

# Geography

**Subject Leader:** Mr A Kennedy [akenedy@taptonschoo.co.uk](mailto:akenedy@taptonschoo.co.uk)

**Curriculum Intent: Geographers are the heroes of tomorrow;** they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term	<p><b>Topic: Plate Tectonics</b></p> <p>Students will build a knowledge and understanding of Earth science. This will include:</p> <ul style="list-style-type: none"> <li>Knowing the internal structure of the Earth and the theories underpinning plate tectonics.</li> <li>How volcanoes and earthquakes occur and where.</li> <li>Case studies of volcanic eruptions, earthquakes, and tsunamis to understand their causes, consequences and responses.</li> <li>How people live alongside the threat of tectonic hazards.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of tectonic activity.</li> <li>Work with geographical data to perform basic calculations about magnitude of events and consequences.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world. Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Spring Term	<p><b>Topic: The Population of Asia</b></p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> <li>The urban and physical geography of Asia.</li> <li>The contrasting climate across the Asian region.</li> <li>The demography of Asia including investigating its rapid population growth... and future decline.</li> <li>A case study of how urbanisation is leading to urban challenges in Asian megacities such as Jakarta.</li> <li>A case study exploring how India has tried to manage its rapid population growth.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Asia.</li> <li>Work with geographical data to perform basic calculations such as investigating population growth.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>
Summer Term I	<p><b>Topic: Fast Fashion</b></p> <p>Students will learn about the global and regional scale of our 'fast fashion' problem by investigating:</p> <ul style="list-style-type: none"> <li>The reasons why we have fast fashion.</li> <li>The social and environmental consequences of the trend for fast fashions.</li> <li>The sustainable alternatives to fast fashion.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns.</li> <li>Work with geographical data to perform basic calculations.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world. Write extended prose to describe, explain and evaluate their learning.</li> </ul>

<b>Summer term 2</b>	<p><b>Topic: Africa</b></p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> <li>• Busting myths and misconceptions about the African continent.</li> <li>• Exploring the contrasting climatic regions across the African Continent.</li> <li>• Investigating the diverse demography of the African continent.</li> <li>• A <b>case study</b> into one African city to demonstrate how it is developing into a 21<sup>st</sup> century hub for the continent of Africa.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Africa.</li> <li>• Work with geographical data to perform basic calculations such as working with socio-economic data.</li> <li>• Read a variety of geographical texts to extract and categorise ideas.</li> <li>• Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>• Write extended prose to describe, explain and evaluate their learning.</li> </ul>
<p><b>Homework:</b></p> <p>Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.</p>		
<p><b>Assessment:</b></p> <p>In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic. Formal assessments will include:</p> <ul style="list-style-type: none"> <li>• <b>November:</b> Plate tectonics, Ecosystems (from Y7), Geographical Skills (including graphs, data, and maps)</li> <li>• <b>May:</b> Plate tectonics, Population, Geographical Skills (including graphs, data, and maps)</li> </ul>		
<p><b>Links to Personal Development:</b></p> <p>The topics studied in Year 8 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include seismologists, emergency aid workers, demographers and urban planners. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>As students move on into Year 9 they will extend their geographical knowledge of global places by learning about a new region of the world, The Middle East. The students will also investigate global development issues across a range of places from which they will be able to draw on the knowledge gained in Year 8 about the continents of Asia and Africa. The theme of sustainability continues as they will learn about sustainable transport and how we can keep the world moving for a greener future.</p>		