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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** | **Sustainable world** * To know the different industries in an economy
* To understand how the UK’s industrial structure has changed over time (more reliant on tertiary sector now)
* Explore the impact that industry has on out environment.
* Know what a TNC is and its role around the world.
* Case study on Nike as a TNC and the problems these can cause.
* Explore the problems that industry can cause through the Bangladesh factory collapse in 2014.
* To know how cities can be sustainable
* Explore water insecurity and how water can be made more sustainable.
* Study the problem of plastic in the ocean.
* Understanding of why we need to combat global poverty and hunger and preserve nature/wildlife to be sustainable.
 | **Africa’s place in the world** This unit of work aims to explore and revisit geographical skills that students have developed throughout years 7&8. It includes the following key areas: * Ecosystems within Africa
* History of Africa and global perceptions
* Population density
* Why Africa has a high proportion of global poverty
* An in-depth study of Kenya looking at Nairobi’s growth as a city, the problems of slums and how these can be improved.
* The impact of aid on Africa
* Pirates in Somalia
* Plate tectonics in the African Rift Valley
* Why nature and the environment need to be managed sustainably.
* Sustainability through ecotourism
 | **Changing world*** To know the difference between weather and climate
* To understand past and present climates and their differences
* Explore different climates from around the world
* Investigate the similarities and differences in global biomes
* Exploration of hot deserts (the human and physical worlds)
* Exploration of cold environments (the human and physical worlds)
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| **Milestone Assessments** | **Mid-unit assessment on industrial structure and the impact of TNC’s****Knowledge audit assessments** | **Mid-unit assessment on improving Nairobi’s slums****EOU assessment** **Knowledge audit assessments**  | **EOU Assessment** **Knowledge audit assessments**  |
| **CEIAG**  | Links to the roles of companies around the world. Career’s in water and waste management as well as social sustainability.  | Links to combatting negative global perceptions on Africa as a continent. Students will explore this diverse continent and challenge stereotypes. Links to the work of charities and NGO’s. The importance of town planning/urban city design.  | Links to careers in glaciation and working in the field of Geography. Links to careers with the National Geographic Society.  |
| **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 a TNC of your choice and create a case study outlining: 1. Where it is based
2. Positives
3. Negatives
 | Research how tourism in Kenya can be made sustainable.Use your research to complete a piece of travel writing outlining why someone should visit Kenya.  | Chose one of the worlds biomes and research the following. Create an information poster to display what you find: climate, animals (adaptation), how humans live there, countries in this biome.  |