

Subject Vision

Geography prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

Subject End Points

EP1 Personal appreciation of the complexity of the world around using maps and other sources.

EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.

EP3 Synthesis of knowledge to form viewpoints about various issues and opinions on how they are managed.

EP4 Develop use of fieldwork and geographical skills.

<u>Subject Domains of Knowledge</u>	<u>Subject Key Concepts</u>
D1 Geographical and fieldwork skills D2 Natural hazards and climate change D3 Managing ecosystems D4 Rivers and coasts D5 Population and urbanisation D6 Development and globalisation D7 Sustainability and resources D8 Place studies	C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity

Medium Term Curriculum Plan

Year 8 Geography

Units	Unit 1: Pole to Pole	Unit 2: Hotting Up
Unit overview	Students will learn what influences climate and how changes in climate have created distinct biomes around the world. Through case studies of a range of contrasting	Students will understand how world climates fluctuate and how recent human activity has affected this process. They will investigate the causes, effects and responses to our changing climate.

	locations, students will learn how people have adapted to these differing climate factors.	
Lesson Sequence	<p>1. What is a biome? Students will learn names and distribution of global biomes. Students will explain the processes leading to the distribution of biomes.</p> <p>2. How is the Inuit way of life changing? Students learn about the tundra biomes and how climate change is affecting the people that live there.</p> <p>3. Temperate Deciduous forest Students learn through field sketching the characteristics of our biome.</p> <p>4. TDF ecosystem Students learn about food chains, webs and the nutrient cycle in the TDF.</p> <p>5. Deserts Students learn the distribution and characteristics of hot deserts.</p> <p>6. Tropical rainforests 1 Students learn the characteristics and distribution of tropical rainforests.</p> <p>7. Tropical rainforests 2 Students learn why deforestation is happening and how TRFs can be managed to reduce it.</p> <p>8. Revision</p> <p>9. Assessment</p> <p>10. Feedback</p>	<p>1. Evidence for climate change Students learn what evidence we have that climate is changing due to human activities.</p> <p>2. Natural and human causes Students learn the different natural and human causes of climate change.</p> <p>3. How will climate change affect me? Students learn the local impacts of climate change on Eastbourne.</p> <p>4. Maldives Students learn how climate change will impact poorer global communities.</p> <p>5. Can we stop climate change? Students learn how our actions can help mitigate the worst effects of climate change.</p> <p>6. Adaptation Students learn how people are adapting to climate change around the world.</p> <p>7. Revise</p> <p>8. Assess</p> <p>9. Feedback</p>
Key Domains and Concepts taught in this Unit / Term	<p>D1 Geographical and fieldwork skills</p> <p>D3 Managing Ecosystems</p> <p>D7 Place studies</p> <p>C1 Place</p> <p>C2 Space</p>	<p>D1 Geographical and fieldwork skills</p> <p>D2 Natural hazards and climate change</p> <p>D6 Development and globalisation</p> <p>D7 Sustainability and resources</p> <p>D8 Place studies</p>

	C5 Interdependence D7 Sustainability and Resources	C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity
KS4 End Points	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • Location of world biomes • What factors affect different biomes • The location and features of the polar biome • Location and features of temperate deciduous forest • Location and features of tropical rainforest • How the rainforest is being damaged • Ways to protect the rainforest 	<ul style="list-style-type: none"> • What the evidence is for climate change • What the human and natural causes of climate change are • What the effects of climate change are • How climate change has affected The Maldives • How we can mitigate against climate change • How we can adapt to climate change
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Can describe characteristics of different biomes • Can explain interdependence between these characteristics. • Can create and analyse maps and graphs to show this. • Can make links between human influences and physical features 	<ul style="list-style-type: none"> • Can identify physical and human reasons for global warming • Can make links between human causes and effects • Can describe current and predict future effects of climate change using case studies • Can use graphs to interpret data and make predictions

	<ul style="list-style-type: none"> • Can explain how strategies are sustainable 	<ul style="list-style-type: none"> • Can explain how individuals, governments and global institutions can mitigate and adapt to climate change • Can develop empathy for people living in areas most affected by climate change • Can identify and explore ways they can live more sustainably
Developing T3 Literacy and Numeracy	human geography, physical geography, accurately, processes, interrelated, place, local, national, international, global, location, biodiversity, ecosystem, biome,	Glacial period, Mitigation, adaptation, orbital, elliptical, treaty,
Assessment (Summative and Formative)	<ul style="list-style-type: none"> • Plenaries, Q&A, observation summatively assess progress in lesson. B.O.B. tests as starters to lessons • Formative assessment End of T1. 	<ul style="list-style-type: none"> • Plenaries, Q&A, observation formatively assess progress in lesson. • B.O.B tests • Summative assessment end of T2.
Links to Prior Learning	<ul style="list-style-type: none"> • General knowledge of biomes and ecosystems. • Year 7 – continents / countries • Map work in year 7 	<ul style="list-style-type: none"> • General knowledge about global warming / climate change from primary school and the media • Prior learning about ecosystems
Next steps in learning	Y9 GCSE global ecosystems	Y11 Managing global resources
Common Barriers to learning in this unit	Lack of knowledge of continents / countries. Overcome using google earth and world maps to put places in context.	Misconceptions about causes of global warming (eg. there are physical causes as well as human)

Units	Unit 3: A sustainable future?	Unit 4: Our future in the UK
Unit overview	Students will explore the pressures our growing population has on food, water, energy and land. They will evaluate the options available to manage these resources sustainably to provide the best quality of life for future generations.	Students will assess how major changes in the economy of the UK have affected and will continue to affect employment

		patterns and regional growth. They will become familiar with the different industries within the UK and how globalisation has affected the livelihoods of people in different parts of the UK.
Lesson Sequence	<ol style="list-style-type: none"> 1. Food miles Students learn the variety of locations our food comes from and the positive and negative consequences of this. 2. Food security Students learn through the Tomato game why access to food is not evenly distributed. 3. Water Students learn to assess their water consumption and where it comes from. 4. Water security Students learn how water security varies globally and the reasons for this. 5. Sustainable energy Students learn how sustainable how energy supply is and how this can be improved. 6. Siting energy plants Students learn the factors that influence planning decisions around energy generation sites. 7. Three Gorges dam students assess the positive and negatives impacts of the Chinese HEP scheme. 8. Waste Students learn how to make our waste more sustainable. 9. Revise 10. Asses 	<ol style="list-style-type: none"> 1. Sectors of the economy Students will learn the 4 sectors of the economy and the type of careers available in each. 2. How has the UK's economy changed? Students will learn how the UK has changed from an industrial to a service economy over the last 100 years. 3. London Docklands Students will learn how and why urban change happens using the Docklands as an example. 4. Housing crisis Students will learn why housing is an issue and the issues related to building new homes. 5. North/south divide Students will learn about regional inequalities within the UK 6. Our position in the wider world Students will learn how our relationship with other countries has changed over time. 7. (EXTRA) Future jobs video
Key Domains and Concepts taught in this Unit / Term	D1 Geographical and fieldwork skills D2 Natural hazards and climate change D5 Population and urbanisation D6 Development and globalisation D7 Sustainability and resources D8 Place studies C1 Place	D1 Geographical and fieldwork skills D5 Population and urbanisation D6 Development and globalisation D7 Sustainability and resources D8 Place studies C1 Place C2 Space

	<p>C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity</p>	<p>C3 Human processes C5 Interdependence C6 Sustainable development C7 Culture and diversity</p>
KS4 End Points	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources. EP2 Understanding of the interdependence of human and physical environments and how they function at different scales. EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed. EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources. EP2 Understanding of the interdependence of human and physical environments and how they function at different scales. EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed. EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • Introduction to sustainability • The issues with food miles and food insecurity • The issues with water supply and sustainable use • A variety of sustainable energy supplies and their advantages and disadvantages • The sustainability of the Three Gorges Dam in China • The sustainability of eco-tourism 	<ul style="list-style-type: none"> • The 4 sectors of industry • Post industrial changes in the UK • How the London Docklands has changed • How urban sprawl is affecting Eastbourne • Is there a North-South divide? • What is the place of the UK in the wider world?
Procedural Knowledge (Students should be able to do)	<ul style="list-style-type: none"> • Define sustainability and recognise its relevance • Explain the issues surrounding food sustainability • Explain the issues surrounding water sustainability • Describe and evaluate different types of sustainable energy • Describe a case study of HEP • Describe the features of eco-tourism 	<ul style="list-style-type: none"> • Define the 4 industrial sectors • Explain how industry changes over time within the world and the UK • Explain the challenges of urban sprawl • Describe economic, social and environmental issues around the NS divide

		<ul style="list-style-type: none"> Explain the UK's connections to the wider world and how these may change in the future
Developing T3 Literacy and Numeracy	Managing Waste Resources Generated Negative impact Sustainable Renewable Consumption Hydro Electric Power Reservoir	Economic Rural Urban Primary Secondary Tertiary Quaternary Urban sprawl North – South divide Social Environmental
Assessment (Summative and Formative)	<ul style="list-style-type: none"> Plenaries, Q&A, observation summatively assess progress in lesson. Formative assessment in term 3 	<ul style="list-style-type: none"> Plenaries, Q&A, observation summatively assess progress in lesson.
Links to Prior Learning	KS2 describe and understand key resources like food and water.	Yr 7: My Spaces
Next steps in learning	GCSE Resources topic	GCSE: Changing Economic World
Common Barriers to learning in this unit	New T3 words	Lack of experience of manufacturing, factories, airports, countryside, locations outside of Eastbourne



Geography Year 8

Units	Unit 5 Changing Coasts	Unit 6: Coasts Enquiry and Ocean pollution (TBC)
Unit overview	Students investigate how different processes create different coastal landforms such as headlands and bays. They will evaluate how different management strategies can reduce the impact of coastal erosion.	Students will develop geographical fieldwork skills of developing relevant questions, then testing these along Eastbourne's coastline using various fieldwork techniques. They will then analyse, present, conclude and evaluate this data.
Lesson Sequence	<ol style="list-style-type: none"> 1. Intro to coasts Students will learn how our coastline has influenced the UK. 2. Waves Students will learn the different types of wave and develop their mapping skills to assess the best surfing beaches. 3. Erosion landforms Students will learn how different types of coastal erosion create landforms such as headlands and bays. 4. Depositional landforms Students will learn how longshore drift and deposition creates landforms such as beaches and spits. 5. Managing coasts Students will learn how hard and soft strategies can be used to protect our coastline. 6. Management map skills Students will apply their knowledge of coastal management to our coastline whilst practising their map skills. 7. Revision 8. Assessment 9. Feedback/Ocean pollution video 	<ol style="list-style-type: none"> 1. Enquiry question Students will learn how to come up with an enquiry question and learn about the fieldwork we will undertake. 2. Risk management Students will learn about the risks present when undertaking fieldwork and how to reduce these. 3. Fieldtrip practise Students will learn about the individual techniques and practise them outside where possible. 4. Data presentation Students will learn how to present their fieldwork data collected during the fieldtrip. 5. Conclusion and evaluation Students will learn how to conclude and evaluate their fieldwork. 6. Extra: Coastal pollution 7. Extra: plastic oceans video 8. Big Y8 quiz
Key Domains and Concepts taught in this Unit / Term	D1 Geographical and fieldwork skills D4 Rivers and coasts D8 Place studies C1 Place C2 Space C3 Human processes	D1 Geographical and fieldwork skills D2 Natural hazards and climate change D4 Rivers and coasts D5 Population and urbanisation D7 Sustainability and resources D8 Place studies

	<p>C4 Physical processes C5 Interdependence C6 Sustainable development</p>	<p>C1 Place C2 Space C3 Human processes C4 Physical processes C5 Interdependence C6 Sustainable development C7 Culture and diversity</p>
KS4 End Points	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>	<p>EP1 Personal appreciation of the complexity of the world around using maps and other sources.</p> <p>EP2 Understanding of the interdependence of human and physical environments and how they function at different scales.</p> <p>EP3 Synthesis of knowledge in order to form viewpoints about various issues and opinions on how they are managed.</p> <p>EP4 Develop use of fieldwork and geographical skills.</p>
Declarative Knowledge (Students should know)	<ul style="list-style-type: none"> • The geographical features of our coastline • The causes and types of waves • The causes of cliff collapse at Birling Gap • The formation of bays and headlands • The formation of caves, arches and stacks • Impact of coastal erosion • Landforms created by deposition including spits and bars • Methods of managing coasts • Coastal management schemes near Eastbourne • The problems of ocean pollution 	<ul style="list-style-type: none"> • The physical and human geography changes along Eastbourne's coastline. • The risks associated with fieldwork and how to reduce them. • How to interpret fieldwork data. • How to present fieldwork data. • How to draw conclusions from data. • How to evaluate methods

<p>Procedural Knowledge (Students should be able to do)</p>	<ul style="list-style-type: none"> • Describe the features of our coastline using maps, images and GIS • Describe the causes and different types of waves • Understand the causes of cliff collapse at Birling Gap • Describe the formation of coastal landforms by erosion • Understand the impact of coastal erosion • Describe the formation of coastal landforms by deposition • Describe and evaluate the methods of managing coasts • Understand the causes and issues with ocean pollution 	<ul style="list-style-type: none"> • Conduct an environmental quality survey • Plot information on maps to create a GIS • Conduct experiments to measure long-shore drift • Draw an annotated fieldsketch
<p>Developing T3 Literacy and Numeracy</p>	<p>Constructive Destructive Long show drift Erosion Transportation Deposition Weathering Prevailing wind Fetch Beach profile Swash Backwash Headlands Bays Hydraulic action Abrasion Hard engineering Soft engineering</p>	<p>Fieldwork Data Long shore drift Coastal management Groyne Tape measure Clinometer Environmental Quality Survey (EQS) Geographic Information System (GIS)</p>

	Pollution	
Assessment (Summative and Formative)	Plenaries, Q&A, observation summatively assess progress in lesson. Formative assessment in term 5	Formative assessment of techniques during fieldwork and presentation techniques in class through teacher guidance and feedback, group work, peer assessment
Links to Prior Learning	Year 7: My spaces – local coastal knowledge	Applying knowledge from Coasts topic
Next steps in learning	Year 11 Coastal landscapes	GCSE coasts topics, GCSE fieldwork
Common Barriers to learning in this unit	Seafront experiences – overcome by field work Lots of keywords	Some students struggle with equipment and instructions in an offsite setting. Time to practice beforehand.