# *Geography Department – Year 8 The Novice Geographer*

**Shirley High Curriculum Map**

*Students will build on the foundations laid in Year 7 by taking their skills out into the wider world, moving through Brazil, Africa, Asia and the Middle East to understand how physical environments, economies and cultures differ from place to place and why. Ecosystems and Tourism are woven between these place studies so that learners begin to see how people depend on, use and change the natural world. The year develops the confidence to compare places, weigh evidence and consider different viewpoints, laying the groundwork for the more demanding physical and human themes of Year 9 and for GCSE.*

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: | Theme/Topic/Skill: |
| | Brazil | Ecosystems | Africa | Asia | The Middle East | Tourism |
| **Why Now?** | 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) in order to contextualise why ecosystems are located where they are, and how 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 not 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 / peers' heritage. | As learners mature, this enables comparisons within a 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 lives. 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 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, ecotourism, social responsibility, cultural respect and planning. Tourism and its importance to reducing the development gap is a theme revisited at GCSE. |
| **Fundamental Concepts** | **Key concepts:** Place · Human processes · Environmental impact · Cultural diversity · Scale<br>**Disciplinary knowledge:** Choropleth mapping and testing a hypothesis; decision-making within a budget; persuasive writing from evidence (the Belo Monte letter); atlas work.<br>**Substantive concepts:**<br>• Locate Brazil in South America (map and atlas skills)<br>• Characteristics of Brazil: the physical landscape and its four regions<br>• Population distribution and inequality<br>• Migration to cities and challenges of managing urban growth (favelas)<br>• How the physical landscape (the Amazon) is used and under threat: what this means to the rest of the world | **Key concepts:** Physical processes · Interdependence · Environmental impact · Sustainable development · Time<br>**Disciplinary knowledge:** Mapping and explaining global patterns; using evidence to solve a mystery (Chico Mendes); annotated sketches; communicating geography for an audience (documentary script).<br>**Substantive concepts:**<br>• Locate the world's major biomes<br>• Food chains, food webs and human impact<br>• Use of the TRF, sustainability and threats<br>• Polar regions (the Arctic vs Antarctica) and animal adaptation<br>• Glaciers: formation, movement and change over time<br>• Importance of changing ice / polar regions over time | **Key concepts:** Place · Scale · Cultural awareness · Cultural diversity · Human processes · Environmental impact<br>**Disciplinary knowledge:** Challenging stereotypes with evidence (single story, the Oxfam survey); building an argued "to what extent" essay; reading choropleths, climate graphs and timelines.<br>**Substantive concepts:**<br>• Locate Africa as a continent, and not refer to it as a country<br>• The danger of the "single story": challenging stereotypes<br>• Africa has a varied climate and corresponding biomes which provide many opportunities and challenges, both physical and human<br>• Africa's history (colonialism) and its legacy today<br>• Development, population change and the Sahel | **Key concepts:** Time · Physical and human processes · Interdependence · Cultural diversity · Scale<br>**Disciplinary knowledge:** Evaluating causes to a 6-mark judgement (Nepal / Bangladesh); interpreting population pyramids; ranking and justifying (Diamond 9); a decision-making exercise (Karnataka).<br>**Substantive concepts:**<br>• Locate Asia and major countries (China, India, Japan)<br>• Physical and human geography of these regions including mountain biomes<br>• Asia is a continent of dynamic change<br>• Problems that climate can bring these areas e.g. monsoon and flooding<br>• Population diversity within Asia; interpreting population pyramids<br>• Urbanisation within India<br>• China's economic growth and increasing global interdependence<br>• Asia as the most important economic region | **Key concepts:** Place · Physical processes · Environmental impact · Interdependence · Cultural diversity<br>**Disciplinary knowledge:** Defining a contested region; writing a geologist's report from a map; constructing a climate graph; interpreting distribution maps; handling current affairs with balanced evidence.<br>**Substantive concepts:**<br>• Define and locate the Middle East world region<br>• Physical and human landscape of the region (including tectonics)<br>• Challenges and opportunities the physical environment presents (a water-stressed region)<br>• Rich versus poor regions of the Middle East: why is it so diverse<br>• Reasons for conflict / controversy in the Middle East | **Key concepts:** Human processes · Interdependence · Sustainable development · Time · Scale<br>**Disciplinary knowledge:** Applying a model (Butler) to a real place; analysing T.E.A. trend data; weighing stakeholder conflicts; a GCSE-style "assess" judgement; designing to criteria.<br>**Substantive concepts:**<br>• Define tourism / tourist<br>• Reasons for tourism and its growth<br>• How tourism changes places over time (the Butler model)<br>• Winners and losers from tourism; impacts on development<br>• National Parks and the conflicts that arise in their use<br>• Honeypot sites<br>• Ecotourism / sustainable tourism<br>• Future tourism patterns |
| **Students will…** | **Learn about:**<br>• Location of Brazil within South America: its major cities, the 14 countries and capitals of South America, and bordering countries (atlas work)<br>• The four main physical regions of Brazil (Amazon Rainforest, North East Brazil / caatinga, Brazilian Highlands, Coastal Lowlands) and the Amazon River<br>• Map using choropleth techniques the distribution of population and offer reasons for findings; hypotheses will be made and tested<br>• The people of Brazil: original inhabitants (Amerindians), immigration and culture; where the major cities are<br>• Inequality and why cities are growing; what favelas are and the challenges people face there (Rocinha)<br>• Use budgeting skills to decide how to improve a favela and report to the city government<br>• The best of Brazil: its attractions and planning a visit<br>• Uses of and threats to the Amazon (mining, ranching, roads, HEP): challenges and opportunities, including the Belo Monte dam enquiry | **Learn about:**<br>• Mapping of the world's major biomes and spotting the "pattern" of belts by latitude, building upon the Year 7 unit<br>• What ecosystems and biomes are (biotic and abiotic parts)<br>• What food chains and food webs are, their components (producers, consumers, decomposers) and what happens when a link is broken (LINK TO SCIENCE curriculum)<br>• Where tropical rainforests are and what they are like: the four layers and how plants and animals have adapted<br>• How TRFs are used (mining, logging, farming) and whether they can be used sustainably — consider rubber tappers and the nutrient cycle<br>• Conflicts over TRF exploitation: who murdered Chico Mendes and why, and what changed after his death<br>• Polar regions: where the Arctic and Antarctica are, what they are like, and how animals have adapted<br>• Glaciers: what they are, where they are found, how they form, move and melt (accumulation, equilibrium, ablation) | **Learn about:**<br>• Location of the continent of Africa, its 54 (or 55) countries and position on the globe; atlas work using latitude and longitude<br>• The danger of the "single story" (Chimamanda Ngozi Adichie) and the problem with stereotypes of Africa<br>• The physical geography of Africa: the Rift Valley, Sahara, major rivers, mountains and lakes<br>• The importance of natural resources within the continent — and why resource wealth has not always meant national wealth<br>• The effects of colonialism: the slave trade, the Scramble for Africa and the Berlin Conference, and their legacy today<br>• Comparison of development levels across African nations, considering different viewpoints; poverty and its causes; development diversity within Ghana<br>• Climate zones and biomes of Africa and why they mirror each other either side of the Equator<br>• Challenges and opportunities, including the Sahel region: drought and desertification — causes, consequences and solutions (the Great Green Wall) | **Learn about:**<br>• Location of Asia (approx. 49 countries) with a focus on China, India and Japan<br>• The diverse physical and human geography of Asia and how it is always changing<br>• The diverse climate of Asia: the monsoon and why India relies on it<br>• How flooding threatens lives, especially in southern Asia (the 2017 floods; Ganges and Brahmaputra; physical and human causes) and how people are managing this (India and Bangladesh)<br>• Adaptation to the mountain biome and the human threat of deforestation in Nepal — evaluating whether Nepal is responsible for Bangladesh's floods<br>• The diversity in populations across Asia: distribution and population structures e.g. Japan vs | **Learn about:**<br>• Definition and location of the Middle East region (16 countries and Palestine) and why defining it is challenging<br>• Physical geography of the region: mountains, rivers and deserts, and the tectonic plates that cause earthquakes and fold mountains<br>• Challenges of the Middle East climate: a water-stressed region (desalination, drip irrigation, aquifers and other solutions)<br>• Population diversity of the Middle East and reasons for this (distribution, ethnicity, language, religion)<br>• The importance of oil and natural gas to the Middle East and the world<br>• How the UAE developed: diversification into tourism (links to next tourism unit)<br>• Contrasting Yemen, the poorest country in the Middle East, with the UAE<br>• Causes of conflict in the Middle East: borders, oil, the Arab Spring and the Sunni–Shia divide<br>• The Israel–Palestine conflict and its origins<br>• The war in Syria: causes, consequences, forced migration and refugees<br>• The Middle East as an important world region | **Learn about:**<br>• What tourism / tourist is, both international and domestic (also inbound and outbound)<br>• The most visited countries and the countries that earn the most from tourism<br>• Reasons for the growth in tourism (money, time, transport, products) and the role of marketing<br>• How tourism changes places over time: the six stages of the Butler model, applied to Blackpool<br>• Impacts of tourism: social, economic and environmental, and whether tourism can help an LIC develop<br>• National Parks and tourism in the UK; the conflicts that arise between stakeholders<br>• Honeypot sites: Venice — why tourists flock there and the challenges it faces<br>• Ecotourism examples from across the globe (Nicaragua, Morocco, Kenya) and how this is sustainable<br>• Designing our own sustainable tourist resort for the future |

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| | | • Glacial and interglacial periods, the types of glacier, and the processes that shape the land (freeze-thaw, plucking, abrasion)<br>• How we know glaciers are changing and what impact this has on the world (link to Climate Change in Year 9) | • Challenges and opportunities of population change: distribution, growth, and contrasting views on Africa's future | Afghanistan population pyramids<br>• Urban challenges and opportunities in Karnataka, India: push and pull factors, Bangalore and its slums (decision-making exercise)<br>• China's rapid economic growth and future visions (the Belt and Road Initiative)<br>• How Asia is developing into the world's most important global economic region (the Asian tigers; the shifting balance of world trade) | | |
| **Language for Life (Key terms / Vocabulary)** | Political / physical map, landlocked, choropleth, densely / sparsely populated, hypothesis, inequality, favela, urbanisation, LIC / NEE / HIC, migration, pacification, sustainability. A knowledge organiser and Frayer model are given to students and used in lessons | Ecosystem, biome, biotic / abiotic, food chain, food web, producer, consumer, decomposer, adaptation, sustainable, rubber tapping, cold desert, glacier, accumulation, ablation, equilibrium, glacial / interglacial, plucking, abrasion, erratic. A knowledge organiser and Frayer model are given to students and used in lessons | Continent, stereotype, single story, colonialism, exploitation, Berlin Conference, independence, development, poverty, LIC / NEE / HIC, climate graph, drought, desertification, Sahel, Great Green Wall, population distribution. A knowledge organiser and Frayer model are given to students and used in lessons | Diverse, dynamic, monsoon, transboundary river, interception, deforestation, soil erosion, population pyramid, urbanisation, megacity, push / pull factors, slum, Belt and Road Initiative, balance of world trade. A knowledge organiser and Frayer model are given to students and used in lessons | Region, fold mountains, plate boundary, Mediterranean / desert climate, water scarcity, desalination, aquifer, population distribution, overreliance, diversification, multiplier effect, Sunni / Shia, forced migration, refugee. A knowledge organiser and Frayer model are given to students and used in lessons | Tourist, tourism, international / domestic / inbound / outbound tourist, disposable income, marketing, Butler model, stagnation, rejuvenation, honeypot site, National Park, stakeholder, conflict, sustainable, ecotourism, multiplier effect. A knowledge organiser and Frayer model are given to students and used in lessons |
| **Extended writing Opportunities** | Report to the Mayor of Rio de Janeiro on how to improve a favela, using and justifying a budget; persuasive letter to the Brazilian President on the Belo Monte dam. | David Attenborough-style documentary script on the Arctic; obituary / wanted poster for Chico Mendes. | "To what extent do you agree that colonisation was good for Africa?" marked essay; paragraphs on the challenges and opportunities of population change. | "Evaluate the view that Nepal is responsible for the floods in Bangladesh" (6-mark answer); reports on Asia's growing world importance. | Extended answers on the UAE's diversification; an account of the Israel–Palestine conflict; explanations of Syrian forced migration. | "Assess the extent to which tourism can help an LIC develop" (GCSE-style); extended writing on Venice's challenges; a report justifying their own resort design. |
| **Maths Across the Curriculum** | Choropleth mapping of population density; bar graphs of city populations; calculation of budget spending. | Biome mapping by latitude; interpreting glacial / interglacial temperature graphs and ice-age data. | Coordinates (latitude and longitude); choropleth maps (poverty in Ghana); climate graphs (DRC, Kano); population data tables and timelines. | Graph interpretation (population growth, energy use, manufacturing output); population pyramids; line graph of Bangalore's growth; calculating the range (life expectancy). | Bar charts (country populations); climate graph construction (Riyadh); rank order tables of oil and gas reserves; population density maps. | Bar charts (most visited countries, tourism earnings); T.E.A. trend analysis of tourist numbers; grid references and distances (National Parks). |
| **Links to careers / aspirations** | Town planner, conservationist. | Geologist, glaciologist, conservationist, politician. | Entrepreneur, aid / charity worker, geologist, diplomat. | Geologist, oil industry, economist. | Journalist, geologist, diplomat. | Tour guide / rep, travel journalist, ecotourism resort designer. |
| **Cultural Capital** | **Country, capital, continent routine.** Brazil's Amerindian heritage, immigration and culture; life in Rocinha; the best of Brazil (attractions); writing to the Brazilian President about the Belo Monte dam. | **Country, capital, continent routine.** Chico Mendes and the rubber tappers (who killed him and why); writing a David Attenborough documentary script; links to the Science curriculum (food webs). | **Country, capital, continent routine.** Chimamanda Ngozi Adichie's "danger of a single story"; the Oxfam survey of UK views of Africa; the Berlin Conference and colonial legacy; Yacouba Sawadogo and the Great Green Wall; learners celebrate their own and peers' heritage. | **Country, capital, continent routine.** Dollar Street (how families really live); Japan vs Afghanistan; Bangalore's growth; China's Belt and Road Initiative; learners celebrate their own and peers' heritage. | **Country, capital, continent routine.** The UAE's transformation; Yemen; the Arab Spring, Israel–Palestine and Syria as current affairs handled with care; learners celebrate their own and peers' heritage. | **Country, capital, continent routine.** Blackpool's rise and fall; Venice as a honeypot; the UK's National Parks; ecotourism in Nicaragua, Morocco and Kenya; learners' own travel experiences. |
| **Practical Application of Skills** | Atlas work (South America); choropleth mapping of population density; favela improvement decision-making exercise with a budget. | World biome mapping; the Chico Mendes police murder mystery; Arctic vs Antarctica photo investigation; annotated glacier sketches. | Atlas work (coordinates and physical features); Berlin Conference timeline and before / after maps; choropleth of Ghana; country fact-file homework project. | Atlas and map work; Dollar Street investigation; Diamond 9 ranking (China's growth); Belt and Road poster; decision-making exercise (Karnataka options). | Map completion (countries, seas and gulfs); a geologist's report on earthquakes and fold mountains; climate graph drawing; interpreting refugee distribution maps. | The Butler model applied to Blackpool; stakeholder conflict analysis (National Parks); analysing real ecotourism resorts; designing and mapping own sustainable resort. |