



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

GEOGRAPHY

INTENT

“Not only must teachers encourage academic success, they must also help students to recognise, understand and critique social inequities” - **Gloria Ladson-Billings**

At South, the geography curriculum is committed to guiding students to comprehending the complexities of the world around us and the challenges it presents. Geography is deeply interwoven into the world around us, with every interaction we have. Our aim is to cultivate students’ understanding of their environment and their role in shaping our future. Our geography curriculum combines human and physical strands, showing how interconnected and related all aspects of geography are. It also weaves climate change and the climate emergency throughout the five-year curriculum. By doing this, we have created a holistic geography curriculum that provides students with knowledge, skills and a sense of social responsibility to confront and address societal inequities.

Throughout the curriculum, students embark on a learning journey that spans key stages, equipped with knowledge and skills which support their ongoing education both in and outside of geography. We strive to offer a comprehensive learning experience which highlights the synoptic nature of geography, emphasising the interconnectedness of various topics to strengthen students’ comprehension and awareness. One primary objective is to immerse students in the exploration of diverse cultures, landscapes and the remarkable diversity of our planet. We seek to instil confidence in our students’ understanding of how the world works, while also exposing them to the social inequalities that have shaped our current global landscape.

Within our curriculum, we foster a community of learners where students are invited to contribute their knowledge and experiences. Through this collaboration, students have the opportunity to share their insights, engage in critical discussions and develop a deeper understanding of geography. Throughout key stages 3 and 4, students will develop a strong foundation of geographical knowledge, encompassing places, locations, environments and



processes at various scales. Moreover, they will acquire the analytical tools necessary to explore and evaluate interactions between people and their environment, as well as changes that occur across time and space.

Central to our curriculum is the acquisition of essential skills including map reading, fieldwork and enquiry skills, and geographical information systems (GIS). These skills will empower students to investigate and critique the world around them constantly, enabling a deeper comprehension of their surroundings. Overall, our geography curriculum at South is designed to provide students with the means to navigate and interpret the world they live in. By equipping them with knowledge which goes above and beyond the national curriculum, critical thinking skills and a heightened awareness of societal inequalities, we strive to foster engaged global citizens who are capable of making change in the world.



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

Building on the acquired knowledge and geographical skills in Year 7, in Year 8 geographers will further develop their understanding to explore the diversity around the world and how the world is changing. They will gain a variety of knowledge through exciting topics including ecosystems, population, tectonic hazards, glaciation, development and a place study on the Middle East. Year 8 students will explore how humans use and inhabit the world around us, and too how the world around us affects and impacts humans. The curriculum in Year 8 adds a deeper level of knowledge, building on the skills acquired in Year 7.

TERM KNOWLEDGE

AUTUMN 1

Ecosystems

1. What is an ecosystem?
2. Distributions around the world
3. Polar region – Russia.
4. Indigenous use of the environment
5. Hot desert region – Chile Atacama
6. Indigenous use of the environment

AUTUMN 2

Population

1. Population distribution
2. Population growth
3. Population changes
4. Impacts of a growing population
5. Migration
6. Manchester’s population change
7. Global migration trends
8. Climate refugees

SPRING 1

Tectonic Hazards

1. Structure of the Earth
2. Convection currents and continental drift
3. Oceanic vs. continental crusts
4. Plate boundaries
5. Earthquakes
6. Shield vs. composite volcanoes

SPRING 2

Glaciation

1. The last ice ages.
2. What is a glacier?
3. Glacial processes
4. Glaciers on maps
5. Climate change and glaciers

SUMMER 1

Development

1. What is development? and indicators?
2. Causes of uneven development
3. Impacts/post-colonialism
4. Gender equality and development
5. Trade and aid
6. Development and climate change

SUMMER 2

Middle East – Synoptic Topic

1. Mapping the region
2. Biomes
3. Population
4. Climate change
5. Case study: Turkey-Syria earthquake
6. Development in the region

SKILLS

- Knowledge of maps and atlases
- Interpret maps.
- Use thematic mapping.
- Compare and contrast information

- Knowledge of maps and atlases
- Interpret maps.
- Use thematic mapping.
- Compare and contrast information

- Knowledge plate tectonics
- Knowledge of maps and atlases
- Compare and contrast information.
- Interpret maps.
- Use thematic mapping.
- Evaluation skills

- Knowledge of glaciation
- Knowledge of how physical processes influence landscapes
- Use grid references.
- Use scale.
- Use GIS to view, analyse and interpret places and data

- Knowledge of maps and atlases
- Evaluation skills
- Compare and contrast information.
- Use thematic mapping.

- Knowledge of maps and atlases
- Interpret maps.
- Use thematic mapping.
- Use topographical mapping.
- Compare and contrast information

ASSESSMENT

- Compare and contrast three ecosystems.
- Describe the differences between hot and cold deserts.

- Describe migration trends in recent decades.

- Explain why shield and composite volcanoes have different impacts.
- Progress test – covering Autumn 1 and 2 content.

- Map reading assessment.

- Assess the causes of uneven development.
- Assess whether gender equality improves development.

- Progress test – Covering Autumn 1 to Summer 1 content



HOME LEARNING	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Autumn 1 content. Assigned reading 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Autumn 2 content. Assigned reading. Revision 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Spring 1 content. Assigned reading. 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Spring 2 content. Assigned reading. 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Summer 1 content. Assigned reading. 	<ul style="list-style-type: none"> TEAMS Home learning Quiz – 1 x per half term based on Summer 2 content. Assigned reading. Revision
	<p>READING, WRITING, TALK, NUMERACY</p> <ul style="list-style-type: none"> Reading maps Extracting information from multimodal texts Comparing and contrasting climates, flora and fauna <p>Discussion and oracy in class.</p>	<ul style="list-style-type: none"> Introduced to a variety of tier 2 vocabulary which students learn how to use through speech and oracy. Reading population pyramids and analysing them by extracting information Creating population pyramids and applying numeracy skills. 	<ul style="list-style-type: none"> Reading and interpreting maps Breaking down complex text and applying inference and prediction skills Discussion and oracy skills developed when comparing and contrasting volcanoes and their impacts. Applying knowledge and understanding to writing skills as students learn how to write comparatively. 	<ul style="list-style-type: none"> Reading and interpreting maps Identifying physical processes in literary texts Practicing using tier 2 and 3 vocabularies during class discussions. 	<ul style="list-style-type: none"> Reading extracts from academic literature and breaking down complex texts Writing evaluative paragraphs which explore key ideas and apply knowledge and understanding. Class discussion and oracy practice when exploring new ideas. 	<ul style="list-style-type: none"> Reading and interpreting maps Identifying physical processes in literary texts Reading population pyramids and analysing them by extracting information Class discussion and oracy practice when exploring new ideas.
TIER 2 VOCABULARY	Ecosystem, identify, explain, describe, dependence, distribution, location,	Population, identify, explain, describe, distribution, exponential, refugee	Mantle, inner and outer core, crust, identify, explain, describe, location, distribution.	Process, weathering, erosion, deposition, map, identify, explain, describe.	Development, indicator, economic, social, environmental, history, trade, aid, change, colonisation, identity, assess, compare, describe, explain.	Ecosystem, earthquake, population, diverse, identify, explain, describe, assess.
TIER 3 VOCABULARY	Biome, biotic, abiotic, food web, deciduous, taiga, tropical rainforest, tundra, desert, endemic, flora, fauna, Indigenous, Nenets, Atacama.	Push factor, pull factor, migration, migrant, immigrant, emigrant.	Oceanic, continental, collision, destructive, constructive, conservative, shield, composite, viscous, convection.	Glacier, ice sheet, arete, pyramidal peak, tarn, corrie, u-shaped valley.	GDP, GNI, post-colonialism, gender inequality, equity, neo-colonialism, AC, LIDC, EDC.	Biome, plate, boundaries, colonisation, inequity.
PSPSMC, BRITISH VALUES AND DIVERSITY	Students continue to develop their map skills continues to allow them to study the diversity of the human and physical landscapes around the world. Their personal awareness of their place and space within the	Students continue to develop their understanding of the amount of variety and diversity in the human world. They use British values such as individual liberty and tolerance when studying other	Students explore the geology of the world around us and develop their physical understanding. They spend time learning more about cultural diversity and why some people/cultures choose	Students continue to develop their understanding of the physical world through studying glaciation. They learn about the impacts of climate change and the moral obligations we have to those who	Students learn about the impacts of colonialism, neo-colonialism and post-colonialism and how it influences the world around them. This offers them a more accurate and diverse study. They also explore the moral	In this place study, students explore the diversity of cultures in the Middle East. They spend time exploring other religions and faiths too so they must show tolerance of faiths and beliefs , as well as



	<p>world is increased as they become more aware and tolerant to the world around them. They study multiple Indigenous cultures and are able to identify differences which make these cultures diverse and unique.</p>	<p>cultures and analysing global trends. During the study of refugees and migration stories, students must develop their moral understanding as well as showing mutual respect to all.</p>	<p>to live in close proximity to volcanoes and earthquake zones. They think about individual liberty and how tectonics influences the lives of people around the world.</p>	<p>depend on glaciers for their livelihoods. They spend time thinking about how we can show mutual respect for others and for the environment.</p>	<p>obligations of other countries, companies and organisations to support LIDCs. They think about how much individual liberty citizens and governments in LIDCs really have in their development journey. Students also explore how mutual respect is relevant through gender equality and inequity with the impacts of climate change.</p>	<p>showing mutual respect. This synoptic topic allows them to develop a cultural understanding of another region of the world. When they study the Syria-Türkiye earthquake they also explore moral obligations from outsiders.</p>
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