BRANNEL SCHOOL
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Curriculum Summary Document

Year 8 – Geography

Interconnected Earth

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Changing Landscapes	Autumn 1	Students study how physical processes shape landscapes over time. They examine tectonic activity, weathering, erosion and deposition, developing explanations for how landscapes form and change. Students consider how human activity interacts with and modifies natural landscapes, forming an understanding of dynamic physical systems.	This unit develops foundational knowledge of physical geography and geomorphology. Understanding how landscapes evolve over time prepares students for later study of tectonics, coasts and climate-related landscape change.	Oracy: Explaining physical processes clearly using geographical vocabulary. Science: Earth structure and forces shaping the planet. Mathematics: Interpreting diagrams, scales and data representation. History: How landscapes influence settlement and culture.
Conflict & Peace	Autumn 2	Students explore how and why conflicts occur, including territorial disputes, resource tensions and political divisions. They examine case studies to understand the causes, impacts and resolutions of conflict. Students evaluate different strategies used to build peace and cooperation between groups.	This unit supports development of critical thinking and evaluative judgment. Students learn to analyse perspectives and understand how geography influences political relationships, preparing them for later work on development and geopolitics.	Oracy: Participating in reasoned discussion and respectful debate. History: Origins and consequences of global conflicts. Citizenship: Conflict resolution, negotiation and shared responsibility. Religious Education: Beliefs and values influencing peace and cooperation.
The Middle East	Spring 1	Students examine the physical and human geography of the Middle East, including climate, environment, population, economy and cultural identity. They study how natural resources shape regional development.	This unit builds secure regional knowledge and supports understanding of global interdependence. Students develop the ability to compare regions using geographical	Oracy: Discussing place-based perspectives with accuracy and sensitivity. Religious Education: Belief, identity and

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		Students develop understanding of how regional issues relate to global politics and economic relationships.	criteria, preparing them for future study of economic development and geopolitics.	cultural diversity across the region. History: Empire, borders and political change in the Middle East. Economics: Resource distribution and global trade connections.
Glacial Processes	Spring 2	Students study how glaciers form and move, and how they shape the landscape through erosion, transport and deposition. They identify glacial landforms and examine how past glaciation has influenced present-day landscapes. Students also consider the role of climate in glacial change and retreat.	This unit deepens understanding of physical processes and landscape evolution. It reinforces knowledge of climate systems and prepares students for future work on climate change, weather systems and geomorphology.	Oracy: Communicating explanations of sequential physical processes. Science: Climate and environmental change over time. Mathematics: Interpreting topographical and contour mapping. History: Human response to glacial landscapes and environments.
Coastal Processes	Summer 1	Students investigate how waves, weathering and erosion shape coastal environments. They study landforms such as cliffs, arches, stacks and beaches, and explore how human management strategies aim to protect coastlines. Students evaluate the effectiveness and challenges of coastal defence approaches.	This unit strengthens students' understanding of ongoing landscape change and human-environment interaction. It prepares students for later work on sustainability, hazard management and long-term coastal planning.	Oracy: Explaining process sequences clearly and confidently. Science: Material properties and energy transfer in wave action. Design Technology: Engineering solutions for environmental challenges. Mathematics: Using measurement and scale in diagram interpretation.

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Geographical Enquiry (Fieldwork)	Summer 2	Students apply fieldwork skills to investigate a local geographical question. They develop hypotheses, gather primary data, present findings and draw evidence-based conclusions. Students practise accurate observation, recording and evaluation.	This unit consolidates geographical enquiry as a disciplinary habit. Students develop independence in planning, conducting and reflecting on investigations, supporting success in later controlled assessments and applied geographical tasks.	Oracy: Presenting findings clearly and confidently to an audience. Mathematics: Data collection, presentation and statistical interpretation. Computing: Digital mapping and data visualisation tools. PSHE: Responsible participation in the local community environment.