

Years 8 & 9

Geography



All topics and schemes of work have been planned to allow the key concepts, processes and MSCS to be covered during the Geography curriculum.

Key Concepts
Place (P)
Space (SP)
Scale (SC)
Interdependence (I)

Key Processes
Geographical Enquiry (GE)
Fieldwork and out-of-class learning (F & O)
Graphicacy and visual literacy (G & V)
Geographical communication (GC)

MSCS
Moral (M)
Social (SO)
Cultural (C)
Spiritual (SP)

	Autumn Term		Spring Term		Summer Term		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 8	Coastal Landscapes		Going Global		Restless Earth		Brazil – a study of ‘Place’ incorporating key concepts and processes learned throughout Year 8.
Content Overview	<ul style="list-style-type: none"> Introduction to coastal landscapes - definitions of the coastal zone and its importance to the UK. Erosion and Weathering – key processes that shape the coastline and remove material from the landscape. Headlands and Bays – The 	<ul style="list-style-type: none"> What is globalisation? Defining and explaining the concept and process of globalisation and evaluating its overall importance on the world today. Transnational Corporations – examining the role that these have to play as the ‘architects’ of globalisation 	<ul style="list-style-type: none"> Introduction to Restless Earth – theory of plate tectonics, Wegener/Pangaea and the theory of plate movements investigated through mapping the Earth. Volcanoes – processes and formation Earthquakes– processes and formation The Haiti Earthquake – an in-depth case study into the causes, impacts and responses of the natural disaster. There will be a focus on the key social, 	<ul style="list-style-type: none"> Physical and Human geography of Brazil – where is the country located and what are its resources, economy etc. Links between 			

	<p>formation of a key landform linked to the processes learnt in lesson.</p> <ul style="list-style-type: none"> • Caves, arches, stacks and stumps – as above. • Transport and deposition – the process of sediment transportation along a coastline. • Spits - landform of deposition linked to prior learning of the processes. • Coastal recession – causes and impacts of processes on a named coastline and how these issues can be managed through defences – appreciation of cost/benefit analysis (Happisburgh case study) 	<p>and how they have been aided by but also progressed globalisation further.</p> <ul style="list-style-type: none"> • Is globalisation a good thing? From fashion victims to increased GDP and wealth gains; can you place a value judgement on globalisation? • What is really in a cup of coffee? Fair vs Free Trade and the impacts of the global market on different ‘players’ • Where does our food come from? A look at food security, outsourcing of food production and the winners and losers in the global supermarket. 	<p>economic, environmental and political impacts of the earthquake.</p> <ul style="list-style-type: none"> • Montserrat – Case study into the eruption and consequent migration patterns and the impact on the landscape of the island in general. • Prediction and Prevention of Earthquakes and Volcanoes 	<p>the UK and Brazil – an understanding of place and space.</p> <ul style="list-style-type: none"> • Population structure and development geography – life in the favelas. • The Amazon – a world ecosystem – functioning, threats and responses (a case study of this vital biome) • How is Brazil changing? An evaluation of its progress economically and socially.
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	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Passport to the World	Climate Change and Global Challenges	Population	Development – who wants to be a billionaire?	Watery World	Bridging the gap: GCSE's and beyond
Content overview	<ul style="list-style-type: none"> Understanding the world around them; from continents to the Oceans and political constructs of place – Nation states and their capitals, geographical location and ‘thinking like a geographer’ Asking geographical questions Practical skills – OS map reading. 	<ul style="list-style-type: none"> Unpicking the ‘threat’ of climate change-causes, impacts and responses. The differing views and appreciation of the perspective of all parties involved. Plastics – the biggest threat we face? A look at the role of individuals, organisations and governments in tackling the 	<ul style="list-style-type: none"> A critical look at global population using the data –‘factfulness’; challenging assumptions, misleading data and lazy reporting and common misconception on the population debate. Where are the people and why? Assessing the human and physical influence of global distribution 	<ul style="list-style-type: none"> An insight into global development through both economic and social indicators. Why are some countries rich and others poor? A critique of trade, aid and historical impacts, to include Empire and exploitation. Deconstructing global trade – how does it work and who are 	<ul style="list-style-type: none"> Where does our water come from? Retrieval of water cycle knowledge and how this links to aquifers and other sources of water. Water security – a bigger threat than climate change? The ‘new oil’ – where are the reserves and could this lead to geopolitical conflict? Going green – how can we manage this precious resource? 	<p>A study into UK Landscapes with an emphasis of detailed definition, explanation and evaluation as an introduction to GCSE content.</p> <ul style="list-style-type: none"> Geology Landforms Human use of the landscape Skills and inference using diagrams, maps and photographic evidence to explain landscape features.

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Geography



**MARK RUTHERFORD
SCHOOL**

global
challenges
that the Earth
faces, now and
in the future.

and density.

the winners
and losers,
nationally
and
internationall
y.

Examining and
evaluating the
credentials of
water
conservation
methods.