Curriculum Sequencing Grid: *Geography*

Year 8	Term 1	Term 2	Term 3
Unit	Population	Urban Issues	Crime
Key Retainable Knowledge (Required for Y11) What… How…. Why….	• What is population growth? • What is population density & understand what the features are? • What are the features of a good settlement? • What do citizens/businesses need to thrive & survive? • Assessing the impacts of the one-child policy on China? • Identify reasons why people may live in rural/urban areas • What is urbanisation? • What are the causes of migration? • What are the effects of migration?	• What is urbanisation? • What are megacities? • Why do people migrate to cities? • How can population density be shown on a map? • Urban housing patterns • How can the Burgess and Hoyt models be used to show city structures? • What are the problems in urban areas? • What are the challenges of living in Mumbai? • What are the opportunities of lining in Mumbai? • How has the Dharavi Slum Redevelopment Project aimed to improve quality of life in the slums?	• What is crime and where does it occur? • What is a fear of crime? • How do people respond to crime? • The relative importance of crime • Mapping Crime • What are the impacts of crime? • How can choropleth maps be used to map and respond to crime? • Case studies – Piracy in Somalia, Civil War in Syria, logging in Brazil, Heroin from Afghanistan
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Population density Life expectancy Death rate Migration Immigration Birth rate Settlement Urbanisation Push & pull factors Refugee Inequality Sustainability	Urban Rural Urbanisation Counter-urbanisation Migration Choropleth Hoyt Burgess Slum/Squatter settlement/Shanty town Redevelopment	Crime Criminal Activity British Crime Survey Locality Crime rate Victim White Collar Crime Victimless Liberty Community Hotspots Piracy
Opportunities for Reading	https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/3 https://globaldimension.org.uk/population-7-billion-people/ https://www.bbc.co.uk/ https://www.dw.com/en/top-stories/s-9097	https://www.bbc.co.uk/bitesize/guides/z8jwrdm/revision/1 https://www.theguardian.com/cities/2018/mar/19/urban-explosion-kinshasa-el-alto-growth-mexico-city-bangalore-lagos http://news.bbc.co.uk/1/shared/spl/hi/world/06/dharavi_slum/html/dharavi_slum_intro.stm https://www.earthtrekkers.com/tour-dharavi-slum-mumbai-india/ https://borgenproject.org/the-dharavi-slum-redevelopment-project/	neighbourhood statistics - Search - Office for National Statistics (ons.gov.uk)
Developing Cultural Capital	• To appreciate the difficulties caused by population pressure around the world • To understand the plight of migrants and the reasons why people migrate	• To understand the plight of the urban poor in LICs • To appreciate the impact of urbanisation on the economy, society and the environment	• To raise awareness of crime and its impacts on the community • To understand the global nature of crime and how international bodies respond to it
Cross Curricular Links (Authentic Connections)	• Citizenship (impacts of migration) • History (China's one child policy) • Maths (interpreting graphs and charts)	• Maps (using data to create maps and graphs) • Urban planning (creating city models)	• Citizenship (the social and economic impacts of crime on communities) • History (historical examples of crime) • Maths (using data to create maps and graphs)

Curriculum Sequencing Grid: *Geography*

Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment

Year 8	Term 4	Term 5	Term 6
Unit	Extreme Ecosystems - Deserts	Coasts	Rivers
Key Retainable Knowledge (Required for Y11/13) What… How…. Why….	• Where are hot deserts located? • What is the climate of a hot desert? • How are animals adapted to survive in hot deserts? • How are plants adapted to survive in hot deserts? • What are the causes of desertification? • A case study of desertification – The Sahel, Africa • What are the challenges to development in hot deserts? • How can desertification be reduced? • What opportunities for development exist in hot deserts? • Case study – the Thar Desert	• How is the UK coastline changing? • What are the 4 types of weathering, erosion and transportation? • What is longshore drift? • How are spits formed? • What features does headland erosion form? • Why is Happisburgh eroding so fast? • How can the coast be protected?	What is a river? What are the characteristics of a river? How is a river formed? What is relief? What is flooding? How can rivers cause flooding? How can we protect from flooding? What are the effects of flooding?
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Desert Desertification Precipitation Tropics Adaptation Magic stones Deforestation Climate change Drought Famine	Erosion/ transportation/ deposition Hydraulic action/ abrasion/ attrition/ solution Traction/ saltation/ suspension/ solution Longshore drift Swash/ backwash Spit/ bar Bay/ headland Crack/ cave/ arch/ stack/ stump Hard/ soft engineering Groynes/ sea wall/ rock armour/ gabions/ beach nourishment/ managed retreat	River Flood Defences Flood Risk Management Climate Change Current Confluence Estuary Precipitation Ox-bow lakes Meander
Opportunities for Reading	https://www.bbc.co.uk/bitesize/guides/zpnq6fr/revision/1 http://www.coolgeography.co.uk/gcsen/GCSE_LW_Hot_Desert_characteristics.php https://www.britannica.com/place/Sahel https://www.bbc.co.uk/bitesize/guides/zctymnb/revision/3	3dgeography.co.uk/coastal-geography https://www.bbc.co.uk/bitesize/topics/zs3ptyc https://www.ywt.org.uk/nature-reserves/spurn-national-nature-reserve https://www.bbc.com/culture/article/20150609-britains-seaside-ruins	bbc.co.uk/bitesize/topics/zs92tfr canalrivertrust.org.uk/ educationquizzes.com/ks3/geography/
Developing Cultural Capital	• Appreciation of the effects of desertification on people and environments. • Understanding of how our actions can affect climate change, which in turn causes desertification.	• Development of empathy with people living in coastal areas. • An understanding of how physical processes can affect humans.	• An understanding of one of the most prominent physical features of the UK. • An appreciation of flooding – its causes, effects and responses – the most frequent natural hazard in the UK.

Cross Curricular Links (Authentic Connections)	• Maths (drawing climate graphs and interpreting data) • Biology (ecosystems)	• Physics (Wave structure) • DT (Coastal engineering)	• Biology (ecosystems) • Art (diagram/sketch drawing)
Key Assessment	End of unit assessment	End of unit assessment	End of unit assessment