Curriculum Summary Document

Year 8 - Geography

Can everyone live sustainably?

Module/ Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
What is the best response to climate change?	Autumn 1	Students will explore the evidence for climate change, using geological timescales to understand the difference between natural and human-induced climate change. They will investigate the interactions between human and physical systems, examining the causes and impacts of climate change and why these are experienced unequally around the world.	This unit builds a strong foundation by developing students' understanding of human and physical geography and the interactions between them. Students develop their ability to interpret evidence, explain geographical processes and evaluate different perspectives.	Science: The greenhouse effect, atmospheric gases, the carbon cycle and the causes of climate change. History: Changes in the Earth's climate over geological time and the development of human activity during the Anthropocene. Maths: Interpreting graphs, tables and climate data to identify patterns, trends and changes over time.
Should homes be built on floodplains?	Autumn 2	Students will learn through diagrams, case studies and geographical enquiry to understand how rivers change over time and space and how humans interact with river environments. They will explore flood risks, investigate different stakeholder perspectives and evaluate sustainable river management strategies to reach evidence-based conclusions.	This unit builds a strong foundation by developing students' understanding of physical processes and human interactions within river environments. Students strengthen their geographical enquiry, interpretation of evidence and decision-making skills by evaluating flood risks and sustainable management strategies.	Maths: Interpreting hydrographs, graphs, river measurements and flood risk data. English: Developing extended explanations and constructing evidence-based arguments. Oracy: Discussing river management options, listening to different stakeholder perspectives.

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				Citizenship: Exploring community safety, social inequality and the responsibilities of governments and local authorities in managing flood risk.
Is Nansledan a sustainable community?	Spring 1	Students will learn through case studies, maps and geographical enquiry to explore the connections between rural and urban places and how rural communities change over time. They will investigate the challenges and opportunities facing rural areas, evaluate strategies for creating sustainable communities and debate the sustainability of Nansledan before comparing rural communities in the Himalayas.	This unit builds a strong foundation by developing students' understanding of rural and urban relationships, sustainability and the impacts of change on communities. Students develop their ability to compare places, interpret evidence and evaluate the success of different strategies.	English: Developing extended written explanations, persuasive arguments and evidence-based conclusions. Oracy: Taking part in structured debates about sustainable communities, expressing viewpoints, challenging ideas respectfully and justifying opinions with evidence. Citizenship: Exploring community needs, quality of life, social inequality and the role of local government in planning sustainable places.
Should tourists be able to hike Mount Everest?	Spring 2	Students will learn how glaciers form, where they are found and why cold environments are important to people and the natural world. They will explore how humans use these environments, investigate the impacts of climate change and tourism, and evaluate strategies for managing cold environments sustainably.	This unit builds a strong foundation by deepening students' understanding of climate change, glacial landscapes and human–environment interactions. Students develop their enquiry, evaluation and decision-making skills by considering different perspectives and assessing sustainable management strategies.	Science: Glacial formation, changes of state, climate change, the greenhouse effect and the impacts of global warming on ecosystems. Maths: Interpreting climate graphs, temperature data, statistics and trends in glacier retreat. English: Developing extended explanations, using geographical terminology and constructing evidence-based arguments.

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How do we make Dhaka a sustainable city?	Summer 1	Students will learn how population growth and urbanisation have changed Southern Asia. They will investigate challenges such as inequality, pollution and pressure on services, while evaluating successes and opportunities for sustainable development.	This unit builds a strong foundation by developing students' understanding of population change, urbanisation, inequality and sustainability. Students strengthen their ability to evaluate the challenges and opportunities created by urban growth.	Oracy: Discussing the challenges of urbanisation, considering different perspectives. Citizenship: Exploring inequality and the responsibilities of governments in managing urban growth. Business and Economics: Investigating benefits of urban regeneration.
Who's responsible for protecting the ocean?	Summer 2	Students will learn about the importance of oceans at local, regional and global scales, exploring how humans interact with and impact marine environments. They will investigate the causes and consequences of ocean-related issues and evaluate different stakeholder perspectives.	This unit builds a strong foundation by developing students' understanding of global systems, human–environment interactions and sustainability.	English: Writing structured reports and constructing evidence-based arguments. Oracy: Debating ocean management strategies and presenting fieldwork findings with confidence. Citizenship: Exploring global responsibility, environmental protection and the role of organisations in tackling ocean pollution.