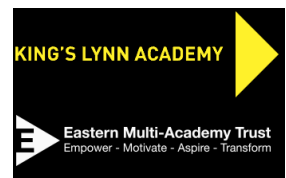


Implementation: Curriculum Narrative



Subject: Geography

Year: 8

Author: N Bower

Key Knowledge

Pupils will know

Key Threshold Concepts:

Models and Theories

Some Geographical theories produce models of best fit, and these can be applied to certain situations. Models need to be used but should be critically analysed to ensure that they are representative.

Exemplars

Some parts of the World are good examples or case studies or specific events, features, processes or schemes. These can be compared with other events places and schemes.

Multiculturalism

Parts of the World experience a changing populations and cultures. Multiculturalism brings about positives and challenges.

Interconnectedness of place

Places change because of their interconnections with other places. These relationships may not be equally beneficial, or permeant.

Physical Processes

The planet is made up of physical processes that work together to create features and experiences.

Users and Abusers

No nation, person or system is perfect. All of us are custodians of the Earth, and our actions use and abuse the Earth to various degrees.

Places are dynamic

Even within small ecosystems and areas there is a great degree of diversity and change. Each factor may require different treatment or management to ensure its future survival.

Inequality Exists

People's quality of life matters and is influenced by a range of factors. Quality of life is not even across the World, but inequality can be challenged and tackled.

Challenges and Opportunities

Places experience change. This change can bring challenges of people, nature and systems, but can also provide opportunities too.

Cultural Associations

People and places have cultural associations that are not always correct. Ideas, stereotypes and should be investigated and challenged.

Key Skills

Pupils will be able to

Subject Skills:

Development – understand how countries are classified and the indicators of this. Be able to describe why some countries have worse healthcare and the implications of this. Be able to explain why some countries suffer poverty and may always do and learn a case study on this. Learn about how the development gap may be closed.

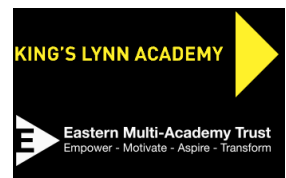
Biomes (rainforests) – describe the links in food chains and food webs in ecosystems, explain the location and characteristics of biomes. Explain why and how plants and animals adapt to live in the rainforest. Appreciate the value of the rainforest, what the threats to them are and understand how we can protect them.

Africa – to locate Africa and the countries within. Acknowledge the different perceptions and contrasts within different areas Be able to explain physical challenges in many countries. Describe the opportunities and challenges in Lagos, Nigeria.

Hot deserts – explain the location and describe the climate of hot deserts. Explain why and how plants and animals adapt to live in hot deserts. Illustrate desert landforms. Understand the challenges and causes of desertification but also why people live in this harsh environment. Learn about opportunities in the desert.

Tectonics – describe the structure of the Earth, explain why the plates move, know the processes at the boundaries and resulting features. Explain what causes earthquakes and volcanoes and why these hazards are dangerous. Appreciate why people continue to live in areas at risk and how they can be prepared.

Middle East – to know its location and why it is important. Be able to link its natural resources and climate to development. To learn about the growth of Dubai, UAE and its attraction for tourists. Be aware of historical and modern conflicts (and their causes) within this region.



Subject Specific Knowledge and Sequencing:

Unit title: Development

Where is all the money?
Measuring development, interpreting development indicators
Health and healthcare inequalities
Why do people live in poverty?
Haiti case study
Housing the poor: focus on India
How can life be improved in Dharavi
Gender inequalities
Closing the development gap (aid and Fair Trade)
Poverty in HICs

Unit title: Biomes-tropical rainforests

Ecosystems, who is eating who?
What is a biome and where can I find one?
Location and characteristics of rainforests
What lives in and adapts to the rainforest?
Why are tropical rainforests so important?
How can the tropical rainforest be protected?
What has soya got to do with the rainforest?

Unit title: Africa

Where is Africa, what are the perceptions?
The colonisation of Africa
The populations and physical geography of Africa
Nigeria: A country of contrasts including squatter settlements
Opportunities and challenges in Nigeria
The Sahara

Unit title: Hot deserts

Location of hot deserts
Climate of hot deserts
Plant and animal adaptations
How does wind shape desert landforms?
Challenges of desertification
Why do people live in desert environments?
Desert tourism

Unit title: Tectonics

Structure of the Earth
The theory of plate movement
How do plates move 1
How do plates move 2
Types of hazard and hazard risk
Volcano formation and damage
Earthquake causes and damage
How can people prepare for tectonic hazards?
Why do people live in tectonically hazardous areas?

Prerequisites and Spiral Teaching:

Reoccurring Concepts

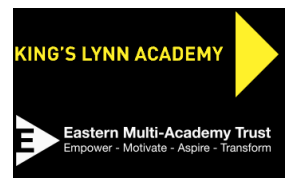
Users and Abusers (all years)
Places are Dynamic (all years)
Inequality Exists (all years)
Challenges and Opportunities (all years)
Cultural Associations (all years)
Models and Theories (all years)
Exemplars (all years)
Multiculturalism (all years)
Interconnectedness of Place (all years)
Physical Processes (all years)

Reoccurring Skills (every year)

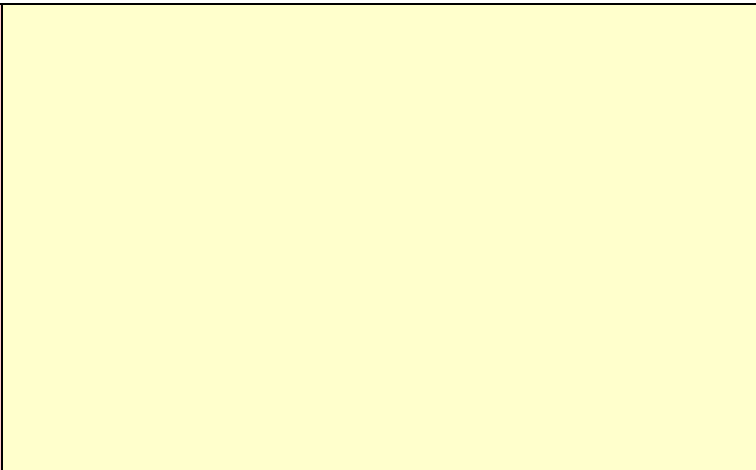
Graphing
Mapping and Charting
Evaluation
Reaching Conclusions
Geographical Diagrams
Calculations
Analysing sources
Using specific case study details

Reoccurring Specific Content

Infrastructure (All years)
Weather and Climate (All years)
Natural hazards (Year 10)
LIC/NEE Cities (All years)
World Trade (All years)
Development (All years)
Rivers (Year 9, Year 11)
Deserts and Ecosystems (Year 9, Year 11)
Locations of countries/continents (all years)



Unit title: The Middle East
Location of the Middle East and physical geography of the region
Resources, climate and development
Tourism. How has the UAE developed?
Why is there ongoing conflict in the Middle East?



Cross-Curricular Knowledge Links:
Maths: Graphing
History : Colonisation
Science – atmospheric cells, ecosystems and biomes/Interdependence Year 7
MFL – language is dictated by colonising country

Reading Lists / Sources / Reading around the subject recommendations:
BBC Bitesize
[Latest Earthquakes \(usgs.gov\)](https://www.usgs.gov/monitoring-current-conditions/earthquakes)
Planet Earth – Jungles: [BBC iPlayer - Planet Earth - 8. Jungles](https://www.bbc.com/iplayer/episode/20170808_earth_08_jungles)
[Fair Trade football - Playing Fair - The story of Fairtrade footballs \(youtube.com\)](https://www.youtube.com/watch?v=...)
Welcome to Nowhere, Elizabeth Laird (a child’s perspective on civil war in Syria)
Text books:
Homework
- Students will be given weekly knowledge tests to revise for to ensure the continual recapping of knowledge
- Students will be reminded of the ability to access GCSEPod, allowing them to access small clips which will cover content at a higher level than KS3.