



Curriculum Intent	<i>'I have come so that they may have life and have it to the full.'</i> John 10: Chapter 10. V 10 Inspired by the Gospel values of love, joy, and compassion, we nurture and develop the whole child so that each unique individual grows in confidence and has the knowledge and skills to enable them to achieve their true potential. In delivering our Geography curriculum, the school sets a clear intent that is ambitious and designed to provide all pupils with a deep and broad understanding of the subject. The geography curriculum is carefully sequenced to ensure progression and coherence from year 7 to year 13, with a focus on developing key geographical knowledge, skills, and understanding. The intent is not only to meet the National Curriculum requirements but to inspire a lifelong interest and appreciation for the world around us. The intent also includes promoting cultural awareness and global citizenship among pupils. This involves exploring a wide range of geographical contexts, issues, and perspectives to engender a respect for diversity and a sense of responsibility towards environmental and social challenges facing our planet today. Respecting each other, helping each other and bearing with each other: Getting better never stops.
Year 8 Intent	In Year 8 geography, the intent is to cultivate a deep understanding of the world around us by exploring a range of physical and human geographical processes. Through a variety of activities and assessments, students will hone essential skills such as map reading, data analysis, critical thinking, and communication. These skills are not only vital for success in the subject but also for developing well-rounded individuals with a global perspective. Students will be encouraged to analyse different types of maps and interpret geographical data to draw conclusions about real-world issues. They will enhance their communication skills, learning how to articulate their ideas effectively and collaborate with their peers. Furthermore, critical thinking skills will be fostered as students are challenged to question, evaluate and synthesise information from various sources to develop reasoned arguments. By the end of Year 8 geography, students will not only have a solid grasp of key geographical concepts but also have developed a set of transferable skills that are essential for their academic and personal growth. This intent aims to equip students with the tools they need to navigate an increasingly complex and interconnected world.

	Cycle 1	
	Term 1 – Why are rivers important? 7 weeks	Term 2 – What is development? 7 weeks
Focus & Skills	The unit progresses pupils' understanding of the concept of Earth's systems and the role of the hydrosphere in these systems, as well as, shaping the landscape through physical processes. This evolves into a greater understanding of basic understanding gained the year 7 unit 'Why do we need to understand how the Earth works?' Key learning for this unit: - What rivers are and how water flows into them. - How erosion and transportation create river landforms. - The importance of rivers and their drainage basins to how the Earth's systems work. - Identifying river landforms on OS maps. - Why rivers are important to people. There are significant opportunities to progress geographical skills in this unit. OS maps are used throughout the unit to further progress map skills, with a focus on interpreting river landforms. The unit also introduces how to draw cross-sections using OS maps.	This unit introduces the concept of development and how it can be interpreted, measured and compared at a variety of scales. This is a pivotal unit in geography for developing understanding of human processes and patterns, and interactions with the Earth's systems. Key learning for this unit: - To appreciate different ideas about development. - To understand why some countries are more developed than others. - To consider a range of indicators of development. - To consider how development can be managed in a way that doesn't damage the Earth now or in the future. The unit interconnects with and progresses understanding of ideas from earlier units, sustainability and economy, as well as introducing new ideas and connections, such as development, inequality, colonialism and change, that will be progressed in future topics. Pupils will gain powerful knowledge about how we come to see the world and the complexities of development as a constantly changing concept
Links to CST	Rivers are essential to our world because they provide water for drinking, growing food, and supporting wildlife. They also help with transportation, generate power, and offer places for recreation. Care for God's Creation: CST emphasizes the responsibility to care for the Earth. Rivers are part of God's creation and protecting them helps ensure a healthy environment for all living things. We should prevent pollution and overuse of rivers to keep them clean and vibrant. Preferential Option for the Poor: Many poor communities depend on rivers for drinking water, fishing, and farming. Protecting rivers ensures that these communities have access to clean water and food. Caring for rivers is a way of showing love and support for those in need. Solidarity: This principle teaches us to stand together as one human family. By taking care of rivers, we show respect and care for our neighbours, whether they live nearby or far away. Clean rivers benefit	Development refers to the process of improving the well-being of people, ensuring that everyone has access to basic needs like food, education, healthcare, and a safe environment. It's about helping individuals and communities grow and thrive. Human Dignity: CST emphasises that every person is valuable and should be treated with respect. Development aims to improve lives, ensuring everyone has the chance to reach their potential, which aligns with respecting human dignity. Common Good: This principle is about working towards a society that benefits everyone. Development projects, like building schools and hospitals, help the entire community, ensuring that all people can live better lives. Preferential Option for the Poor: This teaches us to prioritise helping those who are most in need. Development efforts often focus on aiding

	everyone, and working together to protect them builds a sense of community. The Common Good: Rivers provide resources that benefit everyone, so we must manage them in ways that serve the entire community, not just a few people. This includes making sure everyone has fair access to water and preserving rivers for future generations.	the poorest communities, giving them the resources to improve their living conditions. Solidarity: CST encourages us to stand together and support one another. Development is a way of showing solidarity by working to create a world where everyone can have a decent life. Care for Creation: This principle is about protecting the environment. Sustainable development ensures that while we improve human lives, we also take care of our planet for future generations.
Explicit Skill Content	• compare an OS map with an aerial photo to identify river features and how people use rivers • use data on OS maps to draw a cross-section of a river valley • use GIS to investigate the long profile of the River Tees • describe and explain how rivers create landforms.	• use a Development Compass Rose to classify indicators of development • interpret statistics, Dollar Street website and choropleth maps to investigate patterns of development at different scales • consider different points of view • communicate understanding of development and use new terminology.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 1 assessment - Case study analysis	- Diamond rank - Case study analysis - Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment

Disciplinary Literacy Vocab	• Interception • Infiltrating • run off • overland flow • throughflow • groundwater flow • ground water store • surface store • watershed • hydrologists • erosion: abrasion; attrition; hydraulic action; corrosion • transported • Deposition • long profile • cross profile • V-shaped valley • interlocking spurs • plunge pool • gorge • meander • river cliff • slip-off slope • lateral erosion • flood plain • ox-bow lake	• natural resources • development • developing • poverty • extreme poverty • topography • infrastructure • quality of life • income; Gross National Income (GNI); GNI per capita • colonialism • sustainable development • choropleth map • Human Development Index (HDI) • life expectancy • sustainability • waste • ecological footprint • gender inequality • international aid • non-government organisations (NGOs) • top-down and bottom-up development projects • United Nations • Sustainable Development Goals.
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Knowledge tests Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles Dollar Street website.
KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.1.3.3 River landscapes in the UK	GCSE (9–1) Geography specifications 2016: AQA: 3.2.2 Section B: The changing economic world
	Cycle 2	
	Term 3 – One planet, many people: how are populations changing? 6 weeks	Term 4 – Why do people move and what impact does this have? 6 weeks
Focus & Skills	This unit introduces important human process concepts that will be progressed through future units: the concept of population, together with elements of this: population change, population distribution, population structure, population control. Population distribution and density were introduced in the Russia unit in year 7 and this unit builds on understanding of these ideas. Key learning for this unit: - About world population distribution and change.	This unit introduces important human processes related to population including migration types, migration decision making, world population movements, urbanisation, impact of urbanisation on a city, a land-use model, sustainable cities. These processes will be progressed through future units. Key learning for this unit: - To understand why people migrate. - The positive and negative features of migration.

	- How population structure varies around the world. - How countries attempt to control population change. - How the growing world population impacts on the Earth's systems. Pupils are introduced to the work of demographers and how countries conduct a census periodically to better understand the needs of communities. The concept of sustainability, as well as, place, space, scale, interconnections and interdependence, are further progressed in this unit. This is an important unit of work for progressing pupils' world locational knowledge. There are several opportunities to describe and explain geographical distribution patterns of population distribution across the world, and the UK	- To appreciate the impact of migration. - To identify the effects of urbanisation. - To consider how cities can become sustainable. Opportunities for pupils to interact with geographical models are provided in this unit including Lee's migration model, Burgess' land-use model, linear and circular economies applied to cities. This unit also processes geographical skills in a variety of new and different ways. Decision-making is a key theme of this unit, initially in Pupils are introduced to the vital decisions that people make about migration. Pupils investigate world patterns of migration; they investigate how the world's distribution of major cities changes through time as the process of urbanisation moves on around the world. Pupils' OS map skills are progressed comparing modern-day Southampton with historical OS maps, as well as maps at different scales.
Links to CST	This unit relates to Catholic Social Teaching through several key principles: Dignity of the Human Person: Every person, regardless of where they live or how many people there are, deserves respect and dignity. This teaching emphasises that all individuals should be treated fairly and justly. Care for God's Creation: As the population grows, it's important to take care of the Earth. This teaching encourages us to be good stewards of the environment, ensuring that the planet can sustain future generations. Solidarity: This principle reminds us that we are all one human family. As populations change, we must support one another, especially those who are vulnerable or in need, regardless of where they are in the world. Option for the Poor and Vulnerable: With population changes, some people might face more challenges than others. This teaching calls us to prioritise helping those who are most in need, ensuring they have access to resources and opportunities.	CST emphasises that every person has inherent worth and the right to live a dignified life: Human Dignity: CST teaches that all people deserve respect and the chance to thrive. When people move to escape danger, poverty, or to seek better opportunities, they are acting on their right to improve their lives and live with dignity. The Common Good: This principle focuses on the well-being of all people. Migration can help societies grow and improve as people bring diverse skills and cultures, benefiting the common good. However, it also challenges communities to welcome and support newcomers. Solidarity: CST calls for a sense of global solidarity, where people support one another regardless of borders. This means understanding and helping migrants, advocating for fair treatment, and working to address the reasons why people feel forced to leave their homes.
Explicit Skill Content	• interpret statistics, graphs, models, population choropleth density maps and population pyramids to investigate population • interpret atlas maps at a variety of scales • identify and explain patterns of population distribution	• interpret statistics, graphs, models to investigate migration • consider decisions that people make to change • identify the latitude and longitude of cities • compare OS maps of different scales

	- investigate global footprint of countries as well as their own - research a variety of internet-based resources - conduct geographical enquiries at a variety of scales and complexity	- use a range of historical data - identify change, comparing 1890 OS map with a current OS map - identify and explain the world pattern of migration.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 2 assessment	- Knowledge tests - Peer/self-assessment. - Decision making - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment
Disciplinary Literacy Vocab	- population - demographers - census - birth rate - death rate - natural increase/decrease - Demographic Transition Model (DTM) - Overpopulated - Underpopulated - population distribution - population structure - population control - population pyramids - overconsumption - ecological footprint	- migration - migrant - forced migrants - immigrant - push and pull factors - refugees; remittance - rural to urban migration - urbanisation - voluntary migrants - anchors
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Gapminder; world population clock, UK census 2021 Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles
KS4 Links	GCSE (9–1) Geography specifications 2016: AQA: 3.2.1 Section A: Urban issues and challenges.	GCSE (9–1) Geography specifications 2016 AQA: 3.2.1 Section A: Urban issues and challenges.

	Cycle 3	
	Term 5 – What happens where the land meets the sea? 5 weeks	Term 6 – Diverse and dynamic: how is Asia transforming? 7 weeks
Focus & Skills	This unit continues to progress pupil understanding of the physical geomorphological processes of erosion, deposition and transportation, building upon the prior learning in the unit ‘Why do we need to understand how the Earth works?’ and ‘Why are rivers important?’ Key learning for this unit: - To understand how erosion, deposition and transportation create and change coastal landforms over time. - The importance of coastal processes to how the Earth’s systems work. - To consider how people use the coast. - To understand the need for, and impact of, different coastal management strategies. - To identify coastal landforms on OS map and photos Throughout this unit, pupils will be given opportunities to progress their use of geographical data to analyse and interpret sources of imagery such as photographs, OS maps at different scales, geology maps. They also analyse local council websites and planning, news articles. Pupils also consider numeric data, as well as developing verbal literacy through key term knowledge and definitions and extended writing.	This is the first of two continental scale regional study units. This unit has a pivotal role in the course, pulling together concepts, ideas and skills from the systematic geography units and further investigated in the context of a continental scale study. This unit continues the ongoing narrative about China. The unit attempts to capture the great diversity and dynamic nature of the continent, with the changing nature of global economic development and power shift from the west to Asia, as well as population growth and distribution. Key learning for this unit: - Asia’s diverse physical and human geography. - How Asia is a continent of dynamic change. - The changing relationships between Asia and the rest of the world There are opportunities to further progress use of atlas maps, use of the Development Compass Rose to progress geographical thinking, as well as understanding of the Demographic Transition Model, and population pyramids.
Links to CST	This unit can be linked to Catholic Social Teaching in several ways: Stewardship of Creation: It underscores humans' responsibility to care for the environment, including the land and sea. Exploring how land and sea interact can deepen understanding of ecosystem balance and the importance of environmental stewardship. Care for the Poor and Vulnerable: Many coastal communities rely on the land-sea interface for their livelihoods. Recognising this dependence highlights the need for fair resource access and protection of their rights. Global Solidarity: The health of the land-sea interface impacts global issues like climate change and pollution. Studying this topic fosters awareness of global interconnectedness and the duty to address shared challenges.	"Diverse and dynamic: how is Asia transforming?" is a unit that explores the changes happening in Asia, a continent known for its variety of cultures, economies, and societies. Human Dignity: Catholic Social Teaching emphasises the dignity of every person. Students can explore how Asia's transformations affect dignity, including issues like poverty, education, and human rights. Community and Participation: Catholic Social Teaching stresses community involvement. Students can examine who benefits from Asia's changes and who is marginalised, fostering empathy for diverse perspectives. Rights and Responsibilities: Catholic Social Teaching emphasises respecting rights and fulfilling responsibilities. Year 8 students can analyse how Asia's transformation relates to issues like workers' rights, environmental stewardship, and social justice.

	Option for the Poor and Marginalised: Coastal communities, especially in developing nations, are disproportionately affected by environmental harm. Examining human impacts prompts discussions on social justice and prioritizing the needs of vulnerable groups. Promotion of Peace: Competition over coastal resources can lead to conflicts. Understanding the importance of cooperation and sustainable resource management can foster peace and solidarity among communities.	Solidarity and Global Solidarity: Catholic Social Teaching promotes unity with others. Students can explore how different parts of Asia interact and collaborate globally, understanding the importance of addressing common challenges together.
Explicit Skill Content	• compare an OS map with aerial and ground-level photos to identify coastal landforms, and how people try to manage the coast • consider different viewpoints and justify decisions about coastal management	• interpret climate maps for Asia • use atlas maps, historical maps, historical political cartoon, photos, satellite images to investigate Asia • interpret statistics, graphs, population density maps and population pyramids to investigate population change • consider different points of view and decisions that people make • apply understanding of migration and urbanisation to analyse a range of geographical information about Karnataka.
Homework	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills	A variety of guided reading, spelling and vocabulary tests, producing work which will demonstrate understanding of a topic or concept, retrieval activities, including knowledge organisers/flashcards and quizzes and practice of skills
Assessment	- Knowledge tests - Create a mind map to identify the interconnections in this unit - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - Cycle 3 assessment	- Knowledge tests - Concept maps - Peer/self-assessment. - Regular use of R and Rs to assess prior learning. - End of topic test

Disciplinary Literacy Vocab	• coastlines • coastal engineers • hard and soft engineering • erosion; corrosion (solution); hydraulic action • longshore drift • wave cut platforms • cliffs; headland • bay • beach • spit • bars • caves • • arches • stacks • stumps • sediment • material • pebbles • groynes • sea walls • revetments • rip-rap/rock armour • beach replenishment • sustainability • sustainable development • social • economic • environmental.	• continent; monsoon • Flood • transboundary water • deforestation • biome • adaptation • population pyramid • diverse • dynamic • urbanisation • megacities • migrating • rural • urban • Interdependent • Infrastructure • Manufacturing • Trade • informal settlements • top-down approaches • bottom-up approaches
Texts/ Resources	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites ArcGIS story map Google Earth Worksheets Atlases/maps Relevant newspaper articles	Video clips – e.g. YouTube, BBC Teach Variety of geography/topic specific websites Google Earth Worksheets Atlases/maps Relevant newspaper articles
KS4 Links	GCSE (9–1) Geography specifications 2016 AQA: 3.1.3.2 Coastal landscapes in the UK	GCSE (9–1) Geography specifications 2016 This unit is a key foundation for assessment skills. In this unit, pupils are exposed to decision-making exercises which are key assessment points for GCSE. This unit also stresses the multivariate nature of human-physical relationships and interactions which is required for GCSE.