

# Curriculum Intent, Implementation and Impact

Subject: Geography

Year group: 8

Periods per fortnight: 2

## INTENT:

Geography education within the Buckingham School aims to equip students with the knowledge and skills to be successful global citizens. Our curriculum is not about students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline. Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies. Students will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. Students will then utilize the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.

## IMPLEMENTATION:

| Term   | Topics studied  | Additional information   | How parents could support students?   |
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| Term 1 | <p><b>Development</b><br/> <b>Key Questions:</b><br/>           1. What is Development?<br/>           2. Measuring development - indicators<br/>           3. Factors influencing development<br/>           4. Factfulness – is our view of the world incorrect?<br/>           5. Factfulness – continuation<br/>           6. Factfulness – moving away from 'rich or poor'<br/>           7. Explaining the development gap<br/>           8. What are the causes Poverty?<br/>           9. How does a country's Employment Sector reflect its progress</p> | <p><b>Development</b><br/>           Homework outline:<br/>           1. Create a set of Top Trumps using the CIA world Fact file<br/>           2. Complete a Fact file on your three most important factors influencing development<br/>           3. Describe causes of poverty<br/>           4. Complete practice questions</p> | <p><b>Introduction to Development</b><br/>           Talk about what Development means. Use words that describe progress. Read newspaper articles that show what life is like in other countries. Discuss what makes a country rich or poor</p> |
| Term 2 | <p><b>Coasts and Rivers</b><br/> <b>Key Questions:</b><br/>           The coast is shaped by a number of physical processes.<br/>           Distinctive coastal landforms are the result of rock type,</p>  | <p><b>Coasts and Rivers HW</b></p>   | <p><b>Coasts and Rivers</b><br/>           Watch for news of coastal and river issues in the news. Is there a difference between rich and poor countries as to how they deal</p>  |

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|  | <p>structure and physical processes.</p> <p>An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> <p>Different management strategies can be used to protect coastlines from the effects of physical processes</p> <p>An example of a coastal management scheme in the UK</p> <ol style="list-style-type: none"> <li>1.What are the Types and Characteristics of Waves?</li> <li>2.What are the types of Weathering and Mass Movement?</li> <li>3.What are the physical processes that occur at the coast?</li> <li>4.What are the landforms created at the coast? And how?</li> <li>5. How is the coast protected and managed through hard and soft engineering at the coast?</li> <li>6.Coastal case Study</li> <li>7. Coastal assessment</li> </ol> <p><b>Rivers</b></p> <ol style="list-style-type: none"> <li>1.What is the hydrological cycle?</li> <li>2.What is a river long profile?</li> <li>3.What are the erosional and depositional processes in a river?</li> <li>4.What are the processes of transportation in a river?</li> <li>5. How are waterfalls, meanders and oxbows formed?</li> <li>6. What are the causes and impacts of flooding?</li> </ol> | <p>Prepare a revision fact file as we progress through the lessons.</p> <p>Students will complete a booklet over the half term as we progress through the lessons</p> | <p>with, and recover from, floods?</p> <p>Watch relevant programs together.</p> <p>If you are fortunate to visit a place at the coast or near a river. Think about how humans interact with the location.</p> <p>Take a walk along our very own resource, the River Great Ouse</p> |
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| <b>Term 3</b> | <p><b><u>Globalisation</u></b><br/> <b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1.Globalisation: What is the economy?</li> <li>2.Are TNCs a good or bad thing for the global economy?</li> <li>3. What factors are responsible for accelerating globalisation?</li> <li>4. Globalisation Case Study Nike</li> <li>5a. What is glocalisation? What examples can we see in the UAE?</li> <li>5b. Glocalisation McDonalds</li> <li>6.How does globalisation change culture?</li> <li>7.How globalised are you?</li> </ol> | <p><b><u>Globalisation HW</u></b></p> <ol style="list-style-type: none"> <li>1.Choose an article of clothing. Track its journey from place it was made to where you bought it from. Research how articles are transported</li> <li>2.Complete a diamond nine for reasons for the growth of globalisation</li> <li>3.Complete the guided reading literacy assessment to consider if globalisation would result in one culture</li> </ol> <p><b>Assessment focus:</b><br/> Assessment on features of globalisation and recap key elements of development</p> | <p><b><u>Globalisation</u></b></p> <p>Consider the belongings in your home and discuss how they were made and the journey to your home.<br/> Be aware of items in the news that are concerned with the connectivity of lives.</p> |
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**IMPACT:**

Students will complete the year having developed key concept areas, including development, rivers and coasts and globalisation & sustainability. Students will have developed understanding of how a country develops and how we measure progress to be able to compare and contrast. Students will be able to describe the physical processes at work in coasts and rivers. They will be show understanding how human and physical forces work to create landscapes. As part of their journey towards global citizenship, they will build understanding of how we can connect around the globe.

Students will continue to build on geographic skills and development deeper understanding of geographic literacy. They will continue to develop both individual and collaborative learning techniques and continue to experience assessment in a supportive environment. Through all stages students will be encouraged to ask questions and to guide their own enquiry and curiosity.

**Recommended Reading:**

KS3 Geography Recommended Reading

Newspapers, on line or in hand

Daily news, current affairs programmes

Around the World in 80 days – TV Michael Palin

Plant Earth and The Blue Planet