



Scheme title	Subject	Geography	Year Group	Year 8		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	[8.1] Our Hazardous Planet	[8.2] People and their Places	[8.3] Africa: A Misunderstood Continent?		[8.5] Energy and Resources	
Purpose of scheme	Why do people choose to live in hazardous areas?	Why did Enrique Canchola disguise himself as a car seat?	Why is our understanding of Africa so wrong?		How do we solve the resource crisis?	
Knowledge in sequence	<ul style="list-style-type: none">Is the UK a Hazardous Place?Hazards Around the WorldStructure of the EarthVolcanoesMt Etna: Effects and ResponsesWildfiresAustralia: Effects and ResponsesWhy People Live in Risky Areas	<ul style="list-style-type: none">One Planet, Many PeoplePopulation DistributionPopulation and DevelopmentWhy Do People Migrate?Migration: Push and PullForced Migration and RefugeesUrbanisationUrbanisation in our Local Area	<ul style="list-style-type: none">Where is Africa in relation to the UK?How is the population of Africa distributed?What is the Great Rift Valley and its opportunities?What is the Sahara Desert and its opportunities?Tourism in AfricaRural Africa - tribal lifeNairobi - Kibera squatter settlements	<ul style="list-style-type: none">Distribution of EnergyEnergy Security and PovertyUK's Energy MixRenewable EnergyFracking in LancashireNuclear PowerThe Chernobyl Disaster		
Skills	Cartographic skills; Comparison; Critical thinking; Empathy; Evaluation; GIS; Interpretation; Justification; Map work; Sketching; Suggestion; Using sources.	Analysis; Comparison; Empathy; Evaluation; GIS; Graph skills (population pyramids); Interpretation; Observations; Suggestion; Using sources.	Analysis; Application; Comparison; Decision making; Evaluation; Extended writing; GIS; Graphs (Bar charts, Climate graphs, Population Pyramids); Interpretation; Judgement; Latitude and longitude; Map skills (Choropleth, Physical, Political); Using sources.	Analysis; Application; Comparison; Critical thinking; Evaluate; GIS; Judgement; Map skills (Choropleth); Graph skills (pie charts); Patterns; Suggestion; Using sources.		
Key words	Australia; Earthquakes; Hazards; Impacts; Management; Monitoring; Planning; Plate margin; Prediction; Protection; Response; Risk; Sicily; Tectonics; Tsunamis; Volcanos; Weather; Wildfires.	Birth rate; Census; Death rate; Demographic Transition Model; Emigrant; Immigrant; Migration; Natural increase and decrease; Population; Population distribution; Refugees; Urbanisation	Adaptations; Africa; Biome; Congo; Deforestation; Desert; Deforestation; Desertification; Economic; Effects and responses; Environmental; Great Rift Valley; Megacity; Nairobi; Population density; Population distribution; Rainforest; Shanty town; Social; Squatter settlements; Tribes; Tourism.	Controversy; Distribution; Economic; Energy; Energy poverty; Energy security; Environmental; Exploitation; Fossil fuels; Fracking; Nuclear energy; Politics; Renewables; Resources; Social.		
End point	By the end of this topic pupils will be able to explain different examples of natural hazards, their causes and their effect. Through case studies, pupils will be able to describe the impact and responses of specific hazards. Pupils will be able to explain why some people choose to live in hazardous areas. Pupils will make a decision based upon possible responses to hazards.	By the end of this topic pupils will be able to describe the global distribution of population and suggest reasons from physical and human geography for uneven distribution. They will be able to make links between population and rate of development. Pupils will be able to explain causes of migration and urbanisation, and describe subsequent consequences.	By the end of this topic pupils will have gained an insight into why Africa is not one homogenous entity and that the continent has a variety of cultures, languages, traditions, opportunities and challenges. Pupils will be able to use geographical terminology to describe the location of Africa in relation to the UK. They will be able to consider the distribution of populations and the impact of the physical landscape upon this. Pupils will be able to describe contrasting biomes, including deserts and rainforests, found in Africa, the issues facing such regions and the opportunities that these areas bring, such as tourism. Finally pupils will be able to use their knowledge about development to explain why different areas of Africa are at differing stages of development.	By the end of this topic pupils will have an understanding of a range of worldwide issues associated with energy. They will be able to explain different types of energy, including advantages and disadvantages of each. Pupils will be able to describe problems associated with every, current usage of energy and possible future solutions and potential dangers.		
Assessment Methods	Extended Writing Piece: <ul style="list-style-type: none">Should a proposed resettlement plan go ahead?	Skills-Based: <ul style="list-style-type: none">Using key skills to respond to a series of questions.	Skills Based Questions: <ul style="list-style-type: none">Practicing the skills and applying knowledge to a series of questions.	Extended Writing: <ul style="list-style-type: none">Extended writing piece to showcase knowledge and understanding in depth of the topic and issues covered.	Skills Based Questions: Range a recall short answer questions based on knowledge and skills over the topic.	Skill Based Qusitons: <ul style="list-style-type: none">A range of skill based questions testing a wide range of knowledge.