



	Subject	Geography	Year Group	Year 8		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scheme title	[8.1] Our Hazardous Planet	[8.2] People and their Places	[8.3] Africa: A Misunderstood Continent?		[8.5] Energy and Resources	
Enquiry Question	<i>Why do people choose to live in hazardous areas?</i>	<i>Why did Enrique Canchola disguise himself as a car seat?</i>	<i>Why is our understanding of Africa so wrong?</i>		<i>How do we solve the resource crisis?</i>	
Purpose of scheme	This topic develops pupil knowledge of the physical environment looking at the causes of differing natural hazards and how this relates to the structure of the earth and weather conditions. Pupils will build upon their knowledge of the effects the physical environment has upon the lives of humans. Links will be made to social and economic impacts and different responses will be compared.	This topic develops pupil knowledge about people and populations. They will examine the global distribution of population and the link between population and development. Pupils will consider reasons for migration, including those associated with physical geography and human geography. Pupils will consider urbanisation and make observations in the local area.	This topic develops pupil knowledge of physical, human and environmental geography through a depth study of the continent of Africa. Pupils will examine the role of the physical environment and how this provides a range of challenges and opportunities. They will examine how adaptations have occurred and the challenges in climate and landscape across a vast region. They will consider population distribution and the role of tourism in supporting a country's economy. Countries of differing levels of development will be compared to examine the role of rural to urban migration in a developing nation. Throughout this topic pupils will experience the varied cultures, traditions and geographies found throughout Africa to aid in conquering the misconception that Africa is a country rather than a vast and diverse continent.		This topic develops pupil knowledge of human interactions with the physical world, looking at issues associated with the production, distribution and use of resources. Pupils will consider the link between energy and the economy and the link between development and access of resources. Pupils will use evaluation skills to consider whether it would be right for a new nuclear power plant to be built in the UK. Using a range of resources to study, including food and water, which are ongoing issues in the world and likely to get worse in the future.	
Knowledge in sequence	<ul style="list-style-type: none"> • Is the UK a Hazardous Place? • Hazards Around the World • Structure of the Earth • Volcanoes • Mt Etna: Effects and Responses • Wildfires • Australia: Effects and Responses • Why People Live in Risky Areas 	<ul style="list-style-type: none"> • One Planet, Many People • Population Distribution • Population and Development • Why Do People Migrate? • Migration: Push and Pull • Forced Migration and Refugees • Urbanisation • Urbanisation 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 Africa • Rural Africa - tribal life • Nairobi - Kibera squatter settlements 		<ul style="list-style-type: none"> • Distribution of Energy • Energy Security and Poverty • UK's Energy Mix • Renewable Energy • Fracking in Lancashire • Nuclear Power • The 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 useage of energy and possible future solutions and potential dangers.	
Assessment Methods	<i>Extended Writing Piece:</i> • Should a proposed resettlement plan go ahead?	<i>Skills-Based:</i> • Using key skills to respond to a series of questions.	<i>Skills Based Questions:</i> • Practicing the skills and applying knowledge to a series of questions.	<i>Extended Writing:</i> • Extended writing piece to showcase knowledge and understanding in depth of the topic and issues covered.	<i>Skills Based Questions: Range a recall short answer questions based on knowledge and skills over the topic.</i>	<i>Skill Based Questions:</i> • A range of skill based questions testing a wide range of knowledge.