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| **Year 8 CURRICULUM MAP : Geography** | | | |
|  | **Autumn** | **Spring** | **Summer** |
| **Unit Length** | **13 weeks** | **13 weeks** | **13 weeks** |
| **Assessment Objectives** | **AO1** Knowledge on locations, places, processes, environments and different scales (15%)  **AO2** Demonstrate geographical understanding of: concepts and how they are used in relation to places; environments and processes; the interrelationships between places, environmental and processes (25%)  **A03** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)  **A04** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%) | | |
| **Description of the Topic and Key Learning Outcomes** | **Unequal world: Development**  1. What is development and how is it measured?  2. The development gap  3. The causes and consequences of uneven development  4. The impact of malaria around the world  **KNOWLEDGE AUDIT ASSSESSMENT**  **Unequal world: Population**  1. The world’s population and its distribution.  2. Problems caused by population growth  3. Where is China like and what is it like to live there?  4. The problems caused by population growth in China  5. China’s ‘One Child Policy’  6. Should we control global population growth?  **END OF UNIT ASSESSMENT** | **Concrete world: Global Megacities**  1. Locating global megacities  2. Causes of urbanisation  3. Why do people move to cities?  4. What problems to megacities have?  5. Where is India and what is it like to live there?  6. Why is India a place of contrast?  7. How could problems of slums be solved  **KNOWLEDGE AUDIT ASSESSMENT**  **Concrete world: UK cities**  1. Locating the UK’s major cities  2. Why is Birmingham important to the UK?  3. What challenges does Birmingham have?  4. Re-generation in Birmingham  5. How does global city life vary?  6. Counter-urbanisation in the UK  **END OF UNIT ASSESSMENT** | **Weather and climate**  1. The difference between weather and climate  2. How do we measure the weather  3. Climates around the world  4. Climates in tropical rainforests  5. Climates in hot deserts  6. Climates in polar regions  **KNOWLEDGE AUDIT ASSESSMENT**  **Africa in depth-study**  1. The physical features of Africa  2. The human features of Africa  3. Geographical skills through our study of Africa.  4. How countries in Africa are rapidly changing  **END OF UNIT ASSESSMENT** |
| **Milestone Assessments** | **Development – Knowledge audit**  **Unequal world – End of unit assessment** | **Urban – Knowledge audit**  **Concrete world – End of unit assessment** | **Weather and climate – Knowledge audit**  **Africa study – End of unit assessment** |
| **CEIAG** | Links here to where geographers obtain information from with a focus on the United Nations. Links to careers within the World Health Organisation through studying Malaria. Wider links looking at how governments in countries try and control population. The field of cartography and its links to geography. | Career links to slum regeneration projects (often NGO’s and charities) working on improving lives in slums. We will explore the local economy to include jobs (sectors) within the UK and specifically Birmingham. Links to town planning and sustainable future planning careers. | Students will increase their awareness of global companies and will gain insights into how businesses grow and develop. Through considering successful models of business, students are gaining enterprise skills that can be transferred to many career settings. |
| **RRSA** | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities  Article 31: Right to leisure, play and culture | Article 28: Right to education  Article 29: Goals of education  Article 30: Children of minorities | Article 28: Right to education  Article 29: Goals of education  Article 31: Right to leisure, play and culture |
| **Wider Curriculum Links** | Maths – more than/less than, population pyramids, interpreting data, graphical skills.  Science – human use of natural resources and the impact of global diseases.  MFL – introducing new cultures and countries. | Maths – population graphs and interpreting data.  MFL – introducing new cultures and countries.  History – how places change over time. | Science – ecosystems and global biomes  Maths – climate graphs and geography skills e.g. grid references.  MFL – introducing new cultures and countries.  History – colonialisation of countries in Africa and links to empire. |
| **Literacy Programme** | * WOW words * Links to exam command words (GCSE) * Development of students writing * Academic texts/books e.g. Prisoners of Geography | * Oracy and listening in the classroom * Independent practiced * Reading opportunities | * Article/report writing * Decode it now * PEEL structure * Diary entry |
| **Useful websites** | <https://www.worldometers.info/world-population/> -World o Meters - watch how the world’s population changes!  <https://www.gapminder.org/> - Gapminder – look at how development differs across the world.  <https://www.bbc.co.uk/bitesize/subjects/zrw76sg> - BBC bitesize, information and revision tests.  <https://www.educationquizzes.com/ks3/geography/> - Test your knowledge and have a go at revision quizzes!  <https://www.google.co.uk/intl/en_uk/earth/> - Google Earth explore the world’s biomes/ecosystems. | | |
| **Wider Reading** | Prisoners of Geography – Tim Marshall |  |  |
| **Independent Learning Tasks** | Research how China’s one child policy has changed China today. Does the policy still exist? What legacy has the policy left on the country? | Research which city is going to be the next megacity around the world. Will the UK ever have a megacity? | Create an information leaflet about a global biome of your choice. Ensure you use your Geography WOW words! |