and Lake District place (U-Shaped valley / Fjords. Freeze-thaw weathering).** **- Physical and human geography of Russia. GIS layered mapping.** **- Mineral extraction Arctic / impacts SEE.**	**Entry 2 Drill: Rolling "Palm's up, let's go" = Physical features of the world.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Write geographical descriptions of locations. • Animal adaptations	**Key terms - literacy** Explore Antarctica Expedition Country Continent Ocean Longitude Latitude Prime Meridian Equator Tropic of Capricorn Tropic of Cancer Arctic Circle Antarctic Circle Relief	**Mid topic asst** – Latitude and Longitude. Global cold environment geographical description. Ecosystem Animal Adaptations. **Key Word Quiz** **Homework** Create a research factfile about	Power points Maps of Antarctica Match up grids Atlas Literature excerpts Geog 3 text book – Chapter 6. Geog 1 5th edition Chapter 4 Glaciers.	Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place. Enables students to dissect the Antarctic Treaty and investigate the moral and ethical issues surrounding this international agreement. Supports students in their understanding of how numerous cultural influences have moulded the heritages

		wilderness of Antarctica? 6. **What are glaciers, and how do they change landscapes?** 7. **How do we know the Lake District was glaciated?** 8. **Is the geography of Russia a curse or a benefit?** 9. **Why did Russia plant their flag on the seabed of the North Pole?**	**All** will write geographical descriptions of their journeys and destinations **Most** will apply GPS, of plotting latitude/longitude **Some** will argue whether remote wildernesses should be left untouched or be developed on. **All** will understand the importance to protect cold environments. **Most** will evaluate threats. **Some** will propose ways to protect the environments. **All** will identify what a glacier is. **Most** will detail glacial landform formation. **Some** will interpret place formed by glaciers.	• Physical Geography of Antarctica/Arctic/Russia/Lake District. Longitude and Latitude and atlas use S and C – evaluate the threats of human activity upon cold environments. • Antarctica Treaty. Why is Antarctica so important to protect. • Glaciers, glacial landforms. Lake District. S and C - research the 'global commons' and how Antarctica is governed. Who do you think should be in charge of it? Discuss. • Russia geography tundra and taiga. Conflict of Physical and human geography. Layer GIS maps to illustrate interactions.	Contour Lines Grid Referencing **Numeracy** Plotting route through Antarctica – latitude / longitude; contour lines; scale; cross section	Antarctica / Russia. Compare similarities and differences.		of countries across the globe.
Term 3 – Stepping Into Asia								
		1. **Where Asia is and what countries would you find there?** 2. **What natural features would you find in Asia?** 3. **Are China and India the most populated countries in the world?**	**- Political and physical mapping Asia.** **- Population density and distribution.** **- Population pyramids.** **- Urbanisation. Shanty towns and slums.** **- Asia biomes, and climate. Monsoon floods.** **- Impacts of tourism.** **- Economy (GDP)** **All** will be able to recognise where Asia is on a world map.	**Entry 2 Drill: Rolling "Palm's up, let' go" = Asia countries.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)	**Key terms - literacy** Country Continent Ocean Relief Biome Population Density Sparsely Densely Social Economic	**Mid topic asst** – Detail pattern distribution of population density across Asia. Explain why patterns are like this comparing human and physical	Geog 2 4th Edition Chapter 7 – Asia	Environmental physical features and human growth relationships. One child policy and population control investigate moral dimension through decision-making – debates around citizenship and impacts upon people, families and culture. Understanding of how people and places are affected by actions and

		4. Why did China have a one-child policy? **5. How does life adapt to mountains and monsoons?** **6. What impact does tourism have on Mount Everest?** **7. What impact does flooding have on people living in Bangladesh?** **8. How is urbanisation changing lives in cities in India?** **9. Is Dubai the richest city in the world?**	Recall countries found within the continent. Memorise names of physical and human features and give basic description. Give simple explanation to why and where human population to physical feature is found. Understand why one place is different to another. **Most** will be able to compare the continent of Asia to other continents. Give more detailed explanations to why one area is different to another. To extract and describe information from maps and script. To interpret patterns. **Some** will be able to collect and arrange an array of physical features that impact upon human features in Asia. For a case study country in Asia, be able to show understanding of how places and people are affected by actions and events. To evaluate how and why a range of factors influence decisions over places and population.	• Identify the continent of Asia and a range of countries on a map. • Describe locations of a range of places using geographical vocabulary S and C – can you name 3 countries within Asia and geographically describe them, with features. • Identify physical features found within the continent. • Interpret population density map, and how physical features impact upon a place. S and C – identify a range of famous human and physical features in China, Russia or the UAE. Consider how these may benefit the economy of that area.	Environmental **Numeracy** Choropleth Maps Graphs	choropleth maps. **Key Word Quiz** **Homework tasks** Culture in a box – pick a country from of Asia and create 'culture in a shoebox' showcase.		events. A range of factors influencing decisions.
Term 4 – Weather and Climate								
	9	**1. Why do we need to know about the weather?** **2. What causes the weather?**	**- Types of weather, ways to measure and forecast.** **- Distinguish between weather and climate.** **- Clouds and types of rainfall (precipitation).**	**Entry 2 Drill: Rolling "Palm's up, let's go" = Europe countries.** Entry 3: Each lesson to have a recap starter activity (eg.	**Key terms - literacy** Weather Climate Air pressure Front	**Mid topic assessment** – Describe and explain trends from climate	Power points Geog 2 text books – chapter 5.	Students examine the relationships they have with the environment, and how measuring, reporting and forecasting the weather is so important

		3. What factors affect climate? **4. How do I draw a climate graph?** **5. Why is it always raining?** **6. What is the weather like in the UK?** **7. Why can the weather be so changeable?** **8. What effects can we SEE of an extreme weather event?** **9. Local Geographical Fieldwork Investigation: How do I conduct a fieldwork investigation?**	**- Air masses and air pressure / anticyclones / depressions / warm, cold and occluded fronts. Isolines.** **- Climate graphs. Factors that affect climate (latitude / altitude / prevailing winds / distance from sea).** **- Geographical fieldwork enquiry (Hypothesis, data collection, data presentation and evaluation).** **All** will understand the physical processes that cause weather. **Most** will understand why and how we forecast the weather. **Some** will analyse weather data to assess extreme weather events and understand how they impact humans. They will make links between human activity and changing climate. **All** will identify methods to collect primary data in the field. **Most** will carry out data collection techniques in the field. **Some** will analyse data collected, presenting using graphical skills.	quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Understand what symbols on a weather forecast mean • Explain what air pressure/fronts are and how they influence weather patterns • Examine a range of different extreme weathers • Identify S/E/E impacts of extreme weather, and how these can be minimised S and S - create and interpret a climate graph, compare two or more from different climates • To complete data collection techniques out in the field. Form a hypothesis, carry out methods of data collection, and form graphical presentation to analyse the data.	Precipitation Average Temperature Rainfall Anticyclone Depression	graphs. Calculate precipitation and temperatures. Compare climates and justify differences. **Key Word Quiz** **Homework:** Forecast weather diary. Research and create fact file on extreme weather event.	Weather measuring equipment (s12 cupboard)	for daily activities in society. Fieldwork and classroom opportunities provides and enhances social development. Understanding the features and characteristics of their local area, and contrast where they live to distant localities. Students explore the impacts of an extreme weather event, and what it would be like to be a victim of a weather disaster (such as a tropical storm).

Term 5 – Rivers and Flooding								
	9	**1. What is the water cycle?** **2. How does a river change from its source to its mouth?** **3. Why does a river change from its source to its mouth?** **4. How does a waterfall form?** **5. How are river landforms created by erosion AND deposition?** **6. What further river landforms are there?** **7. What causes flooding to happen naturally and how do humans make flooding worse?** **8. How can flooding be managed?** **9. Why are rivers important?**	**- Water cycle and River drainage basin. Infiltration. Long profile and cross sections.** **- Erosion, transportation and deposition.** **- River landforms (V-shaped valley, waterfall, meander and ox-bow lake)** **- Physical and human causes of flooding.** **- Management techniques (Embankments / sluice gates / flood plain zoning).** **All** will understand the components of the water cycle and the parts of a drainage basin. **Most** will be able to explain how a river changes from source to mouth, including processes and landforms found in each course. **Some** will understand the physical and human causes of flooding, and how this can be managed with soft/hard engineering	**Entry 2 Drill: Rolling "Palm's up, let's go" = North and South America countries.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Interpret the water cycle and how it links to a drainage basin. • Construct and label a drainage basic • Describe and give reasons for the changes along the course of a river (processes/landforms) • Distinguish between human and natural causes of flooding and ways to avoid flooding S and C – complete a cost benefit analysis of protecting a UK river from flooding.	Water cycle Drainage basin Watershed Source Mouth Tributary Meander Oxbow lake Confluence Upper/middle/lower course Erosion Transportation Deposition	**Mid topic assessment** – River landforms and processes test. **Key Word Quiz** **Homework:** Water cycle story cartoon. Story board landform formation. Flooding event fact file / research.	Power points Geog 1 5th edition – chapter 5.	Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place suffering from flooding. Social citizenship debates and discusses the planning process for flood control methods, and the impacts upon people.
Term 6 – Sustainable Earth								
		1. What does it mean to be sustainable?	**- Sustainable development goals.** **- Earth systems natural resources, renewable and non-renewable.**	**Entry 2 Drill: Rolling "Palm's up, let's go" = African countries.**	**Literacy** Sustainable Development Poverty	**Mid topic assessment:** End of Year Exam	Lesson ppts Assessment ppts SDG handout	Studying the SDGs gives students the ability to recognise the difference between right and wrong and to readily apply this

		2. **How can we use natural resources sustainably?** 3. **Is sustainable energy feasible?** 4. **Is a sustainable city possible?** 5. **How do tropical rainforests affect our daily lives?** 6. **What is ecotourism, and how is it sustainable?** 7. **How do we make sure everyone has access to quality education and good healthcare?** 8. **Is there a sustainable future for the Sahal?** 9. **How can we design a sustainable future for our planet?**	**- Urban sustainability (Curitiba / London) Urban greening, renewable energy, waste recycling and transport. Education and healthcare.** **- Tropical rainforest products (Palm Oil and Chocolate)** **- Ecotourism in Galapagos Islands.** **- Desertification (Sahal) – sustainable water and food production / farming.** **All** will recognise the 17 sustainable development goals (SDGs) **Most** will compare the success of all SDGs in detail **Some** will evaluate the SDGs and suggest an alternative that they feel is not being met. **All** will design a sustainable city **Most** will describe and explain sustainable features in their city **Some** will evaluate and justify why their sustainable city will have S/E/E features that improve it. **All** will compare different levels of food/water/energy consumption globally **Most** will suggest reasons for the variation	Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Distinguish between the SDGs and recognise how achieving them will make the world more sustainable S and C – decide which you think is the most important SDG based on all available evidence and **justify** by comparing in detail to the others. • Suggest how daily activities can be more sustainable S and C – suggest a new SDG that has not been considered already. Consider a SDG that may be needed for the future. • Apply sustainable strategies to use of vital resources: look at Curitiba in Brazil and BedZed in London for ideas and inspiration. Design your own sustainable city with annotated S/E/E sustainable features. • Examine place in Malaysia, Amazon and Sahal. Interpret sustainable designs in these areas. Sustainable tourism. Galapagos study.	Equality Education Infrastructure	**Key Word Quiz** **Homework** Complete an audit of 10 different items at home (clothing/food/furniture etc) to identify where they have come from. How far have they travelled? What materials are they made from? What S/E/E impacts may this have? Revision for end of year exam	UN online sustainable development goals Geog 3 Chapter 2. Curitiba vid - https://www.youtube.com/watch?v=r4sumpEqnlY	understanding in their own lives. Enables them to empathise. Climate action goal enables them to understand the consequences of their behaviour and actions. Debating the most important SDG gets them Interested in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

			Some will consider ways in which unequal access to resources can be rectified. **All** will define what sustainable tourism is and give example locations/strategies **Most** will give detailed case studies of sustainable tourism destinations and justify why they are sustainable from a S/E/E point of view **Some** will defend how economic and environmental balance can be met with sustainable tourism					

Year 8 Term 1 – Dangerous Tectonic Activity

Specification o References	Periods	Big Questions	Topic area: main items All – grades 1-3 Most – grades 4-6 Some – grades 7-9	Outcomes that students should be able to	Key terms/ concepts Literacy Numeracy	Assessment Homework	Resources	Personal development curriculum links (SMSC, British values, PSHE).
	9-11	1. Can you dig a tunnel to the centre of the Earth? 2. How do tectonic plate boundaries cause earthquakes and volcanoes? 3. How has Earth evolved? 4. Will Kent ever experience an earthquake? 5. Why is Iceland being torn apart? 6. Why is a retreating ocean a sign of impending danger? 7. Can volcanic eruptions be predicted? 8. How do the effects of tectonic hazards differ between countries? 9. Can people manage risk living in earthquake zones?	-Structure of the Earth -Tectonic plate movement and boundaries - Planet Earth evolution (timeline earth history). -Tectonic hazards (earthquake/volcano/tsunami) causes and primary and secondary effects and responses -Comparison of LIC/HIC tectonic hazards -Three Ps **All** will be able to map location of plate boundaries and associated hazards (earthquakes, volcanoes, Pacific Ring of Fire etc) **Most** will be able to identify differences in causes of earthquakes/volcanoes/tsunami **Some** will be able to explain how a country's economy can affect their ability to recover from a tectonic hazard (LIC/HIC) **All** will understand the difference between a	**Entry 2 Drill: Rolling "Palm's up, let's go" = Oceania countries.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Map the tectonic plates/different boundaries/tectonic hazards S and C - Suggest why people live in 'dangerous places' such as earthquake/tsunami danger zones and near volcanoes or near to nuclear power plants	**Literacy** Life expectancy Quality of life Communicable Non-communicable Poverty Tsunami Earthquake Volcano Tectonics **Numeracy** Economic costs of damage	**Mid topic assessment** – tectonic movement and hazard distribution. **Key Word Quiz** **Homework** Create a 3D model of a tectonic hazard Create a fact file about a tectonic hazard of your choice	Powerpoints Atlases Outline maps Geog 3 text books – Chapter 5.	The kaleidoscopic approach to the term 1 topic enthuses students about various 'dangerous' places around the world and encourages them to be consistently reflective about their own beliefs through a variety of learning tasks. Students explore what it would be like to be a victim of a natural disaster.

			cause, effect and response of/to a tectonic hazard **Most** will explain a range of causes/effects of tectonic hazards **Some** will evaluate a range of causes/effects of tectonic hazards	• Identify causes, effects and responses of/to of tectonic hazards – how might they differ between LICs/HICs? S and C –what is more important, short term responses or long term responses? • Assess a range of potential dangers from physical (natural) hazards S and C – research the Boxing Day 2004 tsunami and evaluate the causes/effects of it. Why were so many different countries affected?				
Term 2 – Economic World								
		1. What is the UK's economic structure? **2. Why did Nissan locate to the UK?** **3. How has tourism and the tertiary sector grown?** **4. Should tourism be the largest industry globally?** **5. How does the UK trade with other countries?**	**- Economic sectors (primary, secondary, tertiary and quaternary).** **- Deindustrialisation. Post-industrial economy. Science / Business Parks. Globalisation and trade.** **- Tourism in UK – why tertiary sector increase. Butler's model.** **- Mass tourism Great Barrier Reef – SEE impacts.** **- Fair trade.**	**Entry 2 Drill: Rolling "Palm's up, let's go" = Middle Eastern Countries.** Entry 2: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should	**Literacy** Economical Environmental Globalisation Social Tourism Sustainable Location Ethical Impact Fair Trade Primary Secondary	**Mid topic assessment** – Evaluation of tourism upon the economy. **Key Word Quiz** **Homework** Research economic jobs in household.	Power points Literacy excerpts Great Barrier Reef Geog 3 text book - Chapter 3 Chapter 7 for Middle East.	The respectful tourism aspect of term 2's scheme of work, and the exploration of locations like Chernobyl and Galapagos islands, enables students to become more appreciative of varying cultural influences and heritage sites, and understand the impact these places have on particular ethnicities, religions and social groupings.

		6. Why is our chocolate an example of globalisation? **7. Why is the Middle East a major economic region of the world?** **8. How has the United Arab Emirates developed?** **9. Why is there ongoing conflict in the Middle East?**	**- Physical and human geography of the Middle East. GIS layered mapping.** **- UAE GDP development.** **- Unresolved conflict (oil).** **All** will arrange jobs into sectors of the economy. **Most** will explain why jobs have changed over time. **Some** will examine how trade and manufacturing has changed and become global. **All** students will identify how tourism creates tertiary jobs, and understand how tourism has changed. **Most** will understand the S/E/E impacts of tourism. **Some** will propose the international links of globalisation and the economy. **All** will understand where the Middle East is, and it's economic importance of oil. **Most** will discuss the economic developments in the UAE. **Some** will evaluate the ongoing conflict in the area.	be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Economic sectors – PSTQ. • Why a post-industrial economy in UK? Science parks and trade. Globalisation. • UK tourism changed over time. • Mass tourism and effects of this – look at Great Barrier Reef study S and C – how might the way we travel to our holiday destinations have changed in 100 years' time? • Jobs in tourism – what opportunities are available. Categories. Responsibilities. Qualifications needed. S and C – compose a mock travel estate agent holiday booking	Tertiary Quaternary Science Parks Business Parks Deindustrialisation	Globalisation of products research / leaflet campaign. Dubai travel advert.		

				• Investigate fair trade. • Geography of the Middle East. Examine GDP in UAE. Evaluate ongoing conflict over natural resource oil. S and C – research why Yemen is the poorest country in the Middle East.				
Term 3 – Where the Land Meets the Sea.								
	9	**1. How do waves change the coastline?** **2. What processes are caused by the waves?** **3. How does the sea transport sediment?** **4. What happened to Old Harry?** **5. What further landforms are created by the sea?** **6. Why do cliffs collapse?** **7. How can coasts be protected?** **8. Local geographical enquiry: Why should we protect Reculver?** **9. Local geographical enquiry: Is protection**	**- Tide. Fetch. Constructive and destructive waves.** **- Erosion / transportation / deposition.** **- Longshore drift.** **- Landforms of erosion (Cave, arch, stack and stump).** **- Landforms of deposition (Beach, Spit and Sand dunes).** **- Mass movement.** **- Hard and Soft engineering.** **- Decision making exercises (Reculver / Camber Sands).** **All** will understand the processes and landforms that occur at the coast **Most** will distinguish the different types of processes and apply how that leads to landforms	**Entry 2 Drill: Rolling "Palm's up, let's go" = UK counties.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Distinguish between constructive and destructive waves	Constructive Destructive Swash Backwash Longshore drift Prevailing wind Erosion Transport Deposit Spit Tombolo Bar Arch Cave Stack Stump	**Mid Topic Assessment**: Longshore drift labelled diagram and processes creating landforms test. **Key Word Quiz** **Homework** Percy the pebble comic strip. Story board of how a landform is formed. DME to protect a stretch of coastline.	Power Points Geog 2 text book – Chapter 4. Fieldwork examples.	Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people.

		at Camber Sands working?	**Some** will understand how human activity can reduce or exacerbate the effects of processes at the coast.	and their characteristics • Explain the differences between erosion/transportation/deposition and how they shape the coast S and C – make synoptic links between river and coastal processes • Classify coastal landforms into erosional/depositional and explain how they are formed • Distinguish between soft/hard engineering and propose how they can protect the coastline S and C – complete a cost benefit analysis of protecting a stretch of UK coastline with hard engineering. Justify your decision				
Term 4 - Climate Change and the Earth's Future								
	9	**1. What evidence is there to prove that climate change is happening?**	**- Earth's timeline for Ice Ages. Evidence of ice ages / global shifts in temperature.** **- Greenhouse effect. Enhanced greenhouse effect.** **- Physical causes of climate change.**	**Entry 2 Drill: Rolling "Palm's up, let's go" = Cities globally.** Entry 3: Each lesson to have a recap starter	**Literacy** Global atmospheric circulation (GAC) Hadley cell Ferrell cell Polar cell	**Mid Topic Assessment**: Humans are entirely to blame for climate change.	Power Points Balloon model for GAC.	Supports students in their understanding of how numerous moral, spiritual and cultural factors and influences have moulded the nature of humanity and the globe.

		2. How does climate vary across the world? **3. What is an Ice Age?** **4. How do Greenhouse gases contribute to climate change?** **5. What are the physical and human factors that contribute to climate change?** **6. Humans are entirely to blame for climate change. To what extent do you agree?** **7. What are the consequences of climate change globally?** **8. What are the consequences of climate change for the UK?** 9. **Do we adapt or mitigate to climate change?**	**- Human causes of climate change.** **- Effects of climate change in the UK and in places globally.** **- Ways to manage or adapt to the effects of climate change.** **All** will identify climate zones around the world **Most** will explain reasons for the climate in a range of locations **Some** will suggest how climate was different in the past, using evidence **All** will compare human and natural causes of climate change **Most** will assess the S/E/E impacts of climate change **Some** will argue and justify which they believe is having the most impact – human or natural causes of CC **All** will identify the difference between adaptation and mitigation, and give examples **Most** will apply strategies to adapt and mitigate against effects of climate change **Some** will suggest how future technological developments may help but also hinder our	activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Define what climate is, and describe climate of the UK and climate zones around the world • Describe and explain what the greenhouse effect is • Analyse natural and human causes of CC S and C – connect climate change to 3 other topics you have learnt about in other subjects • Suggest ways in which humans are making CC worse • Propose what the future climate of the UK may be S and C - suggest and evaluate ways in	Equator Volcanic eruptions Orbital theory Milankovitch cycles Agriculture Fossil fuels Deforestation Greenhouse effect Mitigation **Numeracy** Climate graphs Climate change data	To what extent do you agree? **Key Word Quiz** **Homework** Earth story poster. Flash cards on causes.	Geog 2 text book – Chapter 6.	Looking at human causes of the enhanced greenhouse effect enables them to understand the consequences of their behaviour and actions. Encourages students to accept responsibility for their behaviour. To distinguish moral dimension, such as human activity upon the environment. Social development deeper understanding of sustainability.

			attempts to reduce the effects of climate change	which CC can be mitigated				
Term 5 – International development								
	9	**1. What does development mean in geography?** **2. What are HICs, LICs and NEEs and how is money spread around the world?** **3. How do indicators help us assess development?** **4. Where is the UK on the human development index?** **5. Why is there a global development gap?** **6. How can people escape global inequality?** **7. How can the development gap close?** **8. What are the challenges and opportunities faced in Africa?** **9. Does China want to help develop Africa?**	**- Mapping development distribution – High Income Countries / Low income countries and Newly Emerging Economies.** **- Measures of development. Indicators such as Life expectancy and HDI.** **- Historical, Political, Social, Economic and Environmental causes of the development gap between countries.** **- Strategies to close the development gap: types of Aid.** **- Urbanisation Nairobi – opportunities pull factors (Rural-urban migration). Kibera squatter settlement.** **All** will understand what development means in the context of geography and the world **Most** will understand what development means in the context of geography **Some** will apply historical reasons for why countries are at different levels of development **All** will recognise the differences between HICs and LICs, using development indicators	**Entry 2 Drill: Rolling "Palm's up, let's go" = HICs, LICs, NEEs.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month) • Define what international development means in geography • Examine the differences between HICs/LICs • Identify development indicators and apply them to HICs/LICs - give reasons for trends and link to a country's level of development)	**Literacy** Development indicators Human development index Birth rate Death rate Life expectancy Quality of life HIC LIC NEE **Numeracy** Development indicator data/trends	**Mid Topic Assessment**: compare a day in the life of Sephora with a day in the life of Cheng (Geog. 3 p73/75) **Key Word Quiz** **Homework** Fact file comparison of 1 HIC, to 1 LIC/NEE. Online research of the HDI. Poster of causes of development gap. Design a slum model.	Power Points Geog.3 textbook – Chapter 4. Africa / Nairobi Geog 1 5th edition text book – Chapter 7.	Students reflect upon where people live and quality of life. Explore what life is like in a squatter settlement. Learning about social development, of the national and international trade links with impacts upon people and places. Culturally contrasting where students live to more distant localities.

			Most will be able to explain how development indicators could be improved **Some** will evaluate development indicators' usefulness **All** will understand what the development 'gap' is **Most** will suggest ways in which to close the development gap **Some** will understand the differences between economic factors such as aid and debt, and the effect this has on a country's development gap	• Describe what the development gap is and give reasons for why it exists S and C: Suggest ways to close the development gap Evaluate development indicators				
Term 6 – Earth's Conflict Over Resources								
	9/11	**1. What are resources and why are they important?** **2. How are resources obtained or created?** **3. How are minerals extracted from the soil?** **4. Why has the UK experienced deindustrialisation?** **5. What are the physical and human geographical reasons for water shortages?** **6. Why do some people have plenty of food**	**- Earth systems: natural resources. Sustainability.** **- Electricity generation, renewable and fossil fuels.** **- Mining in Africa (minerals / gold).** **- Deindustrialisation Wales / Sunderland coal pits.** **- Water resource (surplus and scarcity); Israel desalinisation plant.** **- Food resource – strategies to solve food waste/grow food.** **- Tropical rainforest products (medicines).** **- Conflict; Oil globally.** **All** will identify a range of resources vital to everyday	**Entry 2 Drill: Rolling "Palm's up, let's go" = Cities globally part 2.** Entry 3: Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)	**Literacy** Resources Fossil fuels Renewables Solar Wind turbines Hydroelectric Tidal Biofuel Food miles Famine Water scarcity Drought Carbon emissions Minerals **Numeracy**	**Mid Topic Assessment**: END OF YEAR 8 EXAM **Key Word Quiz** **Homework** Revision for end of year exam	Power Points Library books ICT research Geog 3 Chapter 2 and 3.	Looking at finite resources enables them to understand the consequences of their behaviour and actions. Encourages students to accept responsibility for their behaviour. To distinguish moral dimension, such as cast mining upon the environment. Social development deeper understanding of sustainability.

		and some not enough? **7. How does the tropical rainforest affect our daily lives?** **8. Why is there conflict over natural resources?** **9. As global populations grow, can we use natural resources sustainably?**	life and survival and suggest their importance **Most** will prioritise and rank resources in order according to their opinion, with justification **Some** will suggest how new resources can be found/created **All** will map global resource use and scarcity **Most** will calculate food miles and consider seasonality **Some** will link food miles to climate change effects **All** will identify how electricity is produced via renewable and non-renewable methods **Most** will explain how carbon dioxide emissions are caused by production of electricity **Some** will propose how renewable energy can be made more accessible and widespread	• Explain what a resource is and give a range of examples • Explain how we obtain a range of resources and evaluate the effects of this • Identify how electricity is produced, compare fossil fuels/renewables • Map global food production and calculate food miles/effects of food waste • Map water scarcity and assess physical/economic reasons for it • Suggest ways to overcome food shortages/water scarcity • Propose the most precious resource and justify why	Calculating food miles			