

Curriculum Intent



We value Character, Competence and Community in our Geography curriculum:

Character

- Instilling a love of learning about the world around us.
- Celebrating diversity by exploring and celebrating a range of global places, cultures and traditions.
- Understand how our actions impact on others and the wider environment.

Competence

- Ensuring the very best outcomes for students using the latest research in cognitive science
- Developing curious learners who can apply their knowledge to the real world, expressing themselves eloquently and with confidence.
- Being able to answer complex questions by developing skills of critical thinking, analysis and evaluation.
- Developing confidence using geographical skills such as interpreting information from maps, graphs, data and photographs.

Community

- Helping students to sympathetically understand local, national and global communities
- Helping students to understand the interconnected nature of our world and their role in an ever changing planet.
- Helping student to become global citizens
- Providing opportunities for students to take action and become active members of society, championing for sustainable change.

Programme of study – Year 8

Subject: Geography



Oasis Academy Brislington: Curriculum

| Year | 8 | | | | | |
|-------------------------|---|--------------------------------|--|-------------------------------|-----------------------|---------------------------------|
| Rationale/ narrative | In year 8 students continue to develop a wide range of geographical skills, ideas and vocabulary to allow them to better understand and articulate their thoughts about the world we live in. We investigate coastal features and management in the UK. We then focus on a number of specific regions of the world, identifying their physical and human characteristics so that students understand their importance and what it is like to live there. Climate change, is the most important global issues of this generation. We investigate it's causes and our role in reducing the effects. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Sumer 1 | Summer 2 |
| Topic | Climate Change | Population and Urbanisation | Cold Environments (Tundra, Russia, Antarctica) | Globalisation and Superpowers | Coasts | Study of The Middle East |
| Content | Evidence for climate change | Global population distribution | World distribution of ice sheets | What is globalisation? | Uses of the coastline | Introduction to the Middle East |

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|-------------------|--|--|---|--|--|---|
| | <p>Natural causes of climate change</p> <p>Human causes of global warming.</p> <p>Who is to blame for climate change?</p> <p>How has climate change affected Bangladesh?</p> <p>How has climate change affected the UK?</p> <p>How is the UK responding to climate change?</p> <p>Local initiatives to combat climate change</p> <p>How can the academy respond to climate change?</p> | <p>Birth rates, death rates and global population growth</p> <p>Population characteristics in Malawi, Nigeria and Egypt</p> <p>Describing populations using population pyramids</p> <p>Causes and effects of migration</p> <p>Urbanisation and megacities</p> <p>Causes and challenges of urban growth in Mumbai</p> <p>Quality of life in Mumbai's slums</p> <p>Sustainability in Mumbai</p> <p>Managing populations: Russia, China, France, Singapore.</p> | <p>How important are cold environments?</p> <p>Glacial processes and landforms</p> <p>Economic opportunities in cold environments</p> <p>Challenges of living in cold environments</p> <p>Why are cold environments under threat?</p> <p>Local and National strategies to protect cold environments</p> <p>International strategies to protect cold environments</p> <p>Antarctica, the last great wilderness</p> | <p>How am I a global citizen?</p> <p>The global shift of the 1960s</p> <p>Asia and Transnational corporations.</p> <p>The advantages and disadvantages of Globalisation</p> <p>The worlds global superpowers</p> <p>China, the emergence of a superpower</p> <p>China's growing influence in the world</p> | <p>Coastal processes of weathering and erosion</p> <p>Coastal landforms of erosion in Swanage</p> <p>Mass movement and cliff retreat.</p> <p>Coastal processes of longshore drift and deposition.</p> <p>Coastal landforms of deposition in Swanage</p> <p>Hard engineering coastal management</p> <p>Soft engineering coastal management:</p> <p>The effects of coastal erosion in Dorset</p> <p>Managing the coastline in Swanage</p> <p>The effects of sea level rise on the Maldives</p> | <p>Physical landscapes of the Middle East</p> <p>Climate of the Middle East - Deserts</p> <p>Population of the Middle east</p> <p>Economic importance of the Middle East</p> <p>Resources in the Middle East</p> <p>The importance of the U.A.E</p> <p>Deprivation in the Yemen</p> <p>Conflict in the Middle east</p> <p>The world's role in solving conflict in the Middle East</p> |
| Assessment | Banded task assessment | Banded task assessment | Banded task assessment | Banded task assessment | Banded task assessment | 1 hour 50 mark exam style assessment |

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| | Multiple choice knowledge quiz | Multiple choice knowledge quiz | Multiple choice knowledge quiz | Multiple choice knowledge quiz | Multiple choice knowledge quiz | |
| Links: | Knowledge Organisers Homework Solutions | Knowledge Organisers Homework Solution | Knowledge Organisers Homework | Knowledge Organisers Homework | Knowledge Organisers Homework Solutions | Knowledge Organisers Homework Solutions |

Geography Solutions

Welcome to Geography Solutions. Please follow the link in the solution section below to access the resources.

| The areas for development are: | Solution |
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| <ul style="list-style-type: none"> Climate change – Term 1 | BBC Bitesize KS3- Energy, resources and sustainability https://www.bbc.co.uk/bitesize/topics/zjsc87h https://www.bbc.co.uk/bitesize/topics/z2vkjxs |
| <ul style="list-style-type: none"> Population and Urbanisation – Term 2 | BBC Bitesize KS3 – Population and migration https://www.bbc.co.uk/bitesize/topics/zg7nvcw |
| <ul style="list-style-type: none"> Cold environments – Term 3 | BBC Bitesize KS3 – Glacial Landscapes https://www.bbc.co.uk/bitesize/topics/zpcqxn timer BBC Bitesize KS3 - Ecosystems https://www.bbc.co.uk/bitesize/topics/ztgw2hv |
| <ul style="list-style-type: none"> Globalisation and superpowers – Term 4 | BBC Bitesize KS3 – Globalisation, trade and interdependence https://www.bbc.co.uk/bitesize/topics/z3jhfg8 |
| <ul style="list-style-type: none"> Coastal Landscapes – Term 5 | BBC Bitesize KS3- Coastal landscapes https://www.bbc.co.uk/bitesize/topics/z6bd7ty |
| <ul style="list-style-type: none"> The Middle East – Term 6 | BBC Bitesize KS3- Ecosystems https://www.bbc.co.uk/bitesize/topics/ztgw2hv |