

Geography Curriculum

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
subject	Topic	Natural Resources	Ecosystems	The Rise of Nigeria	The Urban World	Tectonics	Coasts
	Why this and why now?	<p>This unit introduces students to the global distribution of natural resources, and the international relationships these resources generate and some of the key issues related to the use of natural resources. This unit also provides a framework for understanding the relative importance of different types of natural resources for human activity. Students will develop their knowledge of distribution of resources, issues related to the abundance or shortage of resources, and how natural resources influence international relationships, as well as how events can affect the value of resources.</p>	<p>Students have previously learnt about climate and why certain places have a certain climate. This unit aims to build on this knowledge and apply it to biomes and ecosystems. Students will use their knowledge of climate to understand why this can lead to different ecosystems around the world. They will also be able to make links between different climates and adaptations. Students will be able to use their knowledge of physical processes to learn the specific processes and systems that take place in an ecosystem (e.g. the nutrient cycle). They will also continue to make links between humans and the environment and understand this fragile connection. This unit is ideal to be taught during autumn/winter months as leaves can be collected for inhouse fieldwork without causing damage to the</p>	<p>This unit aims to investigate a specific part of the world (Nigeria) with a focus on economic geography. Students will have a prior understanding of human geography and this unit will further investigate this aspect of the subject. Students will already have an understanding of impacts and this unit will continue to build on this and encourage students to make links</p>	<p>Students have previously learnt about population change and settlement growth. This unit will further investigate settlements and population change with a focus on urban environments. Students will continue to describe and explain changes. Students will also continue to extend their knowledge and understanding of human geography concepts and how/why changes have taken place over time. Students will continue to extend their case study knowledge with specific facts and figures. Students will continue to develop their points, supported with evidence, and offer detailed conclusions</p>	<p>Students have a good understanding of physical processes and their links to human activity and impacts. This unit aims to continue developing their knowledge of physical processes with a focus on tectonic activity. Students will develop their understanding of natural systems and how they have shaped the earth, including landscapes, hazards and human planning. Students will continue to learn specific case studies and the use of facts and figures. Students will also develop their understanding of the links between physical and human geography</p>	<p>Students have previously studied natural processes and landforms with a focus on rivers. This unit aims to develop their understanding of physical processes and landforms with a more complex focus on coastal zones. They will also continue to develop their understanding of the links between natural environments and human activity and how people can have an impact on fragile systems. Students will continue to look at global issues causes, impacts and potential solutions. The understanding of human planning for natural hazards will also continue to broaden and deepen</p>

		environment (picking leaves off plants)				
What is the essential knowledge that needs to be remembered?	To describe how natural resources are globally distributed. To explain how oil is used and why it is important in our daily lives. To explain how oil can create trade links and international relationships. To identify factors that can affect the trading of minerals. To examine why China and Africa have created development links. To be able to identify links around the world connected to recycled materials. To explain the importance of diamonds.	To describe how biomes are distributed around the world and why they are located in specific areas. To make links between climate and adaptations – human, plants and animals. To identify and explain the impacts humans can cause on different ecosystems and what solutions there may be. To understand why environments are fragile and what future issues may be created (e.g. desertification)	To understand how and why countries develop over time (with a specific focus on Nigeria). To explain how development can impact people's lives. To make links between development and quality of life. To understand why TNCs invest in countries such as Nigeria. To explain how countries can develop their economy through their resources. To investigate what issues can hinder development in Nigeria (e.g. terrorism, disease, rapid population growth)	To explain how and why urban environments have changed over time. To be able to categorise factors into positives and negatives, social, economic and environmental. To identify challenges within urban areas and how they can be reduced or resolved. To explain why planning is required in urban areas to reduce environmental and social issues	To describe the structure of the earth and the theory of plate tectonics. To describe and explain the different plate movements and the hazards/landforms they create. To make links between natural processes and hazards. To investigate specific examples of different hazards, and categorise their impacts. To explain why people live in tectonic areas and acknowledge the positives of living in these areas	To accurately use key geographical terminology. To be able to describe the different physical processes at coastal zones and explain how these processes create landforms and influence landscape changes. To be able to explain any links between the physical processes and human activity (including settlements, tourism, sea level rise etc.). To apply learning to specific named examples.
What is the assessment intent and how will you assess?	End of unit assessment will assess students general knowledge and recall from previous units of work including: <ul style="list-style-type: none"> Continents and oceans Key facts from topic Key terminology (e.g. human, physical, environmental) Key terminology from unit (e.g. sectors of industry) This assessment will also assess students ability to: <ul style="list-style-type: none"> Describe the changes in the natural 	Checkpoint assessment will assess the <u>skills</u> they have gained so far applied to their <i>content learning</i> so far: <ul style="list-style-type: none"> <u>Describe the location</u> of hot deserts <u>Outline</u> one way plants have adapted to the climate in hot deserts <u>Explain</u> how human activity has caused desertification using the facts given <u>Use data from graphs</u> to work 	Checkpoint assessment will assess students ability to evaluate the advantages and disadvantages of TNCs in an NEE. Students will complete an extended writing piece where they will explain the advantages and disadvantages of Shell operating in Nigeria and decide if there are more positives or negatives. End of unit assessment will assess students general knowledge: <ul style="list-style-type: none"> Continents and oceans Capital cities 	Checkpoint assessment is a decision making exercise. Students will decide which urban planning strategies are the best to improve quality of life of people in favelas. Students will need to describe, explain and justify their choices End of unit assessment will assess students general knowledge: <ul style="list-style-type: none"> Continents and oceans Capital cities Key terminology (e.g. human, physical, environmental) 	Checkpoint assessment will assess the <u>skills</u> they have gained so far applied to their <i>content learning</i> so far: <ul style="list-style-type: none"> <u>Identify what comes out of volcanoes when they erupt</u> <u>Outline</u> one advantage of living near a volcano <u>Discuss</u> if people should continue to visit volcanic areas using the facts given <u>Use data from maps</u> to explain 	Checkpoint assessment will assess students ability to explain the uses of the UK coastline. Students will give examples of coastal uses and explain why this creates opportunities and challenges End of unit assessment will assess students general knowledge: <ul style="list-style-type: none"> Continents and oceans Capital cities Key terminology (e.g. human, physical, environmental)

		<p>resource graph shown</p> <ul style="list-style-type: none"> Explain why China has increased its financial influence in Africa Evaluate the reasons for natural resources value fluctuation on world markets 	<p>out totals, percentages and differences</p> <ul style="list-style-type: none"> <u>Describe and explain</u> how <i>animals have adapted to the hot deserts</i> <p>End of unit assessment will assess students general knowledge:</p> <ul style="list-style-type: none"> Continents and oceans Capital cities Key terminology (e.g. human, physical, environmental) Geography facts (e.g. what country is the largest) Key terminology from unit (e.g. distribution, climate, adaptations) <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> Describe the location and characteristics of key global ecosystems Explain how some plants and animals have adapted to their environment Explain the role of key components of an ecosystem and how they are linked 	<ul style="list-style-type: none"> Key terminology (e.g. human, physical, environmental) Geography facts (e.g. what country is the largest) Key terminology from unit (e.g. TNCs, quality of life, industrial development) <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> Explain why Nigeria is important nationally and globally Explain how industrial development has improved quality of life Describe the difference between quality of life and standard of living Use development indicators to describe a country's economy <p>Describe the types of aid Nigeria receives</p>	<ul style="list-style-type: none"> Geography facts (e.g. what country is the largest) Key terminology from unit (e.g. urbanisation, migration, regeneration) <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> Define key terminology Identify factors that affect urbanisation Describe and explain problems with urbanisation Evaluate strategies to improve living conditions in urban areas Discuss the opportunities and challenges of developing on the greenbelt 	<p>why volcanoes occur</p> <ul style="list-style-type: none"> <u>Describe and explain</u> two <i>differences between composite and shield volcanoes</i> 	<ul style="list-style-type: none"> Geography facts (e.g. what country is the largest) Key terminology from unit (e.g. erosion, mass movement, engineering) <p>This assessment will also assess students ability to:</p> <ul style="list-style-type: none"> Define and describe examples of coastal processes Explain the formation of coastal landforms due to physical processes Explain why coasts need to be protected Evaluate coastal management schemes
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			<ul style="list-style-type: none"> Describe strategies used to limit environmental damage in ecosystems 				
	What does the end point look like?	Students will be able to: <ul style="list-style-type: none"> Describe how natural resources are globally distributed Explain why natural resources are important Explain how trading resources can improve international relationships Identify factors that can affect the trading of natural resources Examine links between nations due to trading natural resources 	Students will be able to: <ul style="list-style-type: none"> Describe the location of biomes and may use lines of latitude Identify key characteristics of biomes Describe the key components of an ecosystem and explain their role Explain why life can be challenging in ecosystems and how plants, animals and humans have adapted to survive Identify the causes, effects and solutions to environmental issues in fragile environments 	Students will be able to: <ul style="list-style-type: none"> Describe the location of Nigeria using geographical terminology and identify key physical features Explain how and why Nigeria's economy has developed over time Identify the differences between quality of life and standard of living Explain how economic development can improve quality of life Define transnational corporations and explain why they operate in countries like Nigeria Categorise and evaluate the opportunities and challenges Shell brings to Nigeria Describe different types of aid and explain why Nigeria relies on aid 	Students will be able to: <ul style="list-style-type: none"> Describe how urban environments have grown and changed over time Explain why urban areas have increased Identify issues linked to urbanisation and evaluate potential strategies to manage these issues Use GIS data to identify patterns of crime in Greater Manchester Discuss the benefits of investing in regeneration projects to tackle urban problems Evaluate how cities can continue to develop in a sustainable way 	Students will be able to: <ul style="list-style-type: none"> Describe the different layers of the earth and explain how they interact with each other Explain how tectonic hazards occur Compare different types of volcanoes Categorise the effects of an earthquake, tsunami and volcanic eruption Compare the impacts of tsunamis Justify why people choose to live in areas at risk of tectonic hazards 	Students will be able to: <ul style="list-style-type: none"> Describe the different processes of weathering, erosion, transportation and deposition along the coastline Explain the formation of key coastal landforms Describe and explain the uses and benefits of coasts in the UK Explain why coastal areas need to be managed Discuss a range of benefits and costs of coastal management strategies Identify threats for some global coastal areas

				<ul style="list-style-type: none"> Investigate how acts of terrorism in Nigeria can hinder development 			
	<p>How does it cover the NC?</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of physical geography of a region within Africa, and of a region within Asia</p> <p>Human Geography: international development, economic activity, the use of natural resources</p> <p>Physical Geography: rocks and soil</p> <p>Human and Physical Geography: how human activity relies on effective functioning of natural systems</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world focusing on environmental regions, including polar and hot deserts</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of physical geography of a region within Africa, and of a region within Asia</p> <p>Physical Geography: rocks and soil, weather and climate</p> <p>Human Geography: international development, economic activity, the use of natural resources</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p>Fieldwork: use fieldwork to collect, analyse and</p>	<p>Locational Knowledge: extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa focusing on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge: understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</p> <p>Human Geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <p>Human and Physical Geography: how human activity relies on effective functioning of natural systems</p>	<p>Locational Knowledge: key human characteristics of major cities</p> <p>Human Geography: population and urbanisation</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes and environments; and how human activity relies on effective functioning of natural systems</p>	<p>Place Knowledge: understand geographical similarities, differences and links between places through the study of physical geography of a region</p> <p>Physical Geography: geological timescales and plate tectonics</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change landscapes; and how human activity relies on effective functioning of natural systems</p>	<p>Physical Geography: coasts, rocks, weathering and soils</p> <p>Human and Physical Geography: understand how human and physical processes interact to influence, and change the landscape and environment; and how human activity relies on effective functioning of natural systems</p>

			draw conclusions from geographical data, using multiple sources of information				
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