

Y8 GEOGRAPHY



GEOGRAPHY AT YARDLEYS

INTENT: To educate all students to be global citizens (someone who can empathise with different people with different lifestyles, landscapes and situations around the world), to have an understanding of the world beyond and linked to Tyseley – enough to spot misleading information about the wider world and make evidence-based decisions. We will do this by developing their knowledge and understanding of the key Geographical concepts of sustainability, process, development & enquiry.

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“Building a global perspective” – To build on the start point to develop a global perspective – how you are part of many global networks and that different people from different locations will have different ways of looking at the world

YEAR 8

| Theme | Development/Weather & climate mini units Coasts/ Megacities | Atmospheric Hazards/Industrial Change | Volcanic Hazards/ China | Climate Change/population studies | Earthquakes and Local area Fieldwork | Living off the Earth's resources |
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| SUBSTANTIVE KNOWLEDGE | How do we compare countries? What does it mean to be “developed”? Megacities Migration – push/pull Natural increase Slums QofL | GAC – Hadley Cell Tropical storms Development indicators Globalisation & TNCs Intro to trade | Tectonics Direct comparison of two areas of contrasting wealth Structure of the Earth The location of China China’s varying landscape Rural to urban Migration in China How factories treat their workers outside of HICs – impacts of globalisation 2008 Olympics and impacts on development | Geological time and how climate has changed over time – the Holocene Natural/Human causes of CC Impacts of CC World population growth rates and patterns Representing population – line graphs & pop. pyramids Population vocabulary Population management – overpopulation & the OCP | Plate margins Development indicators Different management in Sichuan China VS Christchurch New Zealand Deciduous woodland ecosystems Different between food chain and food web | Essential vs desirable Resource management Exploitation |
| DISCIPLINARY KNOWLEDGE | Development indicators Pressure maps Choropleth maps | Building a case study Cumulative bar charts Writing to compare | Block diagrams Country study Expressing a sense of place Rationality within a country Analysing line graphs | Locations on a global scale Population pyramids Choropleth maps Line graphs How to analyse above | Block diagrams Impact maps Asking appropriate Geographical questions | Multiplier effect |

We aim to provide students with a curriculum that educates the whole child, creating responsible and respectful citizens. Through the development of substantive and disciplinary knowledge students are given the tools that allow them to achieve excellence and be ready for life.