

Year 8 CURRICULUM MAP: Geography 2022-23

	Autumn	Spring	Summer
Unit Length	13 weeks	13 weeks	13 weeks
Assessment Objectives	<p>AO1 Knowledge on locations, places, processes, environments and different scales (15%)</p> <p>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%)</p> <p>A03 Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%)</p> <p>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%)</p>		
Description of the Topic and Key Learning Outcomes	<p>Sustainable world – Economic</p> <ul style="list-style-type: none"> To know the different industries in an economy To understand how the UK’s economic structure has changes and reasons for this Explore the impact that industry has on our environment. To understand the advantages and disadvantages on TNCs around the world <p style="text-align: center;"><i>Mid-unit assessment</i></p> <p>Sustainable world – Social and Environmental</p> <ul style="list-style-type: none"> To know the social, economic and environmental problems industry can bring 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. <p style="text-align: center;"><i>End of unit assessment – Sustainable world</i></p>	<p>Changing world – Global climate change</p> <ul style="list-style-type: none"> To know the difference between weather and climate To understand past and present climates and their differences The causes and effects of climate change To know what extreme weather is and consider whether the weather around the world and in the UK is becoming more extreme To explain the effects of extreme weather <p style="text-align: center;"><i>Mid-unit assessment</i></p> <p>Changing world – Antarctica</p> <ul style="list-style-type: none"> To know why Antarctica is such a unique environment To understand how animals have adapted to the harsh climate in Antarctica To understand how Antarctica is under threat due to human development To understand how some human developments could be positive for Antarctica e.g. tourism. To know how Antarctic is being protected To understand why Antarctica is important to us in terms of climate change <p style="text-align: center;"><i>End of unit assessment</i></p>	<p>Africa’s place in the world 1</p> <p>This unit of work aims to explore and revisit geographical skills that students have developed throughout years 7&8.</p> <ul style="list-style-type: none"> Ecosystems within Africa History of Africa and global perceptions Population density Why Africa has a high proportion of global poverty To know the causes and effects of deforestation in Tanzania. Why Nairobi is important to Kenya What problems are there in Kibera and how can these be solved <p style="text-align: center;"><i>Mid-unit assessment – Data and geography skills</i></p> <p>Africa’s place in the world 2</p> <ul style="list-style-type: none"> The impact of aid on Africa How pirates in Somalia can cause economic and social problems To know how plate tectonics formed the African Rift Valley The sustainable management of nature and the environment in Africa. How ecotourism can help with development and sustainability. <p style="text-align: center;">END OF YEAR 8 ASSESSMENT</p>

Milestone Assessments	Mid-unit assessment: The problems of TNCs in LICs End of unit assessment: Sustainable world	Mid-unit assessment: Skills assessment (interpreting data and charts about climate change) End of unit assessment: Changing world	Mid-unit assessment: Solving urban issues in Kibera (DME) End of Y8 Assessment
CEIAG	Links to the roles of companies around the world as well as their responsibilities for safer working practices and issues around sustainability.	Links to careers in glaciation and working in the field of Geography. Links to careers with the National Geographic Society and British Antarctic society.	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.
RRSA	Article 27: adequate standard of living Article 32: Child labour Article 36: Other forms of exploitation	Article 6: Life survival and development Article 13: Freedom of expression Article 22: Refugee children	Article 6: Life survival and development Article 24: Health and health services Article 26: Social security Article 27: Adequate standard of living Article 28: Right to education
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 – data analysis through graphs, measures of central tendency and maps (identifying trends and patterns) Science – climate change impacting on Antarctica and the wider impacts of this on the world	Science – glaciation and climate change. Maths – geography skills e.g. use of graphs, statistical data etc.
Literacy Programme	<ul style="list-style-type: none"> • WOW words • Development of students writing • Academic texts/books e.g. Prisoners of Geography 	<ul style="list-style-type: none"> • Oracy and listening in the classroom • Independent practiced • Reading opportunities • Writing to explain, describe and justify 	<ul style="list-style-type: none"> • Decode it now • PEEL structure • DART tasks
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	National Geographic articles on Antarctica	Bill Bryson's – African Diary
Independent Learning Tasks	Research a TNC of your choice and create a case study outlining: a) Where it is based b) Positives c) Negatives	Research what the British Antarctic Survey do. Explore why their work is so important both in the UK and the wider world.	Research how Nigeria's economy has changed over the years. Consider the role that TNCs have played in countries like Nigeria to help them develop.