


**Geography Department – Year 8 The Novice Geographer**

<b>Y8 The Novice Geographer: Students will compound their learning whilst exploring local and global concepts to further understand their place in it.</b>						
 <b>Shirley High Curriculum Map</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Brazil: a country of contrasts	Ecosystems: including how Ice changes the world.	Into Africa! It is a continent not a country!	Asia: a transforming continent	Middle East: Why is this an important world region?	Talking Tourism
<b>Why Now?</b>	To build upon KS2 South America learning focussing on Brazil as an NEE, providing a solid foundation. Concepts of economy, migration, urban growth and consequences such as Favelas are introduced. A sound basis for evaluation with other global areas and leads onto the next topic via the Rainforest ecosystem. Foundation for recurrent themes.	To build on the weather and climate unit (year 7) to contextualise <b>why</b> ecosystems are located where they are, and <b>how</b> humans interact with them. This enables learners to then understand the later distant place studies and apply ecosystems to a global context and how environments shape human interactions. Emphasis on polar regions as this option is <b>not</b> studied at GCSE, so ensures coverage. Links also to Climate change. (year 9)	Builds upon continent work from year 7 and KS2 and important to ensure learners see Africa as a continent made up of approx. 54 separate countries yet face challenges / opportunities as a continent. Uses ecosystems learning to understand how/why varied the physical landscape is and how this offers challenges and opportunities. Future learning focuses on Nigeria, so the unit is a springboard for this. Offers opportunity for learners to celebrate their / peer heritage.	As learners mature, this enables comparisons within an rapidly changing important social and economic region of the world, building on various previous learning: considering different political systems, concepts of globalisation and technology increasing global interdependence, with challenging natural hazards / environments influencing Opportunities for current affairs to be discussed as learners mature and can practise this skill, required at KS5. Offers opportunity for learners to celebrate their/peers heritage.	To complete the continental journey, learners are more skilled in identifying challenges and opportunities presented by different political systems, extremes in wealth and the complexities around a politically and environmentally fragile part of the world. Opportunities for current affairs and conflicts to be discussed as learners mature and can practise this skill, required at KS5. Links to resources unit (y7) regarding reliance on oil, future energy and link to next unit the concept of emerging tourism. Offers opportunity for learners to celebrate their/peers heritage.	Consolidates learning of places and environments around the world and the complex role tourism plays in the economic and development of a country. Opportunity to consider own actions in safeguarding the environment and how tourism might change in the future. Introduces mature concepts of sustainable tourism, green tourism, social responsibility, culture respect and planning. Tourism and its importance to reducing the development gap is a theme revisited at GCSE.
<b>Fundamental Concepts</b>	Locate Brazil in South America Map skills Characteristics of Brazil The Physical landscape. Climate and natural environment of Brazil Migration to cities and challenges of managing urban growth How the physical landscape is used and under threat: what this means to the rest of the world.	Locate the worlds major biome Food chains and human impact Consider use of TRF, sustainability and threats Glacier formation Glacial landforms on OS maps Importance of changing ice / polar regions / over time. Animal adaptation	Locate Africa as a continent, and not refer to it as a country Africa has a varied climate and corresponding biomes which provides many opportunities and challenges both physical and human. Africa's history and future links many world countries together	Locate Asia and major countries (China, India, Japan) Physical and human geography of these regions including mountain biomes Asia is a continent of dynamic change. Problems that climate can bring these areas e.g. Monsoon vs drought Population diversity within Asia interpreting population pyramids Urbanisation within India Chinas economic growth and in increasing global interdependence Asia as the most important economic region	Define and locate the Middle East world regions Physical and human landscape of the region Challenges and opportunities the physical environment presents Rich verses poor regions of the Middle East: why is it so diverse. Reasons for conflict / controversy in the Middle East The Middle East is an important world region.	Define tourism / tourist Reasons for tourism and growth Winners and losers from tourism Social responsibility Green tourism / sustainable tourism / Environmental impacts Future tourism patterns Tourism in hot deserts (Dubai / Thar Desert)
<b>Students will...</b>	Learn about: <ul style="list-style-type: none"> <li>Location of Brazil within South America and its major cities and bordering countries</li> <li>Identify features of Brazil culture</li> <li>Identify and locate the major physical landscapes within Brazil, especially the Tropical Rainforest. (TRF)</li> <li>Map using choropleth techniques the distribution of populations and offer reasons for findings. Hypothesis will be made.</li> <li>Consider why cities are growing and the challenges people face.</li> <li>Investigate building a favela and the changing government attitude and how this links to global perspectives e.g Olympics.</li> <li>Use budgeting skills to decide how to improve a favela.</li> <li>Consider uses of and threats to the TRF. Is it possible to use it sustainably? (this may move to Ecosystems unit)</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>Mapping of world's major biomes and spotting the "pattern" and link to the global atmospheric circulation building upon Year 7 unit.</li> <li>Consider what food chains are and how human activity impacts these. LINK TO SCIENCE curriculum.</li> <li>How animals adapt to biomes</li> <li>How TRF are used e.g. Mining, logging farming, transport, urban areas.</li> <li>Can they be used sustainably- Consider rubber tappers.</li> <li>Conflicts over TRF exploitation. Who murdered Chico Mendez and why.</li> <li>Polar regions and glaciers: What are glaciers/ location/types</li> <li>How and why glaciers form and move.</li> <li>How glaciers change the landscape and how they are used.</li> <li>What glacial landforms are there both erosional and depositional, e.g. u shaped valleys, pyramidal peaks, and how to identify these on OS maps.</li> <li>How we know that glaciers are changing and what impact this has on the world. (Link to Climate change in Year 9)</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>Location of the continent of Africa, its countries and position on the globe. Size comparisons to UK / Europe</li> <li>The physical and human geography of Africa: climate zones and biomes</li> <li>The importance of natural resources within the continent</li> <li>The effects of colonialism, especially European of Africa today.</li> <li>Comparison of development levels across African nations, considering different viewpoints.</li> <li>Challenges and opportunities: including the Sahel region: causes, consequences and solutions.</li> <li>Challenges and opportunities of population: structures, distribution, reasons for change and how this affects life in African cities.</li> <li>Trade and African nations: trade between China and Africa as a continent.</li> <li>Aid projects within Africa, large and small scale and evaluating their success.</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>Location of Asia (aprox. 49 countries) with a focus on China, India and Japan.</li> <li>The diverse physical and human geography of Asia and how it is always changing.</li> <li>The diverse climate of Asia, leading to monsoons and flooding,</li> <li>How flooding threatens lives especially in Southern Asia and how people are managing this. (India and Bangladesh)</li> <li>Adaptation and human threats of deforestation to the mountain biome</li> <li>The diversity in populations across Asia: the distribution and population structures, e.g. Japan vs Afghanistan population pyramids</li> <li>Urban challenge sand opportunities in Karnataka India</li> <li>China's rapid economic growth and future visions</li> <li>How Asia is developing into the world's most important global economic region.</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>Definition and location of the Middle east region and why this is challenging</li> <li>Physical Geography of the region</li> <li>Reasons why the Middle East is an important world region.</li> <li>Challenges of the Middle East climate: a water stressed region.</li> <li>Population diversity of the Middle east and reasons for this.</li> <li>The importance of oil to the Middle East and the world.</li> <li>How the UAE developed (links to next tourism unit)</li> <li>Contrasting Yemen as the poorest country in the Middle East and the UAE.</li> <li>Causes of conflict in the Middle East</li> <li>The Middle East is an important world region</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>What tourism / tourist is both international and domestic</li> <li>Reasons for the growth in tourism and impact of decline</li> <li>Impacts of tourism: social, economic and environmental at a variety of scales / development</li> <li>National parks and tourism in the UK</li> <li>Tourism in Hot deserts: Las Vegas, Dubai / Thar desert</li> <li>Ecotourism examples from across the globe and how this is sustainable.</li> <li>Designing our own sustainable tourist resort for the future.</li> </ul>
<b>Language for Life (Key terms / Vocabulary)</b>	So many a Glossary is given to students and used in lessons. e.g Sustainability, favela, migration, choropleth, density hypothesis	So many a Glossary is given to students and used in lessons. e.g Sustainability, glacier, u-shaped, pyramidal peak, truncated spurs.	So many a Glossary is given to students and used in lessons. e.g. colonialism, exploitation, globalisation, aid, desertification	So many a Glossary is given to students and used in lessons. e.g. population pyramid, diversity, urban, rural, poverty, globalisation, trade shift	So many a Glossary is given to students and used in lessons. e.g. population pyramid, oil, climate graph, diversity, sparsely, densely, poverty, world trade	So many a Glossary is given to students and used in lessons. e.g. sustainable, ecotourism, multiplier effect,
<b>Extended writing Opportunities</b>	Report on how to improve a favela using and justifying a budget.	Researching and writing about chosen biome and news article on TRF use and information for visitors on Glacial landforms	Source inference extended writing on aid project	Reports on world importance of different regions and the comparisons between such varied regions.	Commentary on past, current and future conflicts in the area.	Report on own tourist resort design and justification for its design.
<b>Maths Across the Curriculum</b>	Calculation of budget spending	Relative wealth / profit from Biomes	Use of proportional symbols Population pyramids Graph interpretation Climate graphs Scatter graph interpretation	Graph interpretation Population pyramids Choropleth maps	Calculating refugee numbers, cost of conflict, migration numbers, population pyramids.	Graph interpretation of tourist trends and figures Calculating distances

Links to careers / aspirations	Town planner Conservationist	Geologist Politician	Entrepreneur Aid / Charity worker Geologist Diplomat	Geologist Oil industry Economist	Journalist Geologist diplomat	Tour guide / rep Travel journalist (link to examples)
<b>Cultural Capital</b>	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.	Every lesson a country is chosen (usually learner but also teacher) and as a group we record this and the capital city. Try to relate to <b>news items</b> , learner interest or to “ <b>misconception bust</b> ” e.g. Rio de Janeiro is NOT the capital of Brazil. Challenge: some pupils record the continent and have to research it out of class if they don’t know it.
<b>Practical Application of Skills</b>	Choropleth mapping of population density In pairs pupils build a favela from materials provided, challenges such as crime, natural hazards all add to the challenge.	Use of police murder mystery to decide who killed Chico Mendez Use of plasticine to make glacial landforms Biome in a box homework project GIS	Research and investigation into aid projects GIS to identify large scale projects such as dams	Use of current new articles / apps GIS to study regions	Use of GIS to identify areas Use of news apps to keep up to date with current conflicts / peace agreements	Use of GIS to look at Las Vegas strip / Thar / Dubai in the desert researching and designing own resort