

Year 8: Curriculum Intent		
Year 8 Essential Knowledge Summary		
Schemata 1: How are populations changing?	Schemata 2: What is development?	Schemata 3: What is globalisation?
Composite knowledge: Throughout this topic we explore inequality across the world, its origins, how it is measured and what options are available for improving the quality of life. We relate the topic to the student’s own lives to develop empathy and understanding. Component knowledge: Foundational knowledge: Declarative knowledge: - World population has increased rapidly over the last 200 years. - The difference between LIC, NEE and HIC countries. - Factors influencing economic development - Demographic transition through the study of the Amazon, Mozambique, China, The U.K and Japan. - How international aid can help to improve development. - Sustainability of international aid. - Urbanisation is the increasing percentage of people living in towns and cities. - Lagos is a rapidly urbanising megacity in the West African country of Nigeria. - Urbanisation is caused by a combination of natural increase and rural to urban migration. - Rapid urbanisation in Lagos creates economic opportunities and challenges. - Rapid urbanisation in Lagos creates social opportunities and challenges. - Improving the quality of life for the urban poor in Lagos is challenging due to a wide range of factors. Procedural knowledge: - Understanding how development indicators are used to determine a countries level of development. - Analysing the relationship between social and economic development through scatter graphs. - Analysing stakeholder viewpoints on the sustainability of the sand dam project in Kenya. - Analysing global patterns of megacity growth. - Describing choropleth maps at different scales. - Analysing a wide range of stakeholder viewpoints on the future of Makoko, a squatter settlement in Lagos. - Justifying decisions on urban planning showing consideration for sustainability. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: - The relationship between economic development and demographic transition. - Sustainability of international aid relies on effective communication between all stakeholders involved. - Sustainability of international aid relies on the use of appropriate technology. - Rapid urban growth in Lagos is largely due to the perception of an improved quality of life over rural areas in Nigeria.	Composite knowledge: The Urban World of newly emerging economies- The students explore how people in the developing world are seeking a better quality of life. We study locations like the Shenzhen region in China and how the city is coping with rapid population growth. Component knowledge: Foundational knowledge: Declarative knowledge: - Development means improvements in people’s quality of life and standard of living. - Development is unevenly distributed between and within countries. - Development can be measured using indicators such as GNI per capita, life expectancy, infant mortality, literacy and HDI. - Newly Emerging Economies (NEEs) experience rapid economic growth, industrialisation and urbanisation. - Urbanisation is the increasing proportion of people living in urban areas, often driven by rural-urban migration. - Shenzhen, in southern China, near Hong Kong, developed rapidly after becoming a Special Economic Zone (SEX) in 1980. - Economic growth in Shenzhen has attracted investment, businesses and migrants, creating rapid population growth. - Rapid urban growth has improved employment opportunities, infrastructure and living standards for many people. - Rapid population growth has also created challenges including housing pressures, congestion, pollution and inequality. - Economic development does not benefit everyone equally, creating a balance between improving quality of life and managing the social, economic and environmental challenges of rapid urbanisation. Procedural knowledge: - Interpret development indicators, including GNI per capita, life expectancy, infant mortality and literacy rates. - Using HDI and other data to compare levels of development between countries. - Interpret graphs, maps and choropleth maps to identify patterns and differences in development. - Describe and explain patterns of global development, using appropriate geographical evidence. - Use population data to identify and describe urbanisation and population growth. - Analyse graphs and data showing Shenzhen’s population and economic growth. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: Patterns of urbanisation are directly linked to economic development. - Development is uneven and complex, involving interconnected economic, social and environmental changes. - Economic growth can improve quality of life, but its benefits are not equally distributed and can increase inequality.	Composite knowledge: Globalisation is best understood as the increasing interconnections and interdependence of countries, economies, cultures and people across the world. They learn that global trade has patterns, but is uneven and often unfair, when they look at the process through different perspectives. The students explore how the Middle East is an essential and integral part of the process of globalisation. Component knowledge: Foundational knowledge: Declarative knowledge: - Globalisation is the world becoming increasingly interconnected through trade, communication and the movement of people. - A chocolate bar is produced through a multi-stage global supply chain involving farming, processing, manufacturing and distribution and that it is one example of a global product. - Trade flows follow predictable patterns between developed and developing countries. - Global trade is unequal, with poorer countries often receiving less benefit. - The Middle East is a region spanning Southwest Asia and part of North Africa. - The Middle East contains three major climate zones. - The pattern of people are unevenly distributed, concentrated in coastal areas, river valleys and cooler upland zones. - The Suez Canal is a major global trade route linking Europe and Asia and creating greater interconnection between the two continents. - Saudi Arabia is a high-income oil-rich country. - Yemen is a low-income country facing conflict and poverty. - The Arabian Peninsula contains multiple ethnic groups, languages and cultural traditions. - The region faces severe water scarcity due to climate patterns and limited freshwater sources. - Many countries struggle to produce or access sufficient food. - Diversifying an economy means expanding beyond oil into other sectors. Procedural knowledge: - Teamwork during ‘The Trade Game’ designed to represent how the global pattern of trade allows HICs to create a trade surplus, while LICs are left with a trade deficit. - Read and analyse flow maps showing imports, exports and trade routes. - Use GPD, HDI, literacy and life expectancy to compare countries. - Assess whether trade relationships benefit or disadvantage certain countries. - Use atlases to identify Middle Eastern countries and physical features. - Interpret climate graphs, temperature ranges and precipitation patterns. - Use of choropleth maps and population density dats to identify settlement patterns. - Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: - The world’s countries, economies and societies are deeply interconnected through trade, resources, technology and political relationships. - Human and physical processes create recognisable patterns across space, such as trade flows, climate zones and population distribution.

• Inequalities in education have direct impacts on housing and employment in Lagos.	• Rapid economic development drives urbanisation and migration, creating both opportunities and challenges for growing cities. • Shenzhen demonstrates how globalisation and government policies can transform places, requiring a balance between economic growth, social needs and environmental sustainability.	• Development is uneven across the world, shaped by historical, political, economic and environmental factors. • Limited natural resources (especially water and food) shape human decisions, political tensions and economic strategies. • People adapt to, modify and are constrained by physical environments, especially in regions with extreme climates.
Schemata 4: How severe is climate change?		Schemata 5: Air pollution fieldwork enquiry
Composite knowledge: Students develop an understanding of how Russia’s geography, Arctic change and global climate systems are interconnected to shape development, inequality, resource use and geopolitical decision-making in a rapidly changing world. Component knowledge: Foundational knowledge: Declarative knowledge: • Russia contains vast plains, mountain ranges, tundra, taiga and permafrost regions. • Russia has an uneven population distribution, major cities in the west and diverse ethnic groups. • European Russia is more populated, urbanised and economically developed. Asian Russia is sparsely populated and resource-rich. • Opportunities in Russia include natural resources, Arctic access and trade routes. • Challenges include inequality, harsh climates, ageing population and infrastructure gaps. • The Arctic influences global climate, contains major resources and is a strategic shipping region. • Melting ice opens the Northern Sea Route and increases access to resources. Procedural knowledge: • Analyse maps, graphs and satellite images and demographic data to build an accurate perspective of Russia. • Contrast European and Asian Russia using population data, climate information and economic indicators. • Evaluate Russia’s strengths and weaknesses using evidence from multiple sources. • Weigh environmental, economic and social factors to reach a justified geographical conclusion. • Make justified decisions about Arctic development using multi-layered evidence. • Extended writing (PEDaL paragraphs) Upper Hierarchical knowledge: • Large countries like Russia show extreme physical and human contrasts that shape development, inequality and geopolitical influence. • Physical geography interacts with human geography to shape national opportunities and challenges. • Understanding complex regions require interpreting multiple sources to form justified conclusions. • Inequality within countries influences population distribution, economic opportunity and social outcomes, especially in geographically diverse nations. • The Arctic is a globally strategic region where climate change, resource access and international competition intersect.		Composite knowledge: Students build on their understanding of geographical fieldwork and the structured enquiry process, in which clear hypotheses, carefully chosen methods, and accurate data collection work together to produce a meaningful geographical insight. Component knowledge: Foundational knowledge: Declarative knowledge: • A geographical enquiry follows a sequence: question, hypothesis, methods, data collection, data presentation, analysis, conclusion and evaluation. • Fieldwork connects classroom learning to real-world geographical processes and evidence. • An enquiry begins with a clear hypothesis predicting patterns in air pollution. • Air pollution fieldwork uses systematic sampling, consistent measurement location and repeatable methods. Procedural knowledge: • Carry out the stages of a geographical enquiry in order. • Explain why fieldwork strengthens geographical understanding. • Select sampling locations, timings and measurement techniques that produce reliable air pollution data. • Use a range of statistical methods to analyse data collected and identify patterns. • Use a variety of data presentation techniques to help to identify patterns in the data collected to help to draw conclusions. • Use presented data and statistical evidence to judge whether the hypothesis is supported. • Reflect on how data collection, methodology and presentation affected the reliability of the conclusion. Upper hierarchical knowledge: • Fieldwork follows a structured sequence that underpins all geographical investigation. • Fieldwork is essential for connecting classroom learning to real-world geographical processes, places and evidence. • Hypotheses guide investigations and are tested using systematic data collection and analysis. • Effective fieldwork requires selecting appropriate methods, tools and sampling strategies to gather reliable data. • Statistical techniques strengthen geographical conclusions by identifying patterns, trends anomalies and relationship data.
Year 8 Final Composite Knowledge End Point		
• Global inequalities (economic and social) • Inequalities within countries leading to increasing levels of urbanisation. • The opportunities and challenges of rapid urbanisation in the Newly Emerging Economy of Nigeria. • Improving the quality of life for the urban poor in Nigeria is limited by a range of economic and social factors. • The location of the U.K creates very changeable weather. • The changeable weather of the U.K has a significant impact on human activity. • Reliable conclusions in geographical enquiries rely on accurate / precise methods of data collection. • Natural processes can be hazardous to human populations. • Reducing the impact of natural hazards relies on a variety of strategies and is heavily influenced by economic development.		