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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) |
| **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 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. | 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 |
| **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. |