



Grades 6 - 8

Curriculum Book



Intent

The geography curriculum should allow students to understand how:

- The human population changes environments, which can be beneficial, but can also lead to many problems.
- Human behaviour and environmental conditions influence the movement of goods, people, and ideas.
- Populations vary in structure for both material and social reasons.
- Environmental change in one location can have far reaching impact across the world.

Implementation

- In lessons a greater emphasis is placed on class discussion and verbal assessment.
- Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- Students are actively encouraged to make comparisons between what is covered in class and their own home countries and communities.
- Students are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide student through their understanding of geographical skills, knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure geographical and English language skills are embedded.
- Links are made with contemporary events and other subjects across the curriculum.

Impact

Students will be able to:

- Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places.
- Describe social effects of environmental changes and crises resulting from natural phenomena.
- Analyse the structure and characteristics of different populations and population patterns.
- Evaluate conventional and alternative uses of land and water resources in the community, region and beyond.
- Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings.
- Analyse the structure and characteristics of a population over time.
- Identify and explain how changes people make in the physical environment in one place can cause changes in other places
- Develop their Literacy skills are enhanced by defining key terms, developing vocabulary, and speaking and writing in an academic style.

Grade 6

Lessons per Week

- There is 1 lesson

Topics Covered in Term 1

Map Skills:

- OS Maps
- Grid References
- Signs and Symbols on Maps
- Continents and Oceans
- Using an Atlas

Topics Covered in Term 2

Weather and Climate:

- Defining weather, climate and microclimate
- Measuring weather
- Climate Graphs
- Investigating microclimates

Topics Covered in Term 3

Current Events – Cloud seeding and its impact locally and globally:

- Different perspectives of cloud seeding
- The link between cloud seeding and flash flooding
- Alternatives to cloud seeding.

Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

Literacy and Numeracy

- Students will have the opportunity to develop their numeracy by using scale, grid references and direction, reading and interpreting climate graphs and reading and interpreting trends in graphs
- Students will have the opportunity to develop their literacy by defining key terms, describing maps using key terms and completing exam style questions.

Assessment

- Term 1: Create an island map using the correct labelling, references signs and symbols.
- Term 2: Plan and conduct a microclimate investigation.

<ul style="list-style-type: none"> Term 3: Write a letter to the UAE government arguing for or against cloud seeding. Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.
Cross Curricular Links
<ul style="list-style-type: none"> Global Citizenship, Social Studies, Science, History, English Language, Mathematics, Theory of Knowledge.
Special Requirements/Equipment
<ul style="list-style-type: none"> Google Chromebook
Home Learning
<ul style="list-style-type: none"> Assignments are set on Google Classroom. Homework is regularly set. All work completed at home is structured, appropriately guided and based on work completed in class.
Reading List and E-books
<ul style="list-style-type: none"> Reading is provided to students on a topic by topic basis.
Useful Websites
<ul style="list-style-type: none"> http://www.mrobroin.stcronans.ie/map_work.html https://www.rgs.org/schools/teaching-resources/map-skills/ https://www.bbc.co.uk/bitesize/topics/zx38q6f
Setting
<ul style="list-style-type: none"> Students are taught in mixed ability groups.
Staff
<ul style="list-style-type: none"> Ms. A Phillips (Head of Geography) Mr. S Schenk Ms. E Marshall Mr. M Groenwald

Grade 7

Lessons per Week

- There is 1 lesson

Topics Covered in Term 1

Natural Hazards:

- Structure of the Earth
- Plate Tectonics
- Earthquakes
- Volcanoes

Topics Covered in Term 2

Population:

- Trends in population change
- Population models
- One child policy

Topics Covered in Term 3

Current Events – Cloud seeding and its impact locally and globally:

- Different perspectives of cloud seeding
- The link between cloud seeding and flash flooding
- Alternatives to cloud seeding.

Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

Literacy and Numeracy

- Students will have the opportunity to develop their numeracy skills by Interpreting graphs and describing data, Interpreting climate graphs and comparing/ ordering statistics and development indicators
- Students will have the opportunity to develop their literacy skills by defining key terms and ensuring they are being spelt correctly through checks and developing points using paragraphs, structure strips and exam style answers.

Assessment

- Term 1: Explaining the natural and social impacts and responses to the Icelandic volcano eruption of 2010.
- Term 2: Construct an argument evaluating the effectiveness of the One Child Policy in China.
- Term 3: Write a letter to the UAE government arguing for or against cloud seeding.
- Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.

Cross Curricular Links

- Global Citizenship, Social Studies, Science, History, English Language, Mathematics, Theory of Knowledge.

Special Requirements/Equipment

- Google Chromebook

Home Learning

- Assignments are set on Google Classroom. Homework is regularly set.
- All work completed at home is structured, appropriately guided and based on work completed in class.

Reading List and E-books

- Reading is provided to students on a topic by topic basis.

Useful Websites

- <https://www.bbc.co.uk/bitesize/topics/zn476sg>
- <https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/2>
- <https://www.bbc.co.uk/bitesize/guides/zyxm82p/revision/1>

Setting

- Students are taught in mixed ability groups.

Staff

- Ms. A Phillips (Head of Geography)
- Mr. S Schenk
- Ms. E Turner
- Mr. M Groenwald

Grade 8

Lessons per Week

- There is 1 lesson per week

Topics Covered in Term 1

Coasts:

- Types of Coasts
- Types of Waves
- Types and impact of erosion
- Coastal Management

Topics Covered in Term 2

Development:

- Defining Development
- Measuring Development
- Influences on Development
- Closing the Development Gap

Topics Covered in Term 3

Living World:

- Ecosystems
- Tropical Rainforests
- Deforestation
- Deserts and Desertification

Skills Developed

- Interpreting information; working with and analysing different types of data; identifying patterns; tracking changes; interacting with society; considering environmental and social responsibility; Interacting with the environment; using technology responsibly; independent research; distinguishing between natural change and human influence.
- A greater emphasis in all geography classes is placed on developing exam and assessment specific skills.

Literacy and Numeracy

- Students will have the opportunity to develop their numeracy skills by Interpreting graphs and describing data; interpreting climate graphs and comparing/ ordering statistics and development indicators
- Students will have the opportunity to develop their literacy skills by defining key terms and ensuring they are being spelt correctly through checks and developing points using paragraphs, structure strips and exam style answers.

Assessment

- Term 1: Assess the effectiveness of coastal management strategies. Students can choose to use a Case Study from the UAE or Northern Ireland.
- Term 2: Evaluate the effectiveness of Transnational Corporations in development.
- Term 3: Complete a case study on Desertification.
- Ongoing formative assessment. Students will be given questions or tasks within lessons. These will be marked throughout the year using a proforma to help show which level the student is achieving.

Cross Curricular Links

- Global Citizenship, Social Studies, Science, Business Studies, English Language, Mathematics, Theory of Knowledge.

Special Requirements/Equipment

- Google Chromebook

Home Learning

- Assignments are set on Google Classroom. Homework is regularly set.
- All work completed at home class is structured, appropriately guided and based on work completed in class.

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- <https://www.bbc.co.uk/bitesize/topics/zvwtstk>
- <https://www.bbc.co.uk/bitesize/topics/z2tqwx>

Setting

- Students are taught in mixed ability groups.

Staff

- Ms. A Phillips (Head of Geography)
- Mr. S Schenk
- Mr. E Turner
- Mr. L Core