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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 gap3. The causes and consequences of uneven development4. 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 growth3. Where is China like and what is it like to live there?4. The problems caused by population growth in China5. China’s ‘One Child Policy’6. Should we control global population growth?**END OF UNIT ASSESSMENT** | **Exploiting the world - UK**1. How are the world’s major resources distributed?2. The impacts of food, energy and water and which areas in the world have surplus/deficit of these. 3. Consideration of how energy can be made more sustainable. **KNOWLEDGE AUDIT ASSESSMENT** **Exploiting the world – The Middle East**1. Case study into Russia and their natural resources. 2. The opportunities and challenges presented through their rich natural resources (including Chernobyl). 3. Case study into ‘black gold’ in Saudi Arabia4. The impact on the UK trading with Russia **END OF UNIT ASSESSMENT** | **Waterworld** 1. An overview/recap of rivers and fluvial processes and landforms2. An overview/recap of coasts and associated processes and landforms.3. What is glaciation and where are the current glaciated regions around the world?4. How do glaciers shape the land?5. How can glaciated areas be beneficial for tourism?6. Glaciation and climate change.**KNOWLEDGE AUDIT ASSESSMENT/END OF UNIT ASSESSMENT** **Geography skills unit**Using prior knowledge and learning from years 7/8/9 students will complete human (local) and physical (local) geographical enquiries. They will practice geographical skills and plan the investigation before writing this up and evaluating. **ASSESSED FIELDWORK WRITING** |
| **Milestone Assessments** | **Development – Knowledge audit** **Unequal world – End of unit assessment** | **Exploiting the world – Knowledge audit** **Exploiting the world – End of unit assessment** | **Water world – Knowledge audit and End of unit assessment****Geography skills – Assessed write up**  |
| **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.  | Links to the food, water and energy industries. Particular focus on the work of energy companies and these can be made more sustainable in the future. The role/work of government in disaster management linking to the Chernobyl disaster.  | Career links to glaciologists and those working in sustainability (e.g. energy) through the work on climate change. Career links with geography in practice through the fieldwork unit. In particular students will get ‘hands on’ experience with systems like GIS and investigation planning. Links with careers within the Geographical Society and the National Trust.  |
| **RRSA** | Article 28: Right to educationArticle 29: Goals of educationArticle 30: Children of minorities Article 31: Right to leisure, play and culture | Article 28: Right to educationArticle 29: Goals of educationArticle 30: Children of minorities  | Article 28: Right to educationArticle 29: Goals of educationArticle 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. | Science – the use of natural resources and sustainability. Case study of Chernobyl. MFL – introduction and understanding of different cultures. Maths – real-life data graphs and interpretation.  | Science – glaciation and climate change. Maths – geography skills e.g. use of graphs, statistical data etc.   |
| **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
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| **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 word’s frozen areas.  |
| **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 how sustainable the UK’s energy mix is, What are the current government targets on how our energy sources are changing? | How have the world’s glaciers changed in the last 100 years? Create an information leaflet on how they have changed, what is causing this change, what global impact this is having and how it can be prevented.  |