New Line Learning Academy
Believe and Achieve

Geography Curriculum Intent

Year 8

The Year 8 Geography curriculum develops students' understanding of how people, places and environments are connected across the world. Building on the physical geography foundations established in Year 7, the curriculum places greater emphasis on human geography whilst continuing to explore the relationship between physical processes and the lives of people.

Throughout the year, students investigate:

- How does population shape the world around us? (Population)
- Why are some countries more developed than others? (Development)
- How can Africa overcome barriers to development? (Africa)
- How does geography shape life in Russia? (Russia)
- How do rivers shape people and places? (Rivers and Flooding)
- How can geography help build a more sustainable future? (Global Challenges)

Each enquiry builds upon the last, allowing students to apply geographical knowledge in increasingly complex contexts. Along the way, they investigate topics including migration, urbanisation, development, sustainability, climate, biomes, rivers, environmental management and global responsibility, using contemporary and local case studies such as the River Medway, Chatham Dockyard, Nigeria, the Democratic Republic of Congo and Russia.

Throughout the year, students strengthen their geographical thinking by interpreting maps, GIS, satellite imagery, graphs and statistical data, whilst developing the confidence to analyse evidence, evaluate different viewpoints and construct balanced geographical judgements. By the end of Year 8, students understand that geography is not simply about describing the world, but about explaining how people and environments interact and how informed decisions can help shape a better future.

Term 1
Enquiry

How does population shape the world around us?

Big Picture
What are the main ideas and big questions in this topic?

People are constantly on the move. Some places are growing rapidly, others are shrinking, whilst many of the world's largest cities continue to expand at an unprecedented rate. This opening enquiry explores how changing populations shape the places we live and the decisions governments must make for the future.

Running alongside the Year 8 History study of the Industrial Revolution, the enquiry helps students understand how industrialisation transformed patterns of settlement and migration. Whilst History explores why people left the countryside to work in factories, Geography examines the lasting consequences of these movements, from the growth of cities to the challenges of housing, healthcare and infrastructure.

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Students explore why populations change, why people migrate and how countries respond to demographic challenges. Through contrasting case studies including China's One Child Policy and Russia's declining population, they discover that population change creates very different opportunities and challenges around the world. The enquiry concludes by looking forwards rather than backwards. As urban populations continue to grow, students consider how settlements can become more sustainable and how careful planning can improve quality of life for future generations.

This enquiry supports the Geography National Curriculum through the study of population, migration, urbanisation and sustainable settlements. By the end of the unit, students recognise that population is far more than a number, as it influences almost every aspect of how societies function and develop.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Population provides geographers with a powerful way of understanding how societies change over time. The enquiry begins by investigating where people live and why population is distributed so unevenly across the world. Students explore how climate, relief, resources, employment and accessibility all influence settlement patterns.

Attention then turns to population structure. Using population pyramids, students examine how birth rates, death rates and life expectancy create very different demographic profiles, helping them understand why some countries face ageing populations whilst others experience rapid population growth.
The enquiry then explores how governments respond to these challenges through the contrasting case studies of China's One Child Policy and Russia's declining population. Rather than searching for a single solution, students evaluate how different countries respond to different demographic pressures.

Migration provides another lens through which to examine population change. Students investigate why people move, how migration reshapes communities and why it remains one of the most significant geographical processes of the modern world. Midway through the enquiry, students apply their understanding through a Decision-Making Exercise, taking responsibility for planning the future population of a fictional country. The unit concludes by exploring urbanisation and sustainable settlements, encouraging students to consider how the towns and cities of tomorrow can meet the needs of growing populations.

The enquiry is structured around a sequence of focused questions:

- How is the world's population changing?
- Why do people live where they do?
- What can population structure tell us about a country?
- How can governments control population change?
- Why do people migrate?
- How should a country manage its population?
- Why are more people living in cities?
- How can growing settlements become more sustainable?
- How does population shape the world around us?

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Throughout the enquiry, students interpret population pyramids, demographic data, GIS, choropleth maps and migration statistics. They identify geographical patterns, analyse evidence and develop balanced geographical judgements supported by real-world case studies.
Key vocabulary including population density, population distribution, birth rate, death rate, life expectancy, migration, urbanisation, sustainability, dependency ratio, population pyramid and demographic transition is introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students build upon the geographical knowledge developed throughout Year 7, particularly their understanding of settlements, climate, sustainability and the relationship between people and the environment. They already understand that physical geography influences where people live and how communities adapt to different environments.

This enquiry introduces students to the core concepts of human geography, exploring how populations change over time and how these changes influence settlements, migration, urban growth and development. Students begin to recognise that geographical patterns are shaped not only by physical processes but also by economic, political and social factors.

Students continue developing disciplinary skills including interpreting maps, GIS, graphs, photographs and geographical data whilst strengthening their ability to identify patterns, explain human processes and evaluate geographical decisions. These foundations provide an important bridge into later Year 8 enquiries on development, empire, migration and global inequality, whilst also preparing students for the human geography studied at GCSE.

Pitch Up

How will we challenge ourselves?

Population is one of the most powerful forces shaping the modern world. Every day, decisions about housing, healthcare, education and transport are influenced by changing populations, making this enquiry immediately relevant to students' own lives.

Using live population data, migration maps and real-world case studies, students explore why populations change and how governments respond. They compare countries experiencing very different demographic challenges before stepping into the role of decision makers themselves, balancing the competing demands of economic growth, sustainability and quality of life.

The enquiry culminates in a Decision-Making Exercise, where students design the population strategy for their own country. There are no perfect solutions—only evidence to weigh, priorities to balance and decisions to justify.

Wider Framework

How does this learning connect to future topics and bigger goals?

Population provides the foundation for much of the human geography studied throughout Key Stage 3. Understanding why populations change prepares students for later enquiries into development, Africa, Russia and migration, where demographic patterns continue to influence economic growth, settlement and quality of life.

The enquiry also introduces many of the concepts revisited at GCSE, including urbanisation, demographic change, sustainability and development, whilst

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Population is often reduced to numbers and statistics, yet behind every graph is the story of how people live, work and move. This enquiry encourages students to look beyond the data and consider the wider consequences of demographic change for individuals, communities and governments.

Running alongside the History study of the Industrial Revolution, students recognise that the movement of people has shaped towns, cities and economies for centuries. They leave the enquiry understanding that population is continually

continuing to strengthen students' ability to interpret geographical evidence and construct balanced judgements.	changing and that planning for this change is one of the greatest challenges facing governments around the world.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry explores how changing populations influence communities; public services and the places people call home. Students consider how governments plan for ageing populations, migration and urban growth whilst recognising that population change affects every aspect of society.

SMSC is embedded throughout the enquiry. Socially, students examine how migration and urbanisation shape communities and create both opportunities and challenges. Morally, they evaluate the ethical implications of population policies, including China's One Child Policy, and consider how governments balance individual freedoms with wider societal needs. Spiritually, students reflect on the diversity of people and places across the world, whilst culturally they explore how migration enriches societies and contributes to increasingly diverse communities.

The enquiry promotes British Values through respectful discussion, evidence-based debate and consideration of democracy, individual liberty and mutual respect. Students recognise that different countries adopt different approaches to managing population change and appreciate the importance of informed decision making.

Cross-curricular links are particularly strong with History, where students simultaneously study the Industrial Revolution, enabling them to understand how industrialisation reshaped population distribution and urban growth. Further links are made with Mathematics through statistical analysis, Computing through GIS and digital mapping, and English through discussion, debate and persuasive communication.

Students explore careers including urban planner, demographer, transport planner, public health officer, data analyst, housing officer, civil servant, geographer and GIS specialist.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Planning through making informed decisions about managing population growth, migration and sustainable urban development.
- Leadership through taking responsibility during the population planning simulation, balancing the needs of different groups whilst justifying geographical decisions.
- Speaking through presenting evidence-based geographical explanations and participating confidently in discussions about population change.

Resources

What books, websites, videos and materials will support our learning?

Our World in Data: https://ourworldindata.org/population
Interactive population pyramids: https://www.populationpyramid.net/

Assessment

How will we show what we know, remember and can apply?

The assessment has been carefully designed to balance substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive

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United Nations statistics: https://www.un.org/development/desa/pd/ Gapminder: https://www.gapminder.org/ BBC Bitesize: https://www.bbc.co.uk/bitesize Google Earth: https://earth.google.com/	knowledge through their understanding of population distribution, population structure, birth and death rates, migration, urbanisation, sustainability, population policies and settlement patterns. Alongside this, students demonstrate disciplinary knowledge by interpreting population pyramids, analysing demographic data, identifying geographical patterns and trends, evaluating population management strategies and constructing balanced geographical judgements using evidence from maps, graphs and case studies.

Term 2
Enquiry

Why are some countries more developed than others?

Big Picture
What are the main ideas and big questions in this topic?

Development is about far more than money. It influences the opportunities people have, the healthcare they receive, the education they access and the quality of life they experience. This enquiry explores why standards of living vary across the world and considers what can be done to reduce global inequality.

Running alongside the Year 8 History study of Sugar, Slavery and Global Trade, the enquiry encourages students to consider how the movement of goods, wealth and people has shaped the modern world. Whilst History examines the origins of global trade and empire, Geography explores how these historical connections continue to influence development, trade and economic opportunity today. Students investigate how development is measured before examining why a development gap exists between countries. They then explore how globalisation, multinational companies and international trade have created new opportunities whilst also raising important questions about fairness, sustainability and workers' rights.

This enquiry supports the Geography National Curriculum through the study of development, globalisation, trade, economic activity and sustainability. By the end of the unit, students understand that development is complex, continually changing and influenced by both local decisions and global connections.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by asking a deceptively simple question: what does it mean to be developed? Students investigate a range of development indicators, recognising that quality of life cannot be measured through wealth alone. Health, education, life expectancy and access to basic services all contribute to a country's level of development.

Building upon this understanding, students examine why a development gap exists. Rather than searching for a single explanation, they explore how geography, history, politics, trade and access to resources combine to influence development over time. Attention then turns to globalisation, one of the defining geographical processes of the modern world. Students investigate how countries have become increasingly connected through trade, technology and communication before

considering both the benefits and challenges of living in a global economy. Through the case study of Nike, students follow the journey of a familiar product from raw materials to the high street, exploring how multinational companies operate across continents and debating the responsibilities businesses have towards workers and the environment.

The enquiry concludes by examining tourism as a driver of development and evaluating how countries can improve quality of life whilst protecting people, cultures and environments for future generations.

The enquiry is structured around a sequence of focused questions:

- What is development?
- How is development measured?
- Why does a development gap exist?
- How can the Sustainable Development Goals improve lives?
- How has globalisation changed the world?
- Are multinational companies a force for good?
- How does Nike connect the world?
- Can tourism reduce the development gap?
- How can we close the development gap?

Throughout the enquiry, students interpret development indicators, thematic maps, graphs, GIS and statistical data. They compare countries, evaluate evidence and construct balanced geographical judgements using contemporary case studies.

Key vocabulary including development, HDI, GDP, quality of life, development gap, sustainability, globalisation, multinational company (MNC), supply chain, ethical trade, tourism and inequality is introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
This enquiry builds directly upon students' understanding of population, migration and urbanisation developed during the first Year 8 enquiry. Students already appreciate that demographic change influences settlements and quality of life; they now extend this understanding by exploring why opportunities vary between countries and how development can be measured. Disciplinary knowledge continues to develop through the interpretation of maps, development indicators, graphs, GIS and statistical evidence, preparing students for later enquiries on Africa and global development.	Every product we buy tells a geographical story. From trainers manufactured overseas to holidays abroad and food imported from across the globe; this enquiry helps students uncover the connections that link their everyday lives to people and places around the world. Students compare countries using real development data, investigate how multinational companies operate across continents and debate whether globalisation creates more opportunities than problems. Along the way, they encounter difficult questions about fairness, ethical consumerism and the

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	responsibilities individuals, businesses and governments have towards one another. By the end of the enquiry, students recognise that development is not simply about becoming wealthier, it is about improving people's lives whilst creating a more sustainable future.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Development is a recurring theme throughout Geography. This enquiry establishes the knowledge needed to understand later studies of Africa, global inequality and economic development whilst introducing concepts that reappear throughout GCSE Geography. Students also strengthen their ability to interpret evidence, compare places and evaluate geographical issues from multiple perspectives, recognising that development rarely has straightforward solutions.	Development is often measured through statistics, yet every indicator represents the lives of real people. This enquiry encourages students to think beyond the numbers and consider how geography influences health, education, opportunity and wellbeing. Studying this unit alongside Sugar, Slavery and Global Trade enables students to recognise that today's global economy has deep historical roots. At the same time, they discover that countries are not defined by their past alone. Students leave the enquiry understanding that development is about far more than economic wealth. It also includes access to education, healthcare, clean water, safety, opportunity and a sustainable future for all.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This enquiry encourages students to reflect on how global connections influence their own lives. From the clothes they wear to the technology they use, students recognise that people, products and ideas move across continents every day.

SMSC is embedded throughout the enquiry. Socially, students investigate how development influences education, healthcare and employment. Morally, they consider ethical trade, workers' rights and the responsibilities of multinational companies. Spiritually, they develop curiosity about the diverse ways people live across the world, whilst culturally they explore how globalisation has connected societies through trade, migration and communication.
The enquiry promotes British Values through respectful discussion, evidence-based debate and consideration of democracy, equality and mutual respect. Students recognise the importance of international cooperation when tackling global challenges.

Cross-curricular links are particularly strong with History, where students simultaneously study Sugar, Slavery and Global Trade, helping them understand how historical trade networks continue to influence development today. Further links are made with Mathematics through statistical analysis, Business through multinational companies and trade, Computing through GIS and digital mapping, and English through discussion, debate and persuasive communication.

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Students explore careers including economist, international development officer, sustainability consultant, supply chain manager, business analyst, charity worker, geographer, diplomat, environmental consultant and GIS specialist. The enquiry supports employability through the Skills Builder Universal Framework, particularly:

- Listening through considering different perspectives on development, globalisation and international trade before reaching balanced conclusions.
- Speaking through communicating geographical arguments using evidence from development indicators, case studies and global data.
- Problem Solving through evaluating different strategies for reducing the development gap and improving quality of life in a sustainable way.

Resources
What books, websites, videos and materials will support our learning?

- Our World in Data: https://ourworldindata.org/
- Gapminder (Hans Rosling): https://www.gapminder.org/
- United Nations Sustainable Development Goals: https://sdgs.un.org/goals
- World Bank Data: https://data.worldbank.org/
- BBC Bitesize – Development; https://www.bbc.co.uk/bitesize
- Google Earth: https://earth.google.com/

Assessment
How will we show what we know, remember and can apply?

The assessment has been carefully designed to balance substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of development, the development gap, development indicators, the Sustainable Development Goals, globalisation, multinational companies, tourism and strategies for reducing inequality.

Alongside this, students demonstrate disciplinary knowledge by interpreting maps, graphs and development data, analysing geographical patterns and trends, evaluating development strategies and constructing balanced geographical judgements supported by evidence.

Term 3
Enquiry

How can Africa overcome barriers to development?

Big Picture
What are the main ideas and big questions in this topic?

Africa is often presented through a narrow lens of poverty, conflict and humanitarian crisis. This enquiry deliberately challenges those assumptions by introducing students to the continent's remarkable diversity before exploring the geographical processes that continue to shape development across its fifty-four countries. The enquiry begins by establishing Africa as a continent of extraordinary physical and human diversity. From the deserts of the north to the tropical rainforests of Central Africa and the rapidly expanding cities of the south, students develop a richer understanding of Africa's varied landscapes, cultures, economies and populations. This geographical foundation helps students move beyond stereotypes and appreciate that no single narrative can explain such a vast and complex continent.

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Running alongside the Year 8 History study of Colonisation and Empire, the enquiry explores how historical events continue to influence the geography of Africa today. Whilst History investigates the expansion of European empires, Geography examines how colonial legacies continue to shape political boundaries, economic activity, access to resources and patterns of development. Students recognise that present-day geographical challenges are often rooted in the past, whilst understanding that history does not determine a country's future. Rather than focusing solely on the barriers to development, the curriculum presents a balanced picture of a continent undergoing significant change. Through contemporary case studies, students explore both the challenges and opportunities facing African countries, recognising the importance of education, healthcare, governance, sustainable resource management and economic growth in improving quality of life.

This enquiry supports the Geography National Curriculum through the study of place, development, natural resources, sustainability and global interdependence. By the end of the unit, students understand that Africa cannot be defined by a single story. Instead, they recognise a continent characterised by diversity, resilience and opportunity, whilst appreciating the geographical and historical factors that continue to shape development in different places.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry opens by exploring Africa as a continent rather than a country. Students investigate its regions, climates, physical landscapes, population distribution and cultural diversity, establishing a secure understanding of Africa's geographical identity before considering the challenges and opportunities experienced by individual countries.
With this foundation established, attention turns to the factors that influence development across the continent. Students investigate how physical geography, colonial legacies, conflict, disease, debt, governance and access to education interact to shape opportunities and quality of life. Rather than viewing these issues in isolation, they begin to understand development as the result of multiple interconnected processes that operate over long periods of time.

The enquiry then examines contrasting national case studies. Nigeria provides an opportunity to explore one of Africa's fastest-growing economies, allowing students to investigate urbanisation, industrialisation and population growth alongside the environmental and social pressures that accompany rapid development. In contrast, the Democratic Republic of Congo introduces students to the concept of the resource curse, demonstrating how valuable natural resources such as cobalt and copper can generate both economic opportunity and political instability.

Building upon these examples, students investigate wider themes of conflict, healthcare and education. They examine how disease and instability can limit development, whilst also exploring the significant progress being made through improvements in healthcare, international cooperation and educational opportunity. The case study of female education in Uganda provides a powerful example of how investment in education can improve health, reduce poverty and create long-term social change.
The enquiry concludes with Rwanda, encouraging students to reflect upon how effective governance, reconciliation and sustained investment have supported national development following the 1994 genocide. This final case study reinforces one of the central ideas running throughout the enquiry: development is dynamic, and geographical futures can be changed through informed decision making and long-term planning.

The enquiry is structured around a sequence of focused questions:

- How diverse is Africa?
- What barriers prevent development?

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- Why is Nigeria developing so rapidly?
- What problems do resources create in the Democratic Republic of Congo?
- What factors have caused conflict in Africa?
- How is Africa improving health and wellbeing?
- How is female education transforming Uganda?
- How has Rwanda become a model of development?
- How can Africa overcome barriers to development?

Throughout the enquiry, students think like geographers by interpreting thematic maps, development indicators, satellite imagery, graphs and statistical data. They compare places, identify geographical patterns, evaluate evidence and construct balanced geographical judgements supported by contemporary case studies. Key vocabulary including development, development gap, region, colonialism, governance, resource curse, conflict, corruption, urbanisation, life expectancy, sustainability, malaria, Ebola, cobalt, debt, infrastructure and genocide is explicitly introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This enquiry builds directly upon students' understanding of population, development and globalisation established during the first two enquiries in Year 8. Students already understand how development can be measured, why inequalities exist between countries and how trade and globalisation have connected economies around the world.

The enquiry now applies these concepts to a single continent, encouraging students to explore how physical geography, historical events, political decisions and economic activity combine to influence development. The parallel History study of Colonisation and Empire provides valuable context, helping students appreciate how historical processes continue to shape many geographical patterns visible today.

Students continue to strengthen disciplinary knowledge through the interpretation of thematic maps, development indicators, GIS, statistical data and case studies whilst becoming increasingly confident at constructing evidence-based geographical explanations.

Pitch Up
How will we challenge ourselves?

This enquiry invites students to challenge assumptions and discover a continent that is far more diverse, dynamic and rapidly changing than it is often portrayed. Through contemporary case studies, geographical investigations and real-world data, students examine both the barriers to development and the remarkable progress taking place across Africa today.

From the bustling streets of Lagos to the mineral-rich landscapes of the Democratic Republic of Congo, students explore places where geography, history and politics intersect. They investigate how natural resources, education, healthcare and governance influence people's lives whilst considering why neighbouring countries can experience very different development journeys.

Rather than searching for simple answers, students weigh evidence, compare contrasting viewpoints and consider how sustainable development can improve quality of life. By the end of the enquiry, they leave with a richer understanding of Africa, and a greater appreciation of the role geography plays in shaping the future of people and places.

Wider Framework
How does this learning connect to future topics and bigger goals?

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

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This enquiry deepens students' understanding of development by demonstrating that geographical issues are rarely explained by a single cause. Students recognise that economic growth, political stability, education, healthcare, natural resources and historical events all interact to shape opportunities and quality of life. The enquiry provides an important bridge into later studies of Russia, migration, conflict and global development at Key Stage 4. Students continue refining the disciplinary habits of geographers by interpreting evidence, comparing places, identifying patterns and evaluating geographical decisions using balanced judgement. Above all, the enquiry reinforces the importance of approaching places with curiosity, evidence and open-mindedness rather than relying upon assumptions or stereotypes.	Few places are more frequently misunderstood than Africa. This enquiry deliberately broadens students' perspectives by presenting a continent of extraordinary diversity, innovation and potential alongside the genuine challenges many communities continue to face. Running alongside the History study of Colonisation and Empire, students begin to appreciate that the geography of the present cannot always be understood without considering the past. Colonial boundaries, patterns of trade, resource extraction and political change continue to influence many African countries today, yet they do not define their future. The enquiry also encourages students to recognise the importance of hope and progress. By studying countries that are investing in education, improving healthcare and strengthening their economies, students leave with a balanced understanding that development is dynamic and that positive change is both possible and already happening across much of the continent.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry encourages students to think critically about global inequality whilst recognising the resilience, innovation and ambition that characterise many African countries today. Through the study of development, education, conflict and natural resources, students explore how geographical knowledge can help governments, organisations and communities make informed decisions about the future. SMSC is woven throughout the enquiry. Socially, students investigate how access to education, healthcare and employment shapes communities and improves quality of life. Morally, they consider questions surrounding fairness, resource distribution, ethical mining and international responsibility. Spiritually, students develop a deeper appreciation of Africa's diverse landscapes, cultures and peoples whilst reflecting upon the resilience shown by communities overcoming significant challenges. Culturally, the enquiry celebrates the richness and diversity of African societies, encouraging students to challenge stereotypes and recognise the continent's growing influence within the modern world.

The enquiry promotes British Values through respectful discussion, evidence-based debate and consideration of democracy, mutual respect and the rule of law. Students explore how good governance, cooperation and informed decision making can contribute to national development.

The enquiry contributes directly to the Citizenship curriculum by exploring global responsibility, equality, sustainable development, human rights and international cooperation. Links to PSHE/RSHE are developed through discussions surrounding aspiration, resilience, prejudice, equality of opportunity and the importance of education in transforming lives. Cross-curricular links are particularly strong with History, where students simultaneously explore Colonisation and Empire, allowing them to understand how historical events continue to influence contemporary patterns of development. Additional links are made with science through health and disease, Mathematics through the interpretation of statistical data and development indicators, English through discussion and persuasive writing, and Computing through GIS and digital mapping.

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Students explore careers including international development officer, diplomat, humanitarian aid worker, public health specialist, environmental consultant, NGO project manager, mining engineer, journalist, teacher, economist, geographer and GIS analyst.

The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:
Listening through exploring a range of viewpoints and challenging misconceptions about Africa using geographical evidence.

- Adapting through recognising that countries experience different opportunities and challenges, requiring flexible thinking when evaluating development.
- Speaking through presenting balanced geographical judgements supported by contemporary African case studies and development data.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
○ Gapminder: https://www.gapminder.org/ ○ Our World in Data: https://ourworldindata.org/ ○ World Bank Open Data: https://data.worldbank.org/ ○ United Nations Sustainable Development Goals: https://sdgs.un.org/goals ○ BBC Bitesize – Africa and Development: https://www.bbc.co.uk/bitesize ○ Google Earth: https://earth.google.com/	The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of Africa's regional diversity, barriers to development, colonial legacies, Nigeria's economic growth, the Democratic Republic of Congo's resource curse, conflict, healthcare improvements, female education in Uganda, Rwanda's development journey and strategies for sustainable development. Disciplinary knowledge is assessed through students' ability to interpret maps, development indicators, satellite imagery and statistical data, analyse geographical patterns, compare places, evaluate evidence and construct balanced geographical judgements supported by real-world examples.

Term 4
Enquiry

How does geography shape life in Russia?

Big Picture
What are the main ideas and big questions in this topic?

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Stretching across eleven time zones and two continents, Russia is the largest country on Earth. Its immense size, varied landscapes and extreme climates make it an ideal case study through which students can revisit many of the geographical concepts developed throughout Year 8.
Rather than introducing entirely new content, this enquiry encourages students to apply their understanding of climate, biomes, population, development and sustainability within a single national context. From the frozen tundra of Siberia to the bustling streets of Moscow, students explore how physical geography continues to shape where people live, work and travel.

Running alongside the Year 8 History study of the Russian Revolution, the enquiry offers a complementary perspective on Russia. Whilst History examines the political transformation of the country during the twentieth century, Geography explores how its landscapes, climate, natural resources and population distribution continue to influence life today. Through examples including Chernobyl, Arctic shipping routes and tourism, students investigate how Russia balances economic opportunity with environmental challenge. They discover that geography has always shaped Russia's identity and remains central to its future.
This enquiry supports the Geography National Curriculum through the study of place, climate, biomes, population, GIS, tourism and resource management. By the end of the enquiry, students understand that Russia's geography presents both extraordinary opportunities and significant challenges, making it one of the world's most fascinating countries to study.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Russia provides an opportunity to revisit and connect many of the geographical ideas encountered earlier in Year 8. The enquiry begins by exploring Russia's physical geography, introducing its major mountain ranges, rivers, forests and regions before considering how the country's immense size influences everyday life. Attention then turns to Russia's diverse biomes and climate, where students investigate how latitude, continentality and relief create some of the most extreme environments on Earth. These physical characteristics help explain why much of the population is concentrated in the west despite the country's vast size.

Building on earlier work on population, students examine where people live in Russia and why settlement patterns are so uneven. Population distribution, migration and economic activity are revisited within a real-world context, reinforcing the idea that geography influences human decisions. The enquiry then explores Chernobyl, using the disaster to examine the relationship between energy, environmental risk and long-term landscape change. Students consider how places recover following environmental disasters and how geographical evidence is used to understand changing environments.

Modern geographical skills are developed through the use of Geographical Information Systems (GIS), allowing students to interpret spatial data and investigate patterns across Russia. Tourism provides a contrasting perspective, encouraging students to explore how Russia's natural and cultural landscapes contribute to its economy. The enquiry concludes by examining the Northern Sea Route, considering how climate change is transforming one of the world's most significant emerging trade routes. Students evaluate both the opportunities and environmental concerns associated with increasing Arctic shipping, bringing together themes of climate, trade, sustainability and globalisation.

The enquiry is structured around a sequence of focused questions:

- How does Russia's physical geography shape the country?
- How do Russia's biomes influence life?
- Why is Russia's climate so extreme?

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- Where do people live in Russia and why?
- What can Chernobyl teach us about environmental change?
- How can GIS help us understand Russia?
- How does tourism contribute to Russia's economy?
- Should the Northern Sea Route become a major global trade route?

Throughout the enquiry, students interpret physical and political maps, climate graphs, satellite imagery, GIS datasets and population maps. They compare regions, explain geographical processes, analyse spatial patterns and evaluate how physical and human geography interact within one of the world's largest countries.

Key vocabulary including biome, tundra, taiga, permafrost, continental climate, distribution, GIS, tourism, sustainability, Arctic, nuclear disaster and Northern Sea Route is explicitly introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This enquiry draws together many of the ideas developed earlier in Year 8. Students already understand how population, development, migration and sustainability influence places; they now apply this knowledge within a single national case study. Earlier learning from Year 7 also underpins the enquiry. Students revisit climate, biomes, physical landscapes and environmental processes, recognising how physical geography continues to influence settlement, economic activity and quality of life.

Students further develop disciplinary knowledge through interpreting GIS, thematic maps, climate graphs, satellite imagery and population data, strengthening their ability to identify geographical patterns and explain spatial relationships.

Pitch Up
How will we challenge ourselves?

Russia is a country of extremes. Home to frozen tundra, dense forests, vast mountain ranges and some of the world's largest cities, it provides the perfect opportunity to explore how physical and human geography combine to shape life on a national scale.

Using maps, satellite imagery, GIS and real-world case studies, students investigate why most Russians live in the west of the country, how people adapt to some of the planet's harshest climates and why Russia's natural resources have helped shape its economy and global importance.

The enquiry concludes by looking towards the Arctic, where students evaluate whether climate change is creating new opportunities through the Northern Sea Route or introducing new environmental risks. Throughout the unit, students apply geographical knowledge to a country whose size, diversity and significance make it unlike any other.

Wider Framework
How does this learning connect to future topics and bigger goals?

Russia provides an opportunity to revisit and consolidate many of the geographical concepts introduced throughout Key Stage 3 before students move into increasingly complex global enquiries during Year 9.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students discover that deserts are complex and diverse environments rather than empty, lifeless landscapes. They develop an appreciation of how geography has influenced settlement, trade and economic development across the Middle East whilst recognising the importance of water and natural resources in shaping societies.

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The enquiry strengthens students' understanding of the relationship between physical and human geography whilst introducing the Arctic as an emerging geopolitical and environmental region. Students continue developing the disciplinary habits of geographers by analysing spatial data, interpreting GIS, evaluating environmental change and applying knowledge to unfamiliar contexts. Many of the concepts explored, including climate, biomes, population distribution, GIS, sustainability and resource management, provide important preparation for GCSE Geography.	The enquiry encourages students to understand that geography often involves balancing competing priorities. Throughout the unit they explore how countries can benefit from valuable resources such as oil whilst considering the environmental challenges associated with fossil fuels and the importance of creating more sustainable futures. Students also gain a greater appreciation of the Middle East as a region of geographical significance, challenging misconceptions and recognising its continuing importance within the modern world.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

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This enquiry encourages students to consider how physical geography continues to shape the decisions made by governments, businesses and communities. Through studying Russia's landscapes, climate and natural resources, students explore how people adapt to extreme environments and manage the opportunities and challenges they present.

SMSC is embedded throughout the enquiry. Socially, students investigate how geography influences settlement, employment and daily life across Russia's diverse regions. Morally, they evaluate issues surrounding environmental responsibility, nuclear disasters, climate change and the sustainable use of natural resources. Spiritually, students develop a sense of awe through exploring some of the world's most spectacular landscapes, including Lake Baikal, the Arctic tundra and the Caucasus Mountains. Culturally, the enquiry introduces students to Russia's diverse ethnic groups, Indigenous communities and rich cultural heritage, encouraging an appreciation of different ways of life.

The enquiry promotes British Values through respectful discussion, evidence-based debate and consideration of environmental responsibility, international cooperation and informed decision making. Students evaluate different perspectives when considering tourism, Arctic development and environmental management. Cross-curricular links are particularly strong with History, where students study the Russian Revolution, helping them appreciate how political change and geographical factors together influence the development of modern Russia. Further links are made with Science through climate, ecosystems and nuclear energy; Computing through GIS and digital mapping; Mathematics through interpreting climate graphs and spatial data; and English through discussion, explanation and evidence-based evaluation.

Students explore careers including GIS analyst, environmental scientist, climatologist, conservation officer, cartographer, urban planner, tourism manager, geographer, renewable energy consultant and Arctic researcher. The enquiry supports employability and personal development through the Skills Builder Universal Framework, particularly:

- Planning through interpreting geographical information to understand how people adapt to Russia's varied environments and changing climate.
- Problem Solving through evaluating the opportunities and challenges created by environmental change, tourism and Arctic development.
- Adapting through recognising how people, businesses and governments respond to living in one of the world's most geographically diverse countries.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
○ Google Earth: https://earth.google.com/ ○ NASA Earth Observatory: https://earthobservatory.nasa.gov/ ○ National Geographic Education: https://education.nationalgeographic.org/ ○ BBC Bitesize: https://www.bbc.co.uk/bitesize ○ ArcGIS Living Atlas: https://livingatlas.arcgis.com/	The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of Russia's physical geography, biomes, climate, population distribution, Chernobyl, GIS, tourism and the Northern Sea Route. Disciplinary knowledge is assessed through interpreting maps, climate graphs, GIS datasets and satellite imagery, analysing spatial patterns, explaining

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○ Encyclopaedia Britannica: https://www.britannica.com/	geographical processes and constructing balanced geographical judgements using evidence.

Term 5 Enquiry		**How do rivers shape people and places?**

Big Picture
What are the main ideas and big questions in this topic?

Rivers are among the most powerful forces shaping both the natural landscape and human civilisation. They carve valleys, transport sediment and create dramatic landforms, whilst also providing water, fertile land, transport routes and opportunities for trade. This enquiry explores the relationship between rivers and people, showing how physical and human geography are closely connected. The enquiry begins by following the journey of a river from its source to its mouth, helping students understand how rivers change over time and why different landscapes develop along their course. Students investigate the processes of erosion, transportation and deposition before exploring how these processes create features such as waterfalls, meanders and floodplains.

Alongside physical geography, the enquiry examines the importance of rivers to human societies. Using the River Medway as a local case study, students discover how rivers have influenced settlement, farming, industry and transport throughout Kent. The study of Chatham Dockyard demonstrates how rivers have long been vital for trade, defence and economic development, whilst the River Thames provides a national example of how rivers continue to shape modern Britain.

The enquiry concludes by investigating flooding and river management, encouraging students to consider how communities can balance the benefits rivers provide with the risks they create. Students evaluate different approaches to flood management and explore how climate change may influence rivers in the future.

This enquiry supports the Geography National Curriculum through the study of river processes, landforms, flooding, environmental management and the interaction between physical and human geography. By the end of the unit, students understand that rivers are dynamic systems which continue to shape landscapes, economies and communities across the world.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry opens with a simple question: why have so many settlements been built beside rivers? Students investigate the importance of rivers throughout history and today, recognising how access to fresh water, fertile land and transport has influenced where people choose to live. Attention then turns to the journey of a river. Using the River Medway as a continuous case study, students explore how rivers change from their source in the uplands to their mouth at the coast. They examine the upper, middle and lower courses before investigating how erosion, transportation and deposition shape the landscape.

Building on this understanding, students explore the formation of distinctive river landforms, including V-shaped valleys, waterfalls, gorges, meanders and floodplains. Rather than memorising isolated features, students begin to understand how these landforms are linked through the continuous movement of water and sediment.

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The enquiry then shifts towards the relationship between rivers and people. Through local investigations of the River Medway and the historic significance of Chatham Dockyard, students examine how rivers support transport, trade, industry, tourism and recreation. They recognise that rivers have been central to the growth of settlements for centuries and continue to play an important economic role today.

The final lessons investigate flooding as both a natural process and a geographical hazard. Students interpret hydrographs, investigate why floods occur and evaluate different flood management strategies before considering how climate change may alter flood risk in the future.

The enquiry is structured around a sequence of focused questions:

- Why are rivers so important?
- How does a river change from source to mouth?
- How do rivers shape the landscape?
- Why do rivers meander?
- Why do rivers flood?
- How has the River Medway shaped Kent?
- Why were rivers the motorways of the past?
- How should we manage rivers in the future?
- How do rivers shape people and places?

Throughout the enquiry, students interpret OS maps, satellite imagery, hydrographs, river cross-sections and GIS data. They analyse physical processes, investigate local landscapes and evaluate how people manage river environments using evidence from real-world case studies.

Key vocabulary including erosion, transportation, deposition, watershed, tributary, meander, floodplain, gorge, hydrograph, discharge, flood management, abrasion, hydraulic action and sustainability is explicitly introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This enquiry builds upon students' understanding of physical geography developed throughout Years 7 and 8, including weathering, erosion, climate, ecosystems and sustainability. Earlier studies of population, development and Russia have also highlighted how physical geography influences where people live and how settlements grow.

Students now investigate one of the most important physical systems on Earth, recognising how rivers connect landscapes, ecosystems and human activity. The enquiry also prepares students for later studies of coasts, flooding and physical processes at Key Stage 4.

Pitch Up
How will we challenge ourselves?

Every student has crossed a river, but few have stopped to consider how much rivers influence their daily lives. This enquiry brings geography close to home by exploring the River Medway, allowing students to investigate a landscape they know whilst uncovering the processes that have shaped it over thousands of years.

From dramatic waterfalls and sweeping meanders to historic dockyards and modern flood defences, students discover that rivers are constantly changing. They analyse maps, investigate flood events, interpret hydrographs and explore

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	why settlements, businesses and transport networks have developed where they have. The enquiry culminates in students evaluating how rivers should be managed in the future, balancing environmental protection, economic development and the safety of local communities.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry strengthens students' understanding of the relationship between physical and human geography by demonstrating how natural processes influence settlement, trade, transport and environmental management. The concepts developed throughout the unit provide an important foundation for later studies of coasts, climate change and environmental management whilst reinforcing geographical skills including map interpretation, hydrograph analysis and fieldwork techniques. Students also begin to appreciate that sustainable river management requires balancing environmental, social and economic priorities.	For thousands of years, rivers have supported civilisation. They have provided food, water, transport and opportunities for trade whilst simultaneously presenting risks through flooding and erosion. This enquiry encourages students to see rivers not simply as physical features but as places where natural processes and human activity continually interact. Using the River Medway as a local example helps students connect geographical concepts to familiar places, whilst Chatham Dockyard demonstrates how rivers have shaped Kent's history, economy and identity. Students leave the enquiry recognising that understanding rivers helps explain both the landscapes around them and many of the decisions communities continue to make today.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This enquiry highlights the importance of rivers in supporting communities, economies and ecosystems. Students investigate how rivers influence everyday life through water supply, transport, agriculture, tourism and flood management whilst considering the challenges of managing increasingly unpredictable environments. SMSC is embedded throughout the enquiry. Socially, students explore how communities adapt to flooding and use rivers for recreation, transport and employment. Morally, they evaluate decisions surrounding flood management, environmental protection and sustainable water use. Spiritually, students develop a sense of wonder through exploring the power of rivers to shape landscapes over thousands of years. Culturally, they investigate how rivers have influenced settlement, trade and local heritage, particularly through the River Medway and Chatham Dockyard.

The enquiry promotes British Values through respectful discussion, evidence-based decision making and consideration of how communities work together to manage environmental challenges. The enquiry contributes directly to the Citizenship curriculum by exploring environmental responsibility, community resilience and sustainable development. Links to PSHE/RSHE are developed through discussions surrounding risk, decision making, community safety and personal responsibility during flood events.

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Cross-curricular links are made with History through the role of rivers in trade, settlement and the development of Chatham Dockyard; Science through the water cycle, erosion and environmental processes; Mathematics through hydrograph interpretation and data analysis; and Computing through GIS and digital mapping.

Students explore careers including hydrologist, flood risk engineer, environmental consultant, civil engineer, ecologist, GIS analyst, town planner, water resource manager, geographer and conservation officer. The enquiry supports employability through the Skills Builder Universal Framework, particularly:

- Planning through investigating flood management strategies and considering how communities can prepare for future flood events.
- Problem Solving through evaluating river management options and balancing environmental, economic and social priorities.
- Leadership through working collaboratively to justify decisions about sustainable river management using geographical evidence.

Resources
What books, websites, videos and materials will support our learning?

- Environment Agency – Flooding and River Management: https://www.gov.uk/government/organisations/environment-agency
- Ordnance Survey Maps: https://osmaps.ordnancesurvey.co.uk/
- Google Earth: https://earth.google.com/
- BBC Bitesize – Rivers: https://www.bbc.co.uk/bitesize
- National River Trust: https://theriverstrust.org/
- Met Office – Flooding and Weather: https://www.metoffice.gov.uk/

Assessment
How will we show what we know, remember and can apply?

The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of river processes, landforms, flooding, flood management, the River Medway, the River Thames and the role of rivers in trade and settlement.

Disciplinary knowledge is assessed through interpreting maps, hydrographs and river data, analysing physical processes, evaluating management strategies and constructing balanced geographical judgements supported by evidence.

Term 6
Enquiry

How can geography help build a more sustainable future?

Big Picture
What are the main ideas and big questions in this topic?

The final enquiry of Year 8 encourages students to step back and consider the biggest challenges facing the planet. Rather than focusing on a single country or landscape, students investigate global issues that affect people, places and environments across the world, recognising that many of these challenges are interconnected.

Drawing on the knowledge developed throughout the year, students revisit themes of population, development, globalisation, sustainability and environmental change before applying them to contemporary issues such as climate change, resource consumption, biodiversity loss and water scarcity. The enquiry encourages

students to think beyond identifying problems by exploring how individuals, communities, governments and international organisations are working towards sustainable solutions.

Students examine how human activity has transformed the planet, considering the consequences of increasing consumption, waste and greenhouse gas emissions. Alongside these global challenges, they investigate examples of innovation and positive action, including ecotourism, renewable energy, conservation projects and sustainable development initiatives that aim to protect both people and the environment.

This enquiry supports the Geography National Curriculum through the study of sustainability, climate change, resource management, ecosystems, global interdependence and environmental decision making. By the end of the unit, students understand that geographical knowledge is essential for tackling the complex challenges of the twenty-first century and creating a more sustainable future.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by asking what makes an issue a global challenge. Students consider why some problems affect entire populations whilst others remain local, introducing ideas of scale, significance and vulnerability that underpin the rest of the enquiry. Attention then turns to climate change, where students investigate its causes, impacts and the evidence supporting long-term environmental change. They explore how rising temperatures influence weather, ecosystems and communities whilst recognising that climate change affects different places in different ways.

Building on this understanding, students examine how increasing consumption places pressure on the Earth's resources. Through investigations into food miles, fast fashion, e-waste and ecological footprints, they consider how everyday choices connect people to environments across the globe. The enquiry then explores issues of water scarcity, biodiversity loss and environmental inequality, recognising that global challenges rarely exist in isolation. Students evaluate why some communities are more vulnerable than others and consider how sustainable development can improve quality of life whilst protecting natural environments.

The unit concludes by exploring solutions rather than simply problems. Through case studies of conservation, ecotourism, recycling, renewable energy and international cooperation, students evaluate how geographical thinking can contribute to a more sustainable future.

The enquiry is structured around a sequence of focused questions:

- What makes a challenge global?
- How is our climate changing?
- Why are we using so many of the Earth's resources?
- How does consumerism affect the planet?
- Why is water becoming more precious?
- How can we protect biodiversity?
- Can ecotourism help protect fragile environments?
- Who is most vulnerable to global challenges?
- How can geography help build a more sustainable future?

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Throughout the enquiry, students interpret climate graphs, satellite imagery, global datasets, thematic maps and sustainability indicators. They compare places, analyse evidence, evaluate geographical issues and construct balanced judgements supported by contemporary case studies.

Key vocabulary including global challenge, sustainability, climate change, greenhouse gases, ecological footprint, biodiversity, consumerism, food miles, water scarcity, inequality, vulnerability, ecosystem, deforestation and ecotourism is explicitly introduced, revisited and applied throughout the enquiry.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This enquiry brings together many of the concepts developed throughout Years 7 and 8. Students draw upon their understanding of population growth, development, globalisation, climate, ecosystems, rivers and sustainability whilst applying this knowledge to contemporary global issues.

The enquiry also strengthens disciplinary thinking by encouraging students to interpret geographical evidence, evaluate different viewpoints and consider how physical and human geography interact at local, national and global scales.

Pitch Up
How will we challenge ourselves?

The world is changing rapidly. Rising temperatures, increasing populations, growing demand for resources and changing lifestyles are creating challenges that no single country can solve alone. This enquiry invites students to explore these issues through the eyes of a geographer, using evidence to understand not only why global challenges exist but how they can be addressed.

Students analyse real climate data, investigate the environmental impact of everyday products and debate the difficult decisions facing governments, businesses and communities. They explore inspiring examples of conservation and innovation alongside the realities of climate change, biodiversity loss and resource depletion.

The enquiry encourages students to leave Year 8 with optimism as well as understanding, recognising that informed choices and international cooperation can help create a more sustainable future.

Wider Framework
How does this learning connect to future topics and bigger goals?

As the final enquiry of Year 8, this unit draws together many of the geographical themes explored throughout the curriculum. Students recognise that population, development, climate, trade and environmental management are closely connected and that solving global challenges requires geographical understanding alongside scientific, political and economic thinking.

The enquiry provides a strong foundation for Year 9, where students investigate conflict, global cities, transforming Asia and the changing physical environment, whilst introducing themes that continue into GCSE Geography, including climate change, sustainability and global interdependence.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

The purpose of Geography is not simply to understand the world as it is, but to consider how it might be improved. This enquiry encourages students to move beyond headlines and appreciate the complexity of the challenges facing our planet.

Rather than presenting environmental issues as overwhelming, the curriculum deliberately balances challenge with hope. Students encounter examples of innovation, cooperation and sustainable development, recognising that informed decisions made by individuals, communities and governments can create meaningful change. The enquiry leaves students with a sense of agency,

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	understanding that geography provides the knowledge needed to make responsible choices in an increasingly interconnected world.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This enquiry demonstrates that geography is central to many of the decisions shaping the future of our planet. Students explore how climate change, resource use and environmental management influence everyday life whilst recognising the role individuals, businesses and governments play in creating more sustainable communities.

SMSC is embedded throughout the enquiry. Socially, students investigate how global challenges affect communities differently and why cooperation is essential in responding to shared problems. Morally, they consider issues surrounding environmental responsibility, intergenerational fairness and sustainable resource use. Spiritually, students develop a deeper appreciation of the Earth's diverse environments and reflect upon humanity's relationship with the natural world. Culturally, they explore how different societies respond to environmental challenges and how local traditions can contribute to sustainable living.

The enquiry promotes British Values through respectful discussion, evidence-based debate and an appreciation of individual responsibility, democracy and collective action when addressing environmental issues. The enquiry contributes directly to the Citizenship curriculum by exploring sustainability, global responsibility, environmental justice and international cooperation. Links to PSHE/RSHE are developed through responsible decision making, ethical consumerism, wellbeing and understanding the impact individual choices can have on wider society.

Cross-curricular links are made with science through climate systems, ecosystems and renewable energy; History through industrialisation and changing resource use; Mathematics through analysing environmental data; computing through GIS and global datasets; and English through debate, critical evaluation and persuasive communication. Students explore careers including climate scientist, environmental consultant, conservation officer, sustainability manager, renewable energy engineer, hydrologist, urban planner, ecologist, geographer, policy adviser and GIS specialist.

The enquiry supports employability through the Skills Builder Universal Framework, particularly:

- Creativity through designing innovative and sustainable responses to global environmental challenges.
- Leadership through taking responsibility for proposing actions that individuals, communities and governments can take to create a more sustainable future.
- Adapting through recognising that societies must continually respond to changing environmental, social and economic conditions.

Resources

What books, websites, videos and materials will support our learning?

Assessment

How will we show what we know, remember and can apply?

○ NASA Climate Kids: https://climatekids.nasa.gov/ ○ Our World in Data: https://ourworldindata.org/ ○ United Nations Sustainable Development Goals: https://sdgs.un.org/goals ○ WWF Education: https://www.wwf.org.uk/learn ○ Google Earth: https://earth.google.com/ ○ ArcGIS Living Atlas: https://livingatlas.arcgis.com/ ○ National Geographic Education: https://education.nationalgeographic.org/	The assessment has been carefully designed to assess both substantive knowledge (50%) and disciplinary knowledge (50%). Students demonstrate substantive knowledge through their understanding of climate change, sustainability, resource use, biodiversity, water scarcity, consumerism, ecotourism and environmental management. Disciplinary knowledge is assessed through interpreting geographical data, analysing environmental patterns, evaluating sustainable solutions and constructing balanced geographical judgements using evidence from a range of contemporary case studies.