

Curriculum Map

Subject: Geography

Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content <i>Declarative Knowledge – ‘Know What’</i>	<u>Unit 6: Global Development</u> <ul style="list-style-type: none"> 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) 	<u>Unit 7: Population, Migration and Urbanisation</u> <ul style="list-style-type: none"> 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 	<u>Unit 8: Physical Systems II - Weather and Climate Extremes</u> <ul style="list-style-type: none"> 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 (convective, 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 	<u>Unit 9: Physical Systems IV - Coastal Landscapes</u> <ul style="list-style-type: none"> 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 	<u>Unit 10: Place Study - The Subcontinent</u> <ul style="list-style-type: none"> 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 <i>Procedural Knowledge – ‘Know How’</i>	Cartographic Skills <ul style="list-style-type: none"> Interpretation of choropleth maps to describe global development levels Graphical Skills <ul style="list-style-type: none"> Construction and interpretation of scatter graphs Other	Cartographic Skills <ul style="list-style-type: none"> Interpretation of choropleth maps to describe population density Graphical Skills <ul style="list-style-type: none"> Construction and interpretation of population pyramids 	Cartographic Skills <ul style="list-style-type: none"> Interpretation of rainfall maps Other <ul style="list-style-type: none"> Development of detailed scientific annotations to explain physical processes Maths skills – calculation of mean temperatures 	Cartographic Skills <ul style="list-style-type: none"> Use of OS map to provide evidence used for decision-making on management strategies Other <ul style="list-style-type: none"> How to complete a cost-benefit analysis of coastal management strategies 	Cartographic Skills <ul style="list-style-type: none"> Use of atlases and GIS to examine the physical and human geography of the reason Graphical Skills <ul style="list-style-type: none"> Use of climate graphs to plot extreme weather data Other

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	<input type="checkbox"/> Use of geographical sources to build an evaluative argument <input type="checkbox"/> Interpretation of statistical data	<input type="checkbox"/> Use of proportional flow diagrams to show migrations trends Other <input type="checkbox"/> Photographic analysis <input type="checkbox"/> Fieldwork – urban fieldwork skills, including traffic counts, environmental quality surveys and management surveys	<input type="checkbox"/> To create a weather diary (data collection)	<input type="checkbox"/> Ability to design and annotated technical diagrams of geological and coastal processes <input type="checkbox"/> Sequencing of explanation of landform formation, including the use of diagrams	<input type="checkbox"/> Math skills
Key Questions	<input type="checkbox"/> Why is understanding development important? <input type="checkbox"/> What are the most effective methods for measuring development on a global scale? <input type="checkbox"/> What are the most important reasons for poverty? <input type="checkbox"/> How damaging is inequality? <input type="checkbox"/> Do TNCs bring more benefits or costs to LICs? <input type="checkbox"/> What are the most effective ways of reducing the development gap?	<input type="checkbox"/> What are the global population trends? <input type="checkbox"/> How can populations be characterised? <input type="checkbox"/> Why is an understanding of migration and urbanisation important? <input type="checkbox"/> What are the greatest challenges facing urban areas in the UK, and in LICs? Why is it important to make urban spaces more sustainable?	<input type="checkbox"/> Why is accurate weather forecasting important? <input type="checkbox"/> Why are some places more prone to high rainfall totals over others? <input type="checkbox"/> How are storms linked to air pressure? <input type="checkbox"/> Why are tropical storms so dangerous? <input type="checkbox"/> How easy is it to reduce the risk posed by extreme weather? <input type="checkbox"/> Is climate change a human-induced phenomenon? <input type="checkbox"/> What are the most damaging effects of projected climate change? <input type="checkbox"/> How effective is it to adapt to climate change? <input type="checkbox"/> Can we prevent climate change? If so, how? <input type="checkbox"/>	<input type="checkbox"/> Why are coastal landscapes important to study? <input type="checkbox"/> What role does geology play in shaping coastlines? <input type="checkbox"/> How do processes of weathering, erosion and deposition shape coastal landscapes? <input type="checkbox"/> What are the most appropriate ways of managing erosion on a coastline? <input type="checkbox"/> Why are some places worth protecting over others?	<input type="checkbox"/> How does the physical geography of the subcontinent create opportunities and challenges for the people who live there? <input type="checkbox"/> How is the population changing in the region, and what challenges does this pose for governments? <input type="checkbox"/> Why is extreme risk a significant issue for human health in the region? <input type="checkbox"/> 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 <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method	Literacy <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method	Literacy <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method	Literacy <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method	Literacy <input type="checkbox"/> Continued development of PEEL paragraph structure <input type="checkbox"/> Continued development of TEA method

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	<ul style="list-style-type: none"> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <input type="checkbox"/> Development of evaluative writing style <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis and manipulation of statistical data (development) <input type="checkbox"/> Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> An examination of development and inequality helps to foster empathy and a sense of 'global citizenship'. <input type="checkbox"/> The super-curriculum offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <input type="checkbox"/> Development of evaluative writing style <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to complex graphical presentation (e.g. proportional flow diagrams) <input type="checkbox"/> Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The super-curriculum offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulation of climate data to find mean etc. <input type="checkbox"/> Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The super-curriculum offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <input type="checkbox"/> Development of evaluative writing style <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulation of financial data (cost-benefit analysis) <p>SMSC/Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> The super-curriculum offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. 	<ul style="list-style-type: none"> <input type="checkbox"/> Development of student's use of tier 3 geographical terminology <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice of introduced skills <p>SMSC/Character</p> <ul style="list-style-type: none"> <input type="checkbox"/> This unit helps students to make an appraisal of the importance of wildernesses such as the Arctic. <input type="checkbox"/> 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.