

Year 8 Curriculum Sequencing Grid			
Subject: Geography	Term One	Term Two	Term Three
Unit	<b>Wasteful World Deadly Geography</b>	<b>Wild Water Ecosystems on the Edge</b>	<b>Unfair Trade Decision Making Exercise (DME)</b>
Key disciplinary knowledge	<p>Interpreting infographics and change over time, global outlooks and human management of natural resources and events.</p> <p>Use of maps on a range of scale (local, national and international) to highlight case studies and patterns.</p> <p>Mapping of seismic and volcanic events. Evaluating level of wealth and how this affects how well a country copes with natural disasters.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p> <p>Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.</p>	<p>Interpreting landform change over time, pictures and topography. Focusing on the sequence of events in landform creation.</p> <p>Use of maps on a range of scale (local, national and international) to highlight case studies and patterns.</p> <p>Annotating geographical images. Making sketches of landforms. Assessing human impact on natural environments.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p>	<p>Evaluating local actions and global consequences. Looking at the Brandt line and discussing its importance in the modern world. Flow maps when looking at world trade.</p> <p>Application through the use of exam style questions to introduce GCSE exam technique and language.</p> <p>Use of maps on a range of scales and graphs to</p>

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		Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.	highlight solar energy patterns and energy security.  Our whole school oracy focus underpins our vocabulary-rich Geography curriculum, providing opportunities to foster and deepen understanding.
Key substantive knowledge	<p>Wasteful World: Uses of energy and resources and changing trends in energy use (energy mix). Focus on renewables and non-renewables and how these affect futures.</p> <p>Deadly Geography: What are volcanoes? Why do we get earthquakes? The impact and management of natural hazards in contrasting environments. To learn relevant case studies to allow students to apply their knowledge and understanding.</p>	<p>Wild Water: The hydrological cycle and fluvial systems. Look at river landforms including waterfalls, levees and meanders. Human and physical causes of flooding and key management strategies.</p> <p>Ecosystems on the Edge: World biomes, their location and climate, human impact on ecosystems. World biomes, their location and climate, human impact on ecosystems. Plant and animal adaptations. Deforestation and the palm oil industry,</p>	<p>Unfair trade: Globalisation and trade, the role on TNCs. Focus on the causes and impacts of uneven development. Look at fairtrade and the benefits of this to the farmers and consumers.</p> <p>DME: To be introduced to an unfamiliar issue and make an informed</p>

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			and balanced decision, looking at a range of stakeholders views and opinions. Focus on the local Whitestone Solar Farm that is proposed for Rotherham and Doncaster. Understand the opportunities and challenges of solar energy and how it could solve our energy crisis.
Key Tier Three Vocabulary	<p>Wasteful World: Carbon store, renewable, non-renewable, finite, fossil fuels, carbon sink, greenhouse gases, global warning</p> <p>Deadly Geography: Seismic waves, pyroclastic flow, tectonic plate, subduction, focus, epicentre, LIC, development, infrastructure, tsunami, drawback, marine</p>	<p>Wild Water: Hydrological cycle, urbanisation, abrasion, attrition, hydraulic action, traction, suspension, saltation, solution, deposition, erosion, hard engineering, soft engineering</p> <p>Ecosystems on the Edge: Biomes, distribution, biodiversity, deforestation, habitat, sustainability, biotic, abiotic, extinction.</p>	<p>Un fairtrade: Globalisation, Trade deficit/surplus, Fairtrade, Supply chain, Tariffs and quotas, Exploitation, Transnational corporations (TNCs)</p> <p>DME: Sustainability, stakeholders, social,</p>

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			economic and environmental.
Opportunities for reading	<p>Wasteful World: Materials provided on Chernobyl and nuclear power. Geography in the News extracts. GCSE textbook: Resource management section on energy. <a href="https://www.differencebetween.com/difference-between-nuclear-fusion-and-fission/">https://www.differencebetween.com/difference-between-nuclear-fusion-and-fission/</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zjsc87h">https://www.bbc.co.uk/bitesize/topics/zjsc87h</a> <a href="https://www.nationalgeographic.org/encyclopedia/nuclear-energy/">https://www.nationalgeographic.org/encyclopedia/nuclear-energy/</a></p> <p>Deadly Geography: Materials provided on earthquake and volcano case studies – Geography in the News. "Natural Hazards: Earth's Processes as Hazards, Disasters, and Catastrophes" – Edward Bryant RGS (Royal Geographical Society) Resources – Natural Hazards</p>	<p>Wild Water: Materials provided on flooding and flood management. GCSE textbook: Rivers unit. <a href="https://www.climatechangepost.com/united-kingdom/river-floods/">https://www.climatechangepost.com/united-kingdom/river-floods/</a> <a href="https://geographyas.info/rivers/river-processes/">https://geographyas.info/rivers/river-processes/</a></p> <p>Ecosystems on the Edge: Materials provided on deforestation and ecosystem destruction. The Encyclopaedia of Earth by David L Nelson BBC Earth website <a href="#">Our Green Planet: Incredible Stories &amp; Visuals   BBC Earth</a> Science News for Students Ecosystem on National Geographic Kids <a href="#">Habitats</a> The Lorax by Dr Seuss BBC Bitesize – Ecosystems <a href="#">Ecosystems and habitats - KS3 Biology - BBC Bitesize</a></p>	<p>Un fairtrade: Materials provided on TNCs and exploitation of LICs. Use of prep style homework's with links provided to text that students read and then show their understanding through a range of tasks. "The Story of Fair Trade" – John McLaverty "How the World Works: The Story of Human Labor from Prehistory to the Modern Day" – Paul Mason</p> <p>DME: "Renewable Energy: Power for a Sustainable Future" by Tom Jackson (KS3+) – A</p>

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		<p>The Wild Classroom <a href="#">Understanding Habitats, Ecosystems and Biomes</a> -</p>	<p>clear introduction to renewable energy sources and their pros and cons.          "Climate Change and You" by Emily Rajj – Brief, student-friendly book on personal and local responses to climate change          "Teaching Geography Creatively" by Stephen Scoffham – Includes case studies and strategies for teaching sustainability and energy issues          UK Government Energy Strategy (2022) – Overview of national plans for solar and wind expansion</p>
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<p>Authentic Connections – Cross Curricular Links</p>	<p>Wasteful World: Resources and energy – cross curricular links with Science, global responsibilities. Decomposition and materials – How different types of waste break down over time. Recycling processes (e.g. plastic, paper, metals). Maths: Interpreting infographics and data</p> <p>Deadly Geography: Science – plate tectonic theory and lithospheric processes.</p>	<p>Wild Water: Cross curricular links with Science – hydrological cycle and atmospheric processes,</p> <p>Ecosystems on the Edge: Biology in terms of food webs and nutrient cycles. Interpreting infographics and data - Maths</p>	<p>Unfair trade: Globalised world and responsibility as consumers – Life Skills, Economics, Citizenship, History (colonial trade links), and Business Studies. Interpreting infographics and data – Maths</p> <p>DME: Science: How solar panels work – photovoltaic cells and energy transfer. Renewable vs non-renewable energy – comparing carbon footprints. English: Debates – Should farmland be used for solar power or food production?. Reading and analysing different stakeholder viewpoints (e.g. farmers,</p>
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			conservationists, energy companies)
Key Assessments	<p>End of unit assessments in the form of izones for Wasteful World and Deadly Geography– to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>	<p>End of unit assessments in the form of izones for Wild Water and Ecosystems on the Edge – to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>	<p>End of unit assessments in the form of izones for Unfairtrade – to test knowledge and apply understanding to content delivered in the unit. GCSE style questions, testing both content and skills. Students to sit a DME exam paper based on previous GCSE series.</p> <p>Use of lesson izone (at least every 4 lessons) completed in red assessment books.</p>

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