

CURRICULUM LONG TERM PLAN



SUBJECT: Geography

YEAR GROUP/KEY STAGE: Year 8

Intent:

To support children in understanding the world we live in. At Newlands Academy our students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Newlands Academy our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation:

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practice. School trips and fieldwork are provided, where appropriate, to give first hand experiences, which enhance children's understanding of the world beyond their locality.

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Impact:

Be a confident and resilient learner; be inquisitive.

See mistakes as a learning opportunity.

Have an excellent knowledge of where places are and what they are like.

Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

Have an extensive base of geographical knowledge and vocabulary.

Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.

Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Year Groups	Autumn 1	Autumn 2
Topics	Tourism	Australia
Key skills	In this unit students will be able to consider the topic of tourism from all aspects including the tourist, tourist industry, inhabitant of tourist country and the impact of the industry on the natural environment. Students will also have opportunities to plan and deliver their own topics and display key research and delivery tasks.	To many young people the great country of Australia can seem a million miles away. This unit enables students to develop an understanding for the way of life for both native and immigrant Australians and also the wonderful natural environments within the land mass. Students will also complete a focus on the Great Barrier Reef and consider the threats to its very existence. Topics include but are not limited to:

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	<ul style="list-style-type: none"> • Definitions of tourism • Economic impact of tourism (positive and negative) • UK and Global tourism • National parks • Research-based project (build your own resort + brochure) 	<ul style="list-style-type: none"> • Physical and Human features of Australia • The Great Barrier Reef • Threats to the Great Barrier Reef • The population of Australia and population pyramids • History and migration to Australia • Multiculturalism
Links to other curricula	English, Science	Maths, English, Science

Year Groups	Spring 1	Spring 2
Topics	Life in the Rainforest	Explosive Earth

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Key skills	<p>In this unit students will gain contextual knowledge of the global distribution of the tropical rainforest (TRF) biome and the reasons for this distribution. They will be able to describe the structure and adaptations found in the TRF and discuss threats faced in the TRF biome. Children and students will consider options for managing the tropical rainforest and apply the concept of sustainability.</p> <ul style="list-style-type: none"> • Tropical rainforests are a global scale biome • Tropical rainforests have distinctive characteristics • Tropical rainforests have an important value in the form of their goods and services • Different threats to the tropical rainforest biome and consequences at different scales • Management of the tropical rainforests at different scales to ensure their sustainable use 	<p>In this unit students will gain an overview of the tectonic processes on our planet. They will know the layers of the earth and understand that convection currents drive tectonic processes. Students will be able to describe and explain the global distribution of earthquakes and volcanoes. They will be able to describe what happens at each of the 4 types of plate boundary and explain how these processes lead to fold mountains, ocean ridges, ocean trenches, earthquakes and different types of volcanoes. Finally, students will be able to identify a specific volcanic eruption and explain: its cause; primary and secondary impacts; response and; evaluate the effectiveness of attempts to manage the hazard.</p> <ul style="list-style-type: none"> • Different layers and convection currents inside the earth that drive tectonic plate movement • Global distribution of earthquakes and volcanoes • Four different types of plate boundary which interact in different ways to create various landforms and events • How each boundary causes earthquakes • How tectonic processes cause volcanic activity and the different between two volcano types • Cause, impact and severity of a named volcanic hazard • Effectiveness of management of a named volcanic hazard
Links to other curricula	<p>English, Science</p>	<p>English, Science</p>

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Year Groups	Summer 1	Summer 2
Topics	Climate Change	Asia
Key skills	<p>In this unit students will be able to learn about, define, understand and predict the impacts of climate change on their generation and ones to come. Students will also be given the opportunity to consider ways that we can reduce the impact/speed of climate change through simple manageable changes. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Climate change and greenhouse effect • Past and future climates • Causes of climate change • Human vs physical features • Positives and negatives of climate change • UK climate change • Managing climate change 	<p>Within the boundaries of Asia lie some of the most diverse and fascinating cultures and countries in the world. We can learn so much about the Geographical world through looking at the near, middle and far east corner of the map. Topics include but are not limited to:</p> <ul style="list-style-type: none"> • Location and climate • Population diversity in Asia • Population pyramids • The challenges of living in Mumbai • Economic growth in China • Flooding in Bangladesh • Tectonic hazards in Indonesia
Links to other curricula	English, Science	Maths, English, Science

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