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: 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) ➢ 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 8: 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 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: Russia and the Arctic** ➢ Conditions found in the Arctic tundra ➢ Features of ecosystems in the tundra, including plant and animal adaptations ➢ Knowledge of the physical landscape of Russia, and the distribution of natural resources ➢ Nations who have claim to the Arctic, and what their claims are ➢ Resources found in the Arctic and their importance for the global economy ➢ The threats the Arctic faces now (exploitation) and in the future (climate change) ➢ The impacts of exploitation of the Arctic
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 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** ➢ 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 counts, environmental quality surveys and management surveys	**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, including the use of diagrams	**Cartographic Skills** ➢ Use of atlases and GIS to describe the distribution of physical resources **Graphical Skills** ➢ Creation of divided bar charts for global fossil fuel reserves **Other** ➢ Technical annotations of plant and animal adaptations ➢ Math skills – comparison of resources using percentages and data manipulation

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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?

- 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?

- 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 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?

- Why is the tundra an important ecosystem?
- How do organisms survive in harsh, cold conditions?
- What makes Russia such a powerful nation?
- Why is the Arctic important on a global scale?
- Is the Arctic worth protecting?

Assessment

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.

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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**'.
- The super-curriculum offers students the opportunity to take ownership of their learning, encouraging **aspiration** for**, initiative**

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 take ownership of their learning, encouraging **aspiration** for**, initiative**

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 biggest challenges facing human civilisation in the modern world.

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.

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