



# CURIOSITY

# COMPASSION

## Curriculum overview

# COURAGE



Subject	Geography	Year group	8
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>Our aim in the Geography department is to teach our students to analyse and evaluate the processes that are happening in our world. Students will develop an understanding of the physical and human aspects of the world as well as developing an understanding of how these two aspects interact with each other and how this interaction is changing within modern life. Through our curriculum, we also aim to develop their Geographical, numeracy, literacy, fieldwork and analytical skills.</p> <p>Our Geography Curriculum aims to be</p> <ul style="list-style-type: none"> <li>ambitious for all students</li> <li>Planned to develop and build on knowledge</li> <li>Adapted and designed to allow all students to access the content broad and balanced with looking at all aspects of the geography curriculum</li> </ul>		
Threshold Concepts (TCs):	<ol style="list-style-type: none"> <li>A LFAT Geographer will understand the concepts of <b>place</b> and <b>space</b> and how they are constructed</li> <li>A LFAT Geographer understands that there are numerous <b>natural and human processes</b> that explain the phenomenon's that are happening on Earth</li> <li>A LFAT Geographer understands that there are numerous <b>natural and human patterns</b> and <b>distributions found on Earth</b> and these are not random</li> <li>A LFAT Geographer understands that there are <b>interactions between different concepts</b> and they are <b>interdependent</b> on each other</li> <li>A LFAT Geographer understands that the Earth does not stay and is consistently <b>changing</b>. For example, cities grow in size, and climate can change.</li> <li>A LFAT Geographer understands that it is important to understand that a range of <b>perspectives</b> exist on an issue</li> <li>A LFAT Geographer understands that <b>sustainability</b> (Social, economic and environmental) is a key concept in a range of areas in Geography.</li> <li>A LFAT Geographer will recognise and understand <b>scale</b> and how processes and patterns can differ at different scales</li> <li>A LFAT Geographer is able to use <b>evidence</b> (primary and secondary) to present, interpret and evaluate information</li> </ol>		
KS2 National Curriculum summary:	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p>		



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	<p>Locational knowledge</p> <ul style="list-style-type: none"><li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li><li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul> <p>Place knowledge</p> <ul style="list-style-type: none"><li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li></ul> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"><li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>																		
<b>Learner skills:</b>	<table><tr><td data-bbox="377 1108 557 1140">Critical thinking</td><td data-bbox="646 1108 804 1140">Organisation</td><td data-bbox="938 1108 1096 1140">Collaboration</td><td data-bbox="1298 1108 1455 1140">Adaptability</td><td data-bbox="1612 1108 1724 1140">Oracy</td><td data-bbox="1882 1108 2039 1140">Self-quizzing</td></tr><tr><td data-bbox="399 1195 534 1330"></td><td data-bbox="646 1195 804 1330"></td><td data-bbox="938 1171 1096 1330"></td><td data-bbox="1298 1195 1455 1330"></td><td data-bbox="1612 1195 1724 1330"></td><td data-bbox="1882 1195 2039 1330"></td></tr><tr><td data-bbox="399 1338 534 1354">CRITICAL THINKING</td><td data-bbox="646 1338 804 1354">ORGANISATION</td><td data-bbox="938 1338 1096 1354">COLLABORATION</td><td data-bbox="1298 1338 1455 1354">ADAPTABILITY</td><td data-bbox="1612 1338 1724 1354">ORACY</td><td data-bbox="1882 1338 2039 1354">SELF QUIZZING</td></tr></table>	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing							CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING
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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul		
The Big Question	What is out there for me to explore? (Year 8)							
Big picture questions:	How does weather and climate affect us?	What's happening in the City?	How diverse is Africa's ecosystems?		How diverse is the Middle East?			
Content (Key questions Linked to TCs):	What is weather and climate? TC2 How do you measure the weather? TC2 What are the different types of clouds and rainfall? TC2 How can you monitor a microclimate? What is the climate and weather in the UK? TC1, TC2, TC3, TC5 What Was the Beast from the East? TC1, TC6, TC8, TC9 What is drought? TC2, TC3, TC4, TC5 Why did the UK suffer a drought in 2012? TC1, TC6, TC8, TC9 How are tropical storms formed TC2 Why was Typhoon Haiyan a significant Tropical Storm? TC1, TC6, TC8, TC9 How and why is the climate changing? TC3, TC4, TC8, TC9 How will Climate change affect the UK and the world? TC1, TC3, TC4, TC5, TC6, TC8 How can we manage climate change? TC6, TC7, TC8		How have settlements grown over time? TC3, TC5, TC8 What are the patterns and causes of urbanisation? TC2 TC5, TC8, TC9 Are all the UK cities the same? TC2, T5 What challenges are UK cities facing? TC1, TC2, TC5 How does de-industrialisation affect cities? TC2, TC4, TC5, TC7 How successful was the regeneration of Birmingham? TC1, TC2, TC5, TC7, TC6, TC9 How do we manage the housing crisis? TC7, TC8 What challenges are in LIDC cities? TC1, TC2, TC5, TC8 How successful are the solutions to slums? TC1, TC2, TC5, TC7, TC6, TC9		Where is Africa located? TC1 What are Africa's biomes? TC3, TC8 How does a climate graph show the rainfall and temperature in the Congo rainforest? TC9 How do plants and animals adapt to the Congo rainforest? TC4, TC2, How do tribes use the Congo rainforest? TC4, TC5, TC6 What is the global importance of the Congo rainforest? TC5, TC6, Why is deforestation a problem for the DRC? TC2, TC7 How can you sustainably manage the TRF in the Congo? TC7 What is the climate of the Sahara Desert? TC4, TC2 Why does Africa suffer areas of water stress? TC7, TC5 How do plants and animals adapt to live in the Sahara Desert? TC4, TC2 How do humans use the Sahara? TC4, TC5, TC6 Why is Desertification a problem for Africa? TC4, TC5 How can you sustainably manage the Sahara Desert? TC7		Where is the Middle East? TC1 What is the climate of Middle east? TC9, TC2 What are the physical features of the Middle East? TC2, TC8 What are the human features of the Middle East? TC2, TC3, TC8 How does oil connect the UK to the Middle East? How is oil helping the Middle East? Conflict in the Middle East-Syria? Where is Dubai and why did it grow? TC5 How sustainable is Dubai? TC7, TC5, TC6	



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<b>Vocabulary Instruction:</b>	Weather Climate Anemometer Wind vane Convectional Relief Low pressure High pressure Drought	Hierarchy LIDC AC EDC Distribution Crime Pollution Regeneration Rural Urban Slum Industrialisation	Sustainability Climate Deforestation Desertification Water stress Adaptation Indigenous Fauna and flora	Conflict Sustainability Climate Urbanisation GDP Development
<b>Assessment:</b>	Retrieval Quizzes End of Topic Test	Retrieval Quizzes End of Topic Test  Summative Assessment 1 – Dec/Jan	Retrieval Quizzes End of Topic Test	Retrieval Quizzes End of Topic Test  Summative Assessment 2:- June
<b>Key/Historical misconceptions in this unit:</b>	Weather and climate are the same thing Climate change is caused just from humans	Everywhere is increasing in population Deprivation and inequality is only in poor countries. People have always lived in cities and towns.	Deserts are found on the equator Africa is a country All of Africa is desert All of Africa is rainforest.	The Middle East is a country/continent All of the Middle East is poor. All of the Middle East is desert. All of the Middle East is in conflict with the West.
<b>Sequencing:</b>	<p><b>We have chosen to sequence the year 8 curriculum like this because...</b></p> <p>Following on from the themes in Year 7. We start with a continuation of the water theme by looking at 'How does weather and climate affect us' unit which will link to Water on the Land in year 7. We then move onto our human theme of 'What is happening in the City?', looking where our population are living and issues faced by those in different global cities. This will build on from World Population in Year 7. We move onto our Landscape unit of ' How diverse is Africa's Ecosystems' – This comes after weather and climate as students need to understand that there are climatic zones which leads to the distribution of rainforests/deserts. The last unit is an overarching topic of 'How diverse is the Middle East', in which we think at the climate of the area and link to the ecosystems that are located there. We will also look at the human aspects of the cities and human features of the region. We also introduce political, conflict and development issues which leads into year 9 topics.</p> <p>All topics link to the KS3 National Curriculum</p>			



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<b>Values</b>	<p><b>These schemes of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p>Compassion – Investigating different places around the UK and the world. Understanding different cultures and perspectives on a variety of issues. We will also be looking at in-depth Case studies</p> <p>Curiosity – Exploring new places around the world. Considering global issues and how we can sustainably manage them</p> <p>Courage – Using new terminology and applying that to new contexts. Demonstrating excellent work ethic and contributions to class.</p>
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include:</b></p> <p>We will be using Birmingham as our local case study in ‘What’s happening in the City?’ as this is our nearest city and we use this example in topics at KS4</p> <p>In ‘How diverse is the Middle East’, we are going to introducing issues such as conflict, resources and human rights. Students engaged with these moral issues and what to understand the political aspects of global issues.</p> <p>We will be using UK and global examples throughout all topics</p>