Curriculum Map

Sandringham School
'Everybody can be Somebody'

Subject: Geography **Year group: 8**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content *Declarative Knowledge – 'Know What'*	**Unit 6: Global Development** ➢ To understand the different meanings of development ➢ How measures of development work (GNI per capita, life expectancy, Human Development Index, Gender Inequality Index) and what their limitations are ➢ Reasons for poverty in Africa (colonialism, physical environment, climate change, war, infrastructure etc.) ➢ The benefits and costs of trans-national corporations operations ➢ What extractivism is ➢ Arguments for and against the concept of the 'resource curse' ➢ Strategies to reduce the development gap, and how they work (aid, FairTrade, role of NGOs, appropriate technology)	**Unit 7: Population, Migration and Urbanisation** ➢ Trends in global population growth ➢ Challenges that are created by a growing global population ➢ Dynamics of population in Low Income Countries (LICs), Newly Emerging Economies (NEEs) and High-Income Countries (HICs) ➢ Contemporary trends of migration ➢ Push and pull factors for migration ➢ Definition of urbanisation ➢ Challenges created by urban change in the UK ➢ Challenges created by urban change in LICs ➢ Strategies to make the development of urban spaces more sustainable	**Unit 8: Weather and Climate Extremes** ➢ The reasons for needing an accurate weather forecast, and the people/groups who rely on them ➢ Different types of rainfall and the processes that create them (convectional, relief and frontal) ➢ The difference between high and low pressure systems ➢ How depressions are formed ➢ The causes and impacts of tropical storms (e.g. Cyclone Idai and Hurricane Helene) ➢ How the greenhouse effect works, and links to anthropogenic climate change (enhanced greenhouse effect) ➢ The consequences of climate change (social, economic and environmental) ➢ Strategies to adapt to and mitigate against climate change	**Unit 9: Coastal Landscapes** ➢ Why coastlines are important to people ➢ Basic concepts of coastal geology (hard and soft rocks) ➢ Processes of weathering (chemical and mechanical) and erosion (abrasion, hydraulic action, attrition and solution) ➢ The sequence of how processes of erosion form caves, arches, stacks and stumps ➢ The process of deposition and longshore drift ➢ Strategies to manage coastal erosion (hard and soft engineering strategies) and their benefits and costs	**Unit 10: Place Study - The Subcontinent** ➢ The physical geography in the subcontinent, including climate variability and the importance of the monsoon ➢ Patterns of development, population dynamics and urbanisation in the subcontinent, and the opportunities and challenges that are presenting ➢ The risk of meteorological and climatic hazards in the subcontinent ➢ The importance of managing coastlines in the regions, focused on the low-lying nations of Bangladesh
Skills *Procedural Knowledge – 'Know How'*	**Cartographic Skills** ➢ Interpretation of choropleth maps to describe global development levels **Graphical Skills** ➢ Construction and interpretation of scatter graphs **Other** ➢ Use of geographical sources to build an evaluative argument ➢ Interpretation of statistical data	**Cartographic Skills** ➢ Interpretation of choropleth maps to describe population density **Graphical Skills** ➢ Construction and interpretation of population pyramids ➢ Use of proportional flow diagrams to show migrations trends **Other** ➢ Photographic analysis ➢ Fieldwork – urban fieldwork skills, including traffic	**Cartographic Skills** ➢ Interpretation of rainfall maps **Other** ➢ Development of detailed scientific annotations to explain physical processes ➢ Maths skills – calculation of mean temperatures ➢ To create a weather diary (data collection)	**Cartographic Skills** ➢ Use of OS map to provide evidence used for decision-making on management strategies **Other** ➢ How to complete a cost-benefit analysis of coastal management strategies ➢ Ability to design and annotated technical diagrams of geological and coastal processes ➢ Sequencing of explanation of landform formation,	**Cartographic Skills** ➢ Use of atlases and GIS to examine the physical and human geography of the reason **Graphical Skills** ➢ Use of climate graphs to plot extreme weather data **Other** ➢ Math skills

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		counts, environmental quality surveys and management surveys		including the use of diagrams	
Key Questions	➢ Why is understanding development important? ➢ What are the most effective methods for measuring development on a global scale? ➢ What are the most important reasons for poverty? ➢ How damaging is inequality? ➢ Do TNCs bring more benefits or costs to LICs? ➢ What are the most effective ways of reducing the development gap?	➢ What are the global population trends? ➢ How can populations be characterised? ➢ Why is an understanding of migration and urbanisation important? ➢ What are the greatest challenges facing urban areas in the UK, and in LICs? Why is it important to make urban spaces more sustainable?	➢ Why is accurate weather forecasting important? ➢ Why are some places more prone to high rainfall totals over others? ➢ How are storms linked to air pressure? ➢ Why are tropical storms so dangerous? ➢ How easy is it to reduce the risk posed by extreme weather? ➢ Is climate change a human-induced phenomenon? ➢ What are the most damaging effects of projected climate change? ➢ How effective is it to adapt to climate change? ➢ Can we prevent climate change? If so, how? ➢	➢ Why are coastal landscapes important to study? ➢ What role does geology play in shaping coastlines? ➢ How do processes of weathering, erosion and deposition shape coastal landscapes? ➢ What are the most appropriate ways of managing erosion on a coastline? ➢ Why are some places worth protecting over others?	➢ How does the physical geography of the subcontinent create opportunities and challenges for the people who live there? ➢ How is the population changing in the region, and what challenges does this pose for governments? ➢ Why is extreme risk a significant issue for human health in the region? ➢ How and why is the management of coastal environments in the region so important for its success?
Assessment	Assessment is an extended written piece completed at home with success criteria.	Assessment is an extended written piece completed at home with success criteria.	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	Assessment is an examination of a combination of geographical knowledge and skills from this unit, completed in class.	n/a
Literacy/Numeracy/ SMSC/Character	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Analysis and manipulation of statistical data (development) ➢ Practice of introduced skills **SMSC/Character** ➢ An examination of development and inequality helps to foster empathy and a sense of '**global citizenship**'.	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Introduction to complex graphical presentation (e.g. proportional flow diagrams) ➢ Practice of introduced skills **SMSC/Character** ➢ Unit focuses on the challenges facing the planet because of population growth and migration. This will enable students to understand some of the	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Manipulation of climate data to find mean etc. ➢ Practice of introduced skills **SMSC/Character** ➢ Unit focuses on weather and climate, but introduces the technical aspects of climate change, and the effects occurring now and those that may come to pass in the future. ➢ The super-curriculum offers students the opportunity to	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology ➢ Development of evaluative writing style **Numeracy** ➢ Manipulation of financial data (cost-benefit analysis) **SMSC/Character** ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	**Literacy** ➢ Continued development of **PEEL paragraph** structure ➢ Continued development of **TEA method** ➢ Development of student's use of tier 3 geographical terminology **Numeracy** ➢ Practice of introduced skills **SMSC/Character** ➢ This unit helps students to make an appraisal of the importance of wildernesses such as the Arctic. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.

	➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	biggest challenges facing human civilisation in the modern world. ➢ The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.	take ownership of their learning, encouraging **aspiration** for**, initiative** with, and **confidence** in, their academic study.		

NB: There is ongoing reform of the KS3 curriculum; some of the above may be subject to change.