

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: ACE Geography	Year Group: 8
	Personnel Responsible: PPR	Quality Assured by: EGH

Cycle	Topic/Unit Title – Big Question	Content Coverage	Skill Development and Links to Other Areas of This Subject's Curriculum
1	How Does Weather and Climate Affect Our Lives?	This unit covers the key physical geographical concepts behind weather, for example temperature, precipitation and wind speeds. We will also look at extreme weather conditions. It then looks at how weather and climate affect human activities, focusing on the hottest, wettest and coldest inhabited locations. These are going to be focusing on the features of the weather condition and example places where these conditions exists. This can lead onto how the area is affected by the conditions. Finally, the topic looks at our weather futures, and how a changing climate may impact the Earth.	This unit develops pupils' understanding of weather, climate and extreme environments through a combination of geographical knowledge, data interpretation and real-world case studies. Pupils are often highly engaged by the global scope of the topic, particularly when exploring extreme weather events and unusual places such as Oymyakon, Mawson and the Danakil Desert. They enjoy working with maps, graphs and fieldwork data, as these provide clear, visual ways to interpret and understand information. Activities such as annotating maps and tracking tropical storms support active learning, while linking physical processes (e.g. the water cycle, relief rainfall) to real-life examples helps to deepen understanding. Throughout the unit, students are encouraged to make meaningful connections between local, national and global contexts. They link their learning about extreme weather worldwide to events closer to home, such as flooding in Cumbria and recent UK heatwaves, helping them to see the relevance of geography in their everyday lives. Students also connect scientific concepts, such as condensation and air pressure, with geographical processes, strengthening their cross-curricular understanding. Through discussions of climate change, tropical storms and environmental impact, students begin to consider the wider implications of extreme weather on people and places, developing greater awareness of global challenges. By the end of the unit, students are able to interpret

<u>Overview Document</u> <u>2026/2027</u>	Curriculum Area: ACE Geography	Year Group: 8
	Personnel Responsible: PPR	Quality Assured by: EGH

			a range of geographical data, explain key processes and use appropriate vocabulary confidently, while demonstrating an increasing ability to think critically about how physical and human factors shape the world.
3	How is Africa a continent of contrast?’	This topic focuses on the theme of Africa. Students will study a number of locations in Africa (such as Tropical Rainforests and the Sahara Desert) and dismiss common misconceptions about the continent. We will be looking into the variety that is offered in Africa, as well as characteristics that can be found in each area. Key content includes: biomes within Africa; a study of a tropical rainforest; desert and savannah areas.	This unit introduces students to the diverse geography of Africa, developing their understanding of key physical features, climates and human interactions across the continent. Students are often highly engaged by the scale and variety of Africa, particularly when learning about significant landmarks such as the River Nile, the Sahara Desert and the Congo Rainforest. They enjoy using atlases, maps and satellite images to locate countries and explore landscapes, as well as describing environments through photographs. The contrasts between biomes—rainforest, desert and savanna—capture students’ interest and help them to compare climates, vegetation and ways of life. Throughout the unit, students are supported to make meaningful connections between physical and human geography, as well as between different regions of the world. They explore how people adapt to environments, such as nomadic lifestyles in the Sahara, and how natural resources in rainforests provide both goods and services. Students also begin to consider the impact of human activity, including deforestation and mass tourism, weighing both benefits (e.g. jobs, infrastructure) and challenges (e.g. environmental damage). Links to global development encourage pupils to reflect on quality of life, using indicators such as life expectancy, GNI and infant mortality to compare countries. These discussions help students to connect geographical knowledge with real-world issues and develop a broader global perspective. By the end of

<u>Overview Document</u> <u>2026/2027</u>	<u>Curriculum Area: ACE Geography</u>	<u>Year Group: 8</u>
	<u>Personnel Responsible: PPR</u>	<u>Quality Assured by: EGH</u>

			the unit, students are able to confidently locate key regions in Africa, describe and compare environments, and interpret a range of geographical data, demonstrating a growing understanding of how physical features and human activity shape the continent.
--	--	--	---