

## *Geography a force for broadening the mind*

### Intent:

The intent Oasis Geography Curriculum will equip students with a balanced understanding of the physical and human world, as well as an appreciation of how interconnected systems are. It will improve student knowledge of key geographical processes and how human actions impact on these processes. Crucially it will give students the knowledge and skills to become active global citizens and enable them to confidently identify and respond to the complex current issues our planet faces. Students will have opportunities to engage and excel geographical skills through fieldtrips so they are able to personally experience the geography taught in lessons. The curriculum's fundamental aim is to instil a love of learning about the world around us for all students. We want our students to be curious learners who can apply their knowledge to the real world. To do this, we equip them with the fundamental knowledge that allows them to ask good questions, access a range of scenarios and express themselves eloquently and with confidence.

Across year 8, students are introduced to key topics of climate change, population and urbanisation, cold environments, globalisations and superpowers, coasts and a study of the Middle East. Students will start year 8 studying climate change which builds on their understanding of weather and climate from year 7. Initially students will identify evidence of climate change and then explore its natural and anthropogenic causes. They will build on their knowledge of places from year 7 and explore the impacts of climate change across the globe in places such as Bangladesh. Further to this, students gain a deeper understanding on how a country's level of development (year 7) can influence on their ability to respond to the impacts effectively. This unit will finish by looking at the role we can play both globally and locally in dealing with climate change, getting student to think about how they can be active global citizens in their own homes, academies and further afield. Students will then move onto population and urbanisation. Knowledge and understanding of social and economic development will be built upon by exploring how populations change as countries develop. The unit then explores the key theme of migration and the opportunities and challenges it poses for Mumbai's population and environment. The unit ends by building on year 7 knowledge of sustainability by looking for sustainable solutions for Mumbai's urban growth challenges. Within cold environments, students will build on their knowledge of places and processes by exploring cold environments and their associated glacial processes and landforms in Antarctica and Russia. This is followed by study of globalisation and superpowers. In this unit students will build on their understanding of places and countries by identifying key global players such as China. Student understanding of how countries develop, helps them to understand how globalisation impacts on countries in various stages of development. Students will finish this unit by exploring the interconnectedness between countries and will look at China's investment in different countries in Africa. The coasts unit builds on students' knowledge and understanding of physical processes from their previous study of rivers and glacial landscapes. Students will first look at the physical processes and then how these processes form landforms along the coast and then how coasts can be managed and will explore this through and decision-making exercise. Finally, we will finish this unit by exploring coastal threats to the Maldivian atolls. The final unit of study is a study of The Middle East, whereby students will be introduced to countries in the Middle East such as the UAE and Yemen. The unit aims to build on student's previous knowledge of many units including the physical landscapes, climate, social and economic development. In this unit, resources will be explored as will the desert ecosystem. Students will finish this unit by looking at challenges and conflicts in Yemen and the wider Middle East.

### Assessments:

At the end of each unit of work students will be assessed on three part; geographical knowledge, understanding and skills. These assessments will compromise of MCQ, short answer questions and longer answer questions.

From Autumn 2 assessments will be interleaved, assessing knowledge from prior units.

Knowledge organisers should be used as a revision tool for these assessments.

<b>Term</b>	<b>Enquiry questions/content</b>	<b>Key knowledge, understanding and skills:</b>	<b>Framed task</b>
<b>Autumn 1</b>	<u><b>Climate Change</b></u> <ul style="list-style-type: none"> <li>✓ What is climate change</li> <li>✓ Natural and human causes of climate change</li> <li>✓ Effects of climate change (UK and Bangladesh case study)</li> <li>✓ Responding to climate change – locally, nationally, and globally.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define and describe evidence of climate change</li> <li>➤ To outline causes (natural and human) of climate change</li> <li>➤ To describe the effects of climate change</li> <li>➤ To evaluate responses to climate change</li> </ul>	Lesson _ Lesson _ Assessment
<b>Autumn 2</b>	<u><b>Population and Urbanisation</b></u> <ul style="list-style-type: none"> <li>✓ Describing global populations</li> <li>✓ Global population distribution (focus China)</li> <li>✓ Changes in population (DTM)</li> <li>✓ Reading population pyramids</li> <li>✓ Reasons for urbanisation</li> <li>✓ A study of Mumbai</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe how populations change over time</li> <li>➤ To interpret population pyramids</li> <li>➤ To explain how urbanisation happens</li> <li>➤ To describe the opportunities and challenges) of Mumbai</li> </ul>	Lesson _ Lesson _ Assessment
<b>Spring 1</b>	<u><b>Cold Environments</b></u> <ul style="list-style-type: none"> <li>✓ World distribution of ice sheets</li> <li>✓ Identifying the importance of cold environments.</li> <li>✓ Glaciation; process and landforms</li> <li>✓ Economic opportunities in cold environments.</li> <li>✓ Threats to cold environments.</li> <li>✓ Sustainability in cold environments</li> <li>✓ Where is Antarctica and what is it like?</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe the distribution of cold environments</li> <li>➤ To explain the importance of cold environments</li> <li>➤ To evaluate the opportunities and challenges in cold environments</li> <li>➤ To describe the key characteristic of Antarctica</li> </ul>	Lesson _ Lesson _ Assessment
<b>Spring 2</b>	<u><b>Globalisation and Superpowers</b></u> <ul style="list-style-type: none"> <li>✓ What is globalisation</li> <li>✓ The global shift.</li> <li>✓ Impact of globalisation: advantages and disadvantages on LIC/HIC/NEE's</li> <li>✓ Emergence of superpower: China</li> <li>✓ Globalisation in action today – Chinas investment in Africa (road, rail, infrastructure)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe ethe process of globalisation</li> <li>➤ To evaluate the impact of globalisation on different countries.</li> <li>➤ To identify the characteristics of a global superpower</li> </ul>	Lesson _ Lesson _ Assessment

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<b>Summer 1</b>	<p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"> <li>✓ Using the coast</li> <li>✓ Coastal processes</li> <li>✓ Coastal landforms (erosion and deposition)</li> <li>✓ Coastal engineering (hard and soft)</li> <li>✓ DME</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe the different uses along a coastline</li> <li>➤ To describe the processes along the coast</li> <li>➤ To explain formation landforms along the coast</li> <li>➤ To evaluate ways to manage coastal erosion</li> </ul>	<p>Lesson _</p> <p>Lesson _</p> <p>Assessment</p>
<b>Summer 2</b>	<p><b><u>Study of the Middle East</u></b></p> <ul style="list-style-type: none"> <li>✓ Introduction to the Middle East</li> <li>✓ Physical landscape of the Middle East (Hot Desert)</li> <li>✓ Climate of the Middle East (climate graphs)</li> <li>✓ Population of the Middle east</li> <li>✓ Economic importance of the Middle East</li> <li>✓ Resources in the Middle East</li> <li>✓ UAE's development</li> <li>✓ Deprivation of Yemen</li> <li>✓ Conflict in the Middle east</li> <li>✓ Role of the western world in the Middle East's conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe the location of the Middle East</li> <li>➤ To describe the physical characteristics of the Middle East.</li> <li>➤ To describe the human characteristics of the Middle East.</li> <li>➤ To explore the challenges the Middle East faces</li> </ul>	<p>Lesson _</p> <p>Lesson _</p> <p>Assessment</p>
<b>Part of Summer 2</b>	<p><b><u>Fieldwork (physical/human)</u></b></p> <ul style="list-style-type: none"> <li>✓ Planning fieldwork</li> <li>✓ Gathering data</li> <li>✓ Presenting data</li> <li>✓ Analysing data</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop a key geographical enquiry</li> <li>➤ To gather relevant geographical data</li> <li>➤ To present geographical data in a number of ways</li> <li>➤ To draw conclusions to the enquiry</li> </ul>	<p>Lesson _</p>